

**IMPROVING STUDENTS' ANALYTICAL EXPOSITION TEXT
WRITING ABILITY THROUGH COLLABORATIVE WRITING
STRATEGY IN SECOND YEAR OF SMA DCC GLOBAL
BANDAR LAMPUNG**

(A Script)

By

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**STUDY PROGRAM OF ENGLISH EDUCATION
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UNIVERSITY OF LAMPUNG
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ABSTRACT

IMPROVING STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING ABILITY THROUGH COLLABORATIVE WRITING STRATEGY IN SECOND YEAR OF SMA DCC GLOBAL BANDAR LAMPUNG

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The objectives of this research are to find out whether there is improvement in students' writing ability of analytical exposition text and what aspect improves the most after being taught through collaborative writing. This research is basically quantitative research which uses one group pretest-posttest design.

The population of this research was the second grade students of SMA DCC Global Bandar Lampung in the academic year 2016/2017. There was only one class of XI in the school which consisted of 14 students. This research was conducted from August 2nd to 11th 2016.

The result of the research shows that there is improvement in the students' analytical exposition text writing ability after being taught using collaborative writing. It can be seen from the increase of the result of the pretest and posttest, 15.37 point, from 63.00 to 78.37. The data are analyzed by using t-test value in which the significance was determined by $p < 0.05$. The aspect improves the most is content, since collaborative writing provides the students multiple input by sharing and developing the ideas collaboratively.

It can be said that there is improvement of the students' analytical exposition text writing ability from the pretest to the posttest. Besides, the second finding shows that content is the aspect of writing improves the most. Briefly, referring to the result above, it can be said that collaborative writing can be applied to improve students' ability in writing analytical exposition text.

**IMPROVING STUDENTS' ANALYTICAL EXPOSITION
TEXT WRITING ABILITY THROUGH COLLABORATIVE
WRITING STRATEGY IN THE SECOND YEAR OF SMA DCC
GLOBAL BANDAR LAMPUNG**

By
Rina Septiana

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in
**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



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**Research Title : IMPROVING STUDENTS' ANALYTICAL
EXPOSITION TEXT WRITING ABILITY THROUGH
COLLABORATIVE WRITING STRATEGY IN
SECOND YEAR OF SMA DCC GLOBAL
BANDAR LAMPUNG**

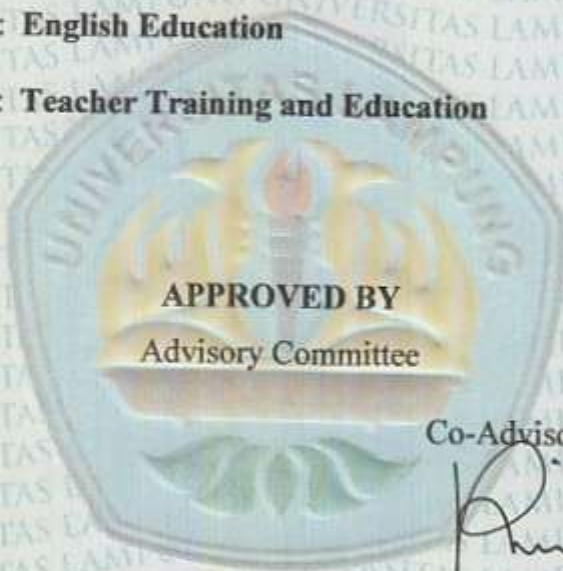
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CURRICULUM VITAE

The writer's name is Rina Septiana. She was born on September 30th, 1992 in Bandar Lampung. She is the fifth child of Sahri and Suliyem.

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DEDICATION

This script is proudly dedicated to:

My beloved outstanding Mom, Suliyem.

My beloved supportive Dad, Sahri.

My beloved siblings and spouses: Supin, Narto, Suratno, Nina, Ribut Herianto,
Suyadi and Sutila.

My lovely nieces and nephews: Aldino Marju Pinto, Aldila Meirita, Raraz
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My Almamater, English Education Study Program, Lampung University

MOTTO

Timing does not happen out of coincidence. It is because of earnestness and simple choice that make miraculous moments. Being resolute and making decision without any hesitation make timing.

-Kim Junghwan, Reply 1988-

You can have 'what if' dreams, but life changes based on what you are doing now. Do what you should do now so no regret after that.

-Do Kyungsoo-

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research.

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1. INTRODUCTION

This chapter discuss about introduction of the research that is used in this study, such as background of the problem, objective of the research, use of the research, scope of the research, and definition of terms.

1.1. Background

In formal education, writing serves a cognitive function. Foong (1999) claims that learning to write is important and useful for language and rhetorical practice for communication, and as a discovery as well as cognitive process. It helps people to develop their thinking and reasoning skills, or to develop an argument or position and support it with evidence. In language learning, the purposes of much of the writing are to reinforce and support oral language development. In line with Curriculum 2013 (Depdiknas, 2013), senior high school students must be able to communicate in oral and written text, like narrative, descriptive, recount, procedure, analytical exposition, news item and report by stressing on the interpersonal complex meaning and variety of textual meaning.

Besides, there are some reasons why writing is regarded difficult. According to Simpson (as cited in Supiani, 2011) the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate and

organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays. Based on pre-research in SMA DCC Global Bandar Lampung, the teacher usually use media like video, video game, song, movie, so the students are familiar with listening and speaking practice. The students are difficult to generate and organize ideas using an appropriate choice of vocabulary, tenses, and translate the ideas into coherent text.

Considering the matters above, the teacher should apply suitable way to teaching writing text process in order the objectives stated in the curriculum achieve. In line to this, Wilkins (1983: 14) states that the students' learning depends on the effectiveness of the teachers' techniques. Therefore, the use of various techniques is necessary for motivating the students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

In this research, the writer proposes collaborative writing technique to be one of the techniques that can be used to increase the second year students' text writing ability. The writer chooses collaborative writing to develop the students' ability in writing analytical exposition text because it gives the chance to the students to develop their own idea freely which can persuade readers or listener that something is the case by collaborating with group. The writer believes that working together in writing can help the students' writing better than alone.

One of previous research which employed collaborative writing was done by Supiani (2011) in SMPN 1 Pelaihari, South Kalimantan. She carries out that by using collaborative writing technique students' ability in writing descriptive text improves. The students can also follow the writing steps well which could help them to make their writing to be better. Besides, the students' behavior in writing changed and improved their motivation as well. Moreover, they are actively involved in pair work and the classroom situation became lively and also increase the students' participation. In the teaching learning process, the students were interested and self-aware in writing.

Besides Supiani, there are Luna and Ortiz (2013) who find out that collaborative writing enhances academic writing development through project work through conducting a research in private university in Bogotá, Colombia. The process prompts different formal aspects of language and promotes critical thinking. Another relevant change identified in the process of academic writing development was the students' awareness of the use of mechanics (spelling, punctuation, capitalization).

Wichadee (2013) administered collaborative writing virtually and physically for two groups of students. The research was conducted in Language Institute, University of Bangkok. The result shows that collaborative writing can advance students' summary writing. However, no significant difference is found between the two groups' writing mean scores and satisfaction with the learning methods. In addition, the writing products which students in both groups submitted are not

different in quality. Although there are minor drawbacks, a lot of advantages are identified, showing students' positive attitudes towards learning through wiki.

In short, some of previous research focus on descriptive text, project work, and summary. There are other kind of text that must be learnt by the students and it is an analytical exposition text. Then, they used junior high school students and university students as the target of the implementation of collaborative writing. For this reason, the writer is interested in collaborative writing to develop the students' ability in writing analytical exposition text. She assumes that collaborative writing helps the students arrange the ideas coherently. By this means, the problem faced by the students when they do not know what they are going to write, will be solved.

1.2. Research Problem

Based on the explanation above, the researcher formulates the research questions as follows:

1. Is there any significant difference of students' analytical exposition text writing ability after being taught by using collaborative writing strategy?.
2. What aspect of writing improved the most after being taught by using collaborative writing strategy in teaching writing?.

1.3. Objectives

Based on the problems above, the objectives of this research as follows;

1. To find out whether there is significant difference of students' analytical exposition text writing ability after being taught by using collaborative writing strategy.
2. To find out the aspect of writing which improved the most after being taught by using collaborative writing strategy in teaching writing.

1.4. Uses

The uses of this research are:

1. Theoretically, the result of this research may support the previous theories which collaborative writing can help the students to improve their writing ability, especially in writing analytical exposition text.
2. Practically, the result of this research will be used as an information for English teachers whether collaborative writing can help the students to develop their idea in writing analytical exposition text.

1.5. Scope

This research was a quantitative one in which the writer focuses on the second year students' analytical exposition text writing ability through collaborative writing strategy. This research was conducted at SMA DCC Global Bandar Lampung in odd semester of 2016/2017 school year. The researcher used pre-test and post-test to measure the improvement. The researcher conducted treatments in two meetings. Each meeting had different activities. In the first meeting, the students formed a group with their partners to produce first draft by planning and drafting. Then, in second meeting the students revised their first draft by getting correction by other group and the teacher and produced final draft. The results of test were scored by two raters. Then, the data were analyzed by using Paired Sample T-Test.

1.6. Definition of Term

In this research there are some terms clarified to avoid misunderstanding as follows:

1. Writing is one of productive skills which involves communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message (Pulverness et al., 2005).
2. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case (Anderson and Anderson, 1997: 2 – 3).
3. Collaborative writing requires students pairs or groups to write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing (Barkley et al.,2005:256).

Those are the explanation of background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

II. LITERATURE REVIEW

This chapter discusses certain points related to the theories that are used in this research, such as writing, aspect of writing, teaching writing, analytical exposition text, collaborative writing strategy, collaborative writing strategy in teaching writing, procedure of collaborative writing strategy in teaching writing, advantages and disadvantages of collaborative writing strategy, theoretical assumption and hypotheses.

2.1. Writing

Writing is an activity of putting ideas in form of written text. In this sub chapter, the researcher will explain the definition of writing according to three different experts. They are Pulverness et al., Brown, and Boardman.

The first definition of writing is from Pulverness et al. (2005). According to them, writing is one of productive skills which involve communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message. Hence, it can be assumed that students' writing skills which enable students to produce a piece of written composition by linking a series of sentences to communicate with others can reflect their achievements toward the teaching and learning process of

English. As a result, writing skills become an important part, in students' English learning process, and in their daily life as a whole.

In addition, Brown (2001:347) says that since writing is a constructing process and needs to redo that process of writing, teacher has to lead the students into the proper stage in processing the writing. From the opinion above, it can be concluded that writing is the result of a set of process that leads the writers to have a good writing. The process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process, there is no one good result of writing produce for the first time. It must be revised and edited until the good writing is produced. This is the duty of a teacher to ensure that students follow the right path.

The last definition of writing comes from Boardman (2002:11) who states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The writer will not stop the process of thinking in doing writing until they are satisfied with the result. Based on the theory above it can be concluded that in writing the writers collect their ideas about what they are going to write. After collecting all of the ideas they need, the writers start to organize the ideas into a good writing. The writers will improve their writing until they are satisfied. So, writing is continuous process transforming the ideas or thinking into word form on a paper.

Based on definitions above, it can be concluded that writing is a composing process in which ideas is developed connectedly into written form. Sometimes the process of writing can easily run, but sometimes it can not. The writers reread or rewrite what they have written before ideas all transmitted in text.

2.2. Aspects of Writing

There are some aspects of writing that have to be considered by a writer to be exist in their writing. The researcher will explain the aspects of writing according to Brown and Jacobs et. al. and the aspects of writing that will be focused by researcher in this research.

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001: 15) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Meanwhile, Jacobs et al (1981: 90) focuses on content, organization, vocabulary, language use, and mechanics. They are explained as follow:

1) Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization

Organization refers to the logical organization of content. It is scarily more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4) Language Use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5) Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer applies those aspects of writing stated by Jacob et al. in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing (Jacobs et al, 1981:90).

2.3. Teaching Writing

Teaching writing is the activity to teach students how to communicate their ideas in the form of written text. In this sub chapter, the researcher will explain about teaching writing in further way.

In teaching writing, the teacher should be able to control the class activities in order to make the students can be able to master the material. A writing process is done through some stages. On each stage, students are engaged in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are

engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

In teaching writing, teachers should direct students' attention to how of text construction rather than what text is about. Thus, there are some stages of writing that teacher should concentrate in, as stated by Harmer (2004: 4) as follow:

1) Planning

Before starting to write or type, the writers brainstorm ideas to help them decide what they are going to write.

2) Drafting

This first 'go' at a text is often done on the assumption that it will be amended later.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works an where it does not. They may move paragraph around or write a new introduction. They may use a different form of words for a particular sentence. This editing are often helped by other readers (or editor) who comment and make suggestion.

4) Producing final version

Once writer have edited their drafted, making the changes they consider to be necessary, they produce their final version. Then, the writers is now ready to send the written text to intended audiences.

From the explanation above, the researcher concludes that in teaching writing the teacher should engage students in writing activity. It means important since they have to guide and make sure the students pass all main activity in teaching writing. In this study, the researcher focus on aspect of writing proposed by Hammer which are planning, drafting, editing and producing final text.

2.4. Analytical Exposition Text

There are some kinds of texts that should be comprehended by the senior high school students. In this research, the researcher will use analytical exposition text.

Smalley and Ruetten (1982:100) state that expository paragraph is a paragraph that explains or analyzes a topic by using specific details and examples. According to Anderson and Anderson (1997: 2 - 3), analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

According to Anderson and Anderson (1997:124) analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow;

1. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express feeling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/ purpose, language features, and generic structure/ text organization.

2.5. Collaborative Writing

In this sub chapter, the researcher will explain the definition of collaborative writing strategy according to some different experts. In the last part, there will be a conclusion of definition of collaborative writing strategy from the writer.

Harmer (2004:12) states that collaborative writing is one way to encouraging students in drafting, reflecting, and revising. A pair or group students working together on piece of writing can respond to each other' s idea (both in term of language and content), making suggestion for changes, and so contributing to the success of the finished product. Besides, Barkley et al (2005: 256) define that in collaborative writing, students pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing. It means that in pairs or triads, students will produce better work than when they work alone. Collaborative writing will improve document quality by pooling the strengths of group members.

After Harmer and Barkley et al, according to De Silva (2007), collaborative writing is the process in which multiple authors work together to produce one document. It is not just the soliciting of ideas about the document but, the actual contribution of the various sections which are then collected together to form the final document. He means that the students work together in order to produce one piece of writing by helping each other and gathering ideas to make one document at the end of the process.

According to Sharples (1999: 170-175) there are three types of team working in collaborative writing which can be described as follow;

a. Sequential writing,

Where one person writes at a given time; each writer completes his or her task and then passes it on to the next person, who becomes the next single writer.

b. Parallel writing

When a team divides collaborative writing work into discrete units and works in parallel. This strategy is also referred to as a separate writer strategy or a partitioned writing strategy. Parallel writing conveys work in parallel by multiple writers, and such work does not necessarily have to be partitioned into separate sections

c. Reciprocal writing

When each team member works on a separate part of the document and maintains control of his or her portion throughout the writing process.

At last, after reviewing some definitions of collaborative writing strategy above, the researcher concluded that collaborative writing strategy is one of strategy in teaching writing which can empower students to produce a text by working collaboratively in group. The type of team working which is applied in this study is reciprocal working. Reciprocal writing can be most exciting and productive of all type of team working. It can give a strong feeling of working together as a team to build a shared product.

2.6. Collaborative Writing Strategy in Teaching Writing

In this sub-chapter, the researcher will explain about collaborative writing strategy in teaching writing and the previous research of the implementation of collaborative writing strategy in teaching writing.

Research findings on collaborative writing have been positive. One of the research is conducted by Higgins et al (1992) in L1 settings shows that collaborative writing is a way to foster reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. Besides, another research which is conducted with L2 learners by Donato (1988) shows that in the process of co-authoring, learners consider not only grammatical accuracy and lexis but also discourse. Furthermore, and depending on the kind of group / pair dynamics formed, collaborative writing may encourage a pooling of knowledge about language, a process Donato terms collective scaffolding.

One of previous research which employed collaborative writing was done by Supiani (2011). She carried out a classroom action research in SMP N 1 Pelaihari, South Kalimantan, to explore writing in the form of collaboration can develop the students ability in writing. She focused on the junior high school students' descriptive text ability. She used 28 students of VIII A as the subject of her research. Based on her research, she affirms that by using collaborative writing technique the students' ability in writing descriptive text improves. They can also follow the writing steps well which can help them to make their writing to be better. Besides, the students' behavior in writing changes and improves their motivation as well. Moreover, they are actively involved in pair work and the classroom situation become lively and also increase the students' participation. In the teaching learning process, the students are interested and self-aware in writing.

Besides Supiani, there were Luna and Ortiz (2013) who find out that collaborative writing enhance academic writing development through project work. It was implemented with a group of students who produced different written tasks such as brochure, opinion composition about some topic, movie review at a private university in Bogotá, Colombia. This study was conducted with 18 upper-intermediate EFL students aged 16 to 28. Video recordings and written papers (projects) were used to collect and analyze data. However, students' projects were considered the main source of information. Video recording were to evidence the collaborative aspects that emerged from students' compositions such as project work with peers, oral interaction during the sessions as well as students' behavior towards collaboration among their peers. They tell us that collaborative writing through project work helped students enhance their academic writing

development, as this process prompted different formal aspects of language and promoted critical thinking. Another relevant change identified in the process of academic writing development was the students' awareness of the use of mechanics (spelling, punctuation, capitalization).

In line with Supiani and Luna and Ortiz, the experimental research was conducted by Wichadee (2013) with students enrolled in EN 111 course in the first semester of academic year 2011 in Language Institute, University of Bangkok, Thailand. The instruments which were employed in the study were summary writing tests, a questionnaire, and products of summary writing. Data were analyzed by using means, standard deviations, percentages, and t-tests. The results indicate that the post-test scores of both groups were significantly higher than the pre-test scores. ($p < .05$). However, no significant difference was found between the two groups' writing mean scores and satisfaction with the learning methods. In addition, the writing products which students in both groups submitted were not different in quality. Although there were minor drawbacks, a lot of advantages were identified, showing students' positive attitudes towards learning through wiki.

2.7. Procedure of Collaborative Writing Strategy in Teaching Writing

In the implementation of collaborative writing strategy in teaching writing, some steps have to be followed. The researcher will explain the procedure of collaborative writing strategy in teaching reading based on Mulligan and Garofalo.

According to Mulligan and Garofalo (2011), there are some steps of applying collaborative writing as follows:

- 1) The teacher asks students to make a group of four people by themselves.
- 2) The teacher asks the students to brainstorm ideas about the target topic and organize the information with their group partners.
- 3) The teacher asks the students to do outlining, planning, and crafting of the first draft. The students are required to hand in a detailed outline before submitting the first draft.
- 4) The teacher asks the students instructor to hand back the outlines with pertinent comments.
- 5) Work on the first draft commenced. Student A typed the first draft and completed a detailed checklist provided by the instructor.
- 6) The instructor checked the drafts, pointing out structural and organization errors, and providing comments and suggestions.
- 7) Work on the second draft commenced. Student A and B switched roles for this part. That is, this time Student B had to type the revision and Student A had to edit it. The second draft was then submitted
- 8) Students received a single grade based on their overall effort and the quality of their essay.
- 9) For the next writing assignment, if a student had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.

Based on those procedures of collaborative writing strategy in teaching writing, the researcher will explain the way to implement collaborative writing strategy in teaching writing as follows:

a. Pre Writing

1. Students forms groups, each groups has 3-4 members.
2. The students are asked to discuss about the topic. They can generate ideas what they have known about the topic collaboratively.
3. The students plan what they going to write are which results outline.

b. Writing

4. The students to develop their ideas into draft without considering grammatical focus in order they are fluent in writing. They compose a piece of writing collaboratively. One of them can be a writer and the other shares much information.
5. The students exchange their work with other group to get correction.
6. After getting correction, the students edit and revise their work.

c. Post Writing

7. After the students have finished their final drafts, the teacher starts to assess the students' drafts.
8. The teacher asks the students' difficulties in understanding the materials.
9. The teacher gives conclusion about the materials that have been learned.

From the explanation above, there are some steps of the implementation of collaborative writing strategy that have to follow. The researcher tends to apply this lesson plan in teaching writing using collaborative writing strategy.

2.8. Advantages and Disadvantages of Collaborative Writing Strategy

In the implementation of collaborative writing strategy, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages

of collaborative writing strategy based on Mulligan and Garofalo (2011) which can be described as follows;

1. As for social skills development, students develop a greater sense of responsibility through the collaborative effort and that it helps them to get along with others and give them an opportunity to get to know their classmates better.
2. In terms of stress reduction and time-saving benefits, the pair-work approach give the students less pressure to do a good job, ease their burden as they can share the work load, and allows them to save time because of the shared effort.
3. The motivational benefits includes the fact that because the students are being given a single grade, it makes them try harder, thus reflecting the role social responsibility plays in their output.
4. Concerning actual improvements in the content of their writing, it is clear that the collaborative approach enables some of the students to create a richer body of content.
5. Finally, it is clear gains which is made in structural and grammatical proficiency.

Besides advantages, collaborative writing strategy also has some disadvantages which can be described as follows;

1. The students may not feel at ease when work with group, members of group has different ideas and each one think that his own is the best.
2. There are some students do not care and make noise that disturb others,
3. It may waste time in discussing other topics rather than the main one.

From those explanations above, in the implementation of collaborative writing strategy, collaborative writing strategy has some advantages. However, collaborative writing strategy also has disadvantages that will face in the implementation of this strategy.

2.9. Theoretical Assumption

Collaborative writing is one of media that can be used to teach analytical exposition text. Through writing collaboratively, the students are helped to avoid serious errors as long they are actively contribute in all stages of writing. By writing in group, the students are also helped to focus on the idea they want to write and to link sentences into coherent ideas in the target language. At the same time, individual weaknesses are caught by the group and revised. Ultimately, collaboration can be a form of motivation for students as they become excited about working in a group as well as the prospect of learning from other students.

Besides, collaborative writing also provide students the opportunity to give and receive immediate feedback on language. In terms of improving grammatical accuracy, students may feel easier to correct other people's errors than their own. Mulligan and Garofalo (2011) find out that the students can find mistakes more efficiently and it improves the accuracy of their paper. Besides, collaborative writing helps the students to organize and edit papers well. Lastly, through the process of revising each other's drafts, they can learn words and phrases that they do not know beforehand.

From the explanation, the researcher assumes that collaborative writing can produce good analytical exposition text writing as long as the students take a part in writing process and it also can develop all aspects of analytical exposition text writing; content, organization, vocabulary, language use, and mechanics

2.10. Hypotheses

Based on the theories and the assumptions above, two hypotheses in this research as follow

1. There is an improvement in students' analytical exposition writing ability after being taught through collaborative writing strategy.
2. Language use is the writing aspect that improved the most after being taught through collaborative writing strategy.

In conclusion, according those explanations above, this chapter discusses certain points that relates to the theories that are used in this research. They are writing, aspects of writing, teaching writing, analytical exposition text, collaborative writing strategy, collaborative writing strategy in teaching writing, procedure of collaborative writing strategy in teaching writing, advantages and disadvantages of collaborative writing strategy, theoretical assumption and hypotheses.

III. METHODS

This chapter deals with the design and procedures of the research. This refers to research design, population and sample, variables, research procedure, research instrument, criterion of students' writing, validity and reliability, data analysis, data treatment, and hypothesis testing.

3.1. Design

In this sub chapter, the researcher will explain the research design that is used in this research.

The research was quantitative research which aimed to find out whether there is a difference in students' writing ability after being taught by using collaborative writing strategy. The design in this research was one group pretest-posttest design. The research design which is stated by Setiyadi (2006:132) could be presented as follow:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment (teaching writing using collaborative writing strategy)

In a word, the research design that was used in this research was one group pre test posttest design.

3.2. Population

In this sub chapter, the researcher will explain the population that is used in this research.

The population of this research was the second grade of SMA DCC Global Bandar Lampung. There were only one class in that school which consisted of 14 students. The researcher used information from the teacher of the school to decide this school as the sample of this research as Setiyadi (2006:45) states in his book as judgmental sample.

In conclusion, the population and sample that was used in this research were the second grade of SMA DCC Global Bandar Lampung. There was one class that was used in this research.

3.3. Variables of the Research

In this subchapter, the researcher will explain about the variables that are in this research.

Variable is a concept – a noun that stands for variation within a class of objects (Fraenkel and Wallen, 2009:39). There are two kinds of variables named independent variable and dependent variable. The independent variable of this research is collaborative writing in teaching writing analytical exposition text. The dependent variable is the achievement of students' writing analytical exposition text.

3.4. Research Procedure

In this sub chapter, the researcher will explain the research procedure which will be done in this research as follows:

a. Selecting Writing Materials

In selecting the writing materials, the writer saw the newest syllabus of the second year of SMA based on School Based Curriculum of 2013. The topics of the writing were persuading someone which was analytical exposition text.

b. Conducting Pre test

The pretest was conducted to determine the students' writing ability before treatment. The topic chosen were persuading someone which was analytical exposition text. After the students have finished writing, they submitted their writing and the teacher judged their writing based on the five components of writing; content, vocabulary, organization, language use, and mechanics.

c. Giving Treatment (collaborative writing)

The treatments of collaborative writing were conducted in the class for two meetings in which 2 x 45 minutes were distributed for each meeting. The researcher did the treatments in two meetings by assuming that she would get the target she wanted, that was increasing the students' analytical exposition text writing ability through this strategy in two meetings. The researcher herself conducted the class. The activities of collaborative writing done by the researcher during the treatments could be seen in lesson plan.

d. Conducting Post test

After the researcher conducted the treatment, the posttest aimed to know the progress of students' writing ability after being given treatment. This test was similar with the pretest, one that differ them was the topic.

e. Analyzing the Data

The data which were the students work in pre test and post test were analyzed based on the ESL Composition Profile which concerns to the five aspects of writing. Researcher scored the pretest and posttest of the experimental group, then, put into a table the result of the test. After that, researcher calculated the mean of the pretest and posttest for experimental class. The last was concluding from the result of the pretest and posttest which used *Paired Sample T-Test of SPSS*.

In short, from the explanation above, there were some steps of research procedure in this research starting from selecting the material, conducting pretest, giving treatment, conducting posttest, and analyzing the data.

3.5. Research Instrument

In this subchapter, the researcher will explain about the instrument which is used to gain the data in this research.

The researcher found out the students' writing achievement by giving two writing tests to the students. The writing tests were pre test and posttest. The pretest was used to investigate students writing achievement before treatment. Besides, the post test was to evaluate how far the students' writing ability after treatments improve.

Thus, from the explanation above, the instruments of this research were writing test which were pretest and posttest.

3.6 Criterion of Students' Writing

In this subchapter, the researcher will explain about the criterion to score students work.

When the data were collected, the writer would score the students' writing using analytic scoring. Analytic scoring was the scoring procedure based on several aspects of writing or criteria. The text would be rated on such features as content, organization, vocabulary, language, and mechanics, grammar and so on. Analytic scoring provided more detailed information about the writing quality. This following was the table of assessing writing which was taken from Jacob et al (1981).

Table of Scoring

Aspects of writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of

Aspects of writing	Score	Criteria
		English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

The score percentage of writing based on five components can be drawn as follows:

Content	30%
Organization	20%
Vocabulary	20%
Language use	25%
<u>Mechanics</u>	<u>5%</u>
Total =	100%

3.7. Validity and Reliability

3.7.1. Validity

A test is said to be valid if it measures accurately what is intended to measure. There are some types of validity; content validity, constructs validity, and face validity (Hughes, 1989:22). The validity of the test of this research relates to:

a. **Construct Validity**

A test, part of test, or a testing technique is said to have construct validity. It can be demonstrated that it measures just the ability which it is supposed to measure (Hughes, 1989:26). In this research, the researcher measured the students' ability in analytical exposition text by using writing tests. In those tests, the students were asked to create an analytical exposition text. The scoring criteria was also based on writing theory.

b. **Content Validity**

Heaton (1988: 160) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives. This research used an analytical exposition text that was supposed to be comprehended by the second year of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material used were chosen based on 2013 English Curriculum for second year of senior high school.

3.7.2. Reliability

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and

Farhady, 1982:144). It means that a test is reliable if it has stable score from one test to another test. To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* would be evaluated. In this research, the first rater was the writer herself and the second rater was her classmate in English study program. They discussed and considered about the writing criteria in order to obtain the reliable result of the test.

After getting the students' final score and calculating the score, the writer used *rank-orders correlation* to see whether the tests (pre- and post-test) are reliable or not. The result of those tests were calculated by *rank-orders correlation* by Hatch and Farhady (1982:143) whose formula was:

$$= 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

Where:

: coefficient of rank correlation

N : Number of students

d : the different of rank correlation

$1-6$: Constant number

In this case, to interpret the reliability of the tests, the coefficient of rank correlation was considered through the standard criteria based on Arikunto (2005) bellows:

- | | |
|---------------------------|---------------------------|
| a) A very low reliability | (range from 0.00 to 0.19) |
| b) A low reliability | (range from 0.20 to 0.39) |
| c) An average reliability | (range from 0.40 to 0.59) |
| d) A high reliability | (range from 0.60 to 0.79) |

- e) A very high reliability (range from 0.80 to 1.00)

The result of inter-rater reliability of the pretest was 0.9510 and the posttest was 0.9702; those showed the very high reliability (0.80 to 1.00).

3.8. Data Analysis

In order to know the students' progress in comprehending the text, the students' score were computed by doing these activities:

- 1) Tabulating the result of the test and finding the mean of the pretest and the post test. The mean was calculated by applying the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes:

\bar{X} = mean

x = the total number of the students' score

N = number of students (Arikunto, 2006:272)

- 2) Drawing conclusion from the tabulated results of the test given by comparing the means of the pretest and the post test. In order to know whether the students get any improvement, the formula was as follow:

$$I = \bar{X}_2 - \bar{X}_1$$

Notes:

I = the improvement of students' writing achievement

\bar{X}_2 = the average score of post test

\bar{X}_1 = the average score of pre test

3.9. Hypotheses Testing

After collecting the data, the researcher would analyze them to find out whether there is improvement of students' writing after being taught through collaborative

writing strategy. The researcher will use Repeated Measures T-test to find out the difference of the treatment effect.

The first hypothesis was analyzed at significant level of 0.05 in which the hypothesis was approved if $\text{Sig} < .$ It meant that the probability of error in the hypothesis was only about 5 %. The first hypothesis was as follows:

H₀: There is no significant difference of the students' analytical exposition text writing ability after being taught through collaborative writing strategy. The criteria of H₀ is accepted if alpha level is higher than 0.05 (> 0.05).

H₁: There is significant difference of the students' analytical exposition text writing ability after being taught through collaborative writing strategy. The criteria of H₁ is accepted if alpha level is lower than 0.05 (< 0.05).

In addition, the researcher would analyze the students' score to find out the aspect of writing that increased the most by using collaborative writing strategy in teaching writing. The second hypothesis was as follows:

H_{0.2}: Language use is not the aspect of writing which is improved the most after being taught through collaborative writing strategy.

H_{1.2}: Language use is the aspect of writing which is improved the most after being taught through collaborative writing strategy.

Briefly, those are the explanations of this chapter which are the methods of the research and they are research design, population, variables, procedure, instruments, criteria of evaluating students' writing, validity and reliability, data analysis, and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to implement collaborative writing strategy in teaching writing and for further researchers who want to investigate the research about this strategy.

5.1. Conclusions

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions.

1. Based on the result of this research, the implementation of collaborative writing strategy can improve the students' analytical exposition text writing ability. It can be seen from the gain of the students' writing mean score in the pretest and the posttest (63.00 to 78.37) and the statistical report. In addition, the use of collaborative writing strategy can also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.
2. After the students were being taught by using collaborative writing strategy, the students' score of content increased the most. It might be easy for students to express their ideas because this strategy provided opportunities for the students

to collaborate in composing the text together with their group partner. They got such multiple input from their partner to provide supporting detail of their ideas.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English Teachers

1. Since collaborative writing strategy can significantly improve students' analytical exposition text writing ability, it should be applied by the teacher in writing class to develop students' creativity in writing.
2. In order the students improve in all aspect of writing, the teacher should focus in other aspects, not only content aspect.

5.2.2. Suggestions for Further Researchers

1. It can be said that there are few studies of collaborative writing strategy and its implementation in writing monologue text. Therefore, the further research could be about the investigation of this strategy in teaching writing the other monologue text.
2. Collaborative writing strategy requires students to share and discuss ideas with their peers in groups. Further research might use this strategy to investigate students' speaking skill.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try to implement collaborative writing strategy in teaching writing and for further researchers who want to investigate the research about this strategy.

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