

**THE IMPLEMENTATION OF A COLLABORATIVE TECHNIQUE IN
IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXTS AT THE
SECOND GRADE OF SMP N 19 BANDAR LAMPUNG**

(A Script)

By

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ABSTRACT

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Writing is considered as one of difficulty language skills to be mastered. This stands to reason for it consists of content, organization, grammar, vocabulary and mechanic. Thus, consequently, it is very difficult for the students to understand in writing. Commonly, they find difficulty in expressing the ideas into good paragraph. It is the reason why the researcher utilized a collaborative technique in teaching writing descriptive texts.

The aims of this study are to find out whether there is a difference of students' writing ability in descriptive paragraph after implementation of a collaborative technique at the second year of SMP N 19 Bandar Lampung and to find out what aspects of writing would improve the most after the students are taught by using collaborative technique. This research was a quantitative research which utilized *one group pretest posttest design*. The sample of this research was VIII E at SMP N 19 Bandar Lampung. The writing test was administrated as the instrument of this research. The data were analyzed by using repeated measure t-test in which the significance was determined by $p < 0.05$.

The result showed that the students' mean score in the pretest was 59.32 while the posttest mean score was 73.30. Then, it showed that there was a statistically significant difference between the students' writing ability in the pre test and the post test with significant level 0.05. Furthermore, content is the aspect that improves the most among the other aspects. So, the hypothesis proposed in this research was accepted. On the whole, it can be said that collaborative technique can be used to improve the students' writing ability. Besides, collaborative gives opportunities for students to share and develop the ideas more easily.

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Hatika Nesia

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The Requirements for S-1 Degree
In
The Language and Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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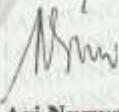
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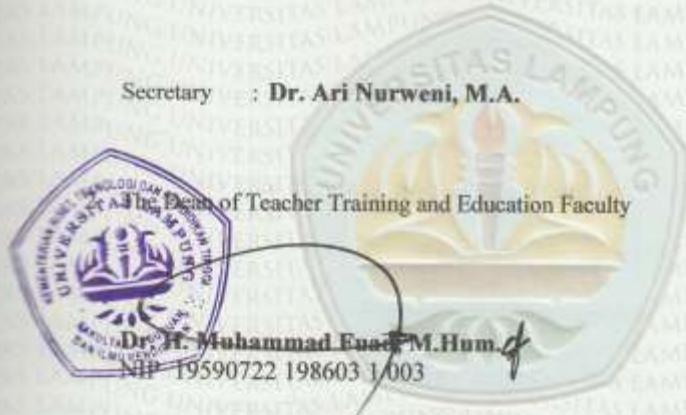
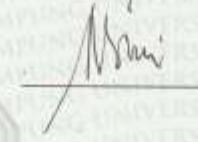
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CURRICULUM VITAE

The writer was born in Tanjung Karang on September 23rd 1995. She is the first child of Hendri US and Lediana. She has a brother who is so fabulous.

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DEDICATIONS

This script is fully dedicated to:

My beloved family

My friends in English Education 2013 of Lampung University

My Almamater, University of Lampung

MOTTO

If you want to live a happy life.

Tie it to goal, not to people or objects.

(Albert Einstein)

Do it with an impressive, do it right and do it with style.

(Abraham Lincoln)

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Alhamdulillahirrobi'l alamin, praise to Allah SWT, the almighty and merciful god, for his blessing and mercy the writer with faith, health and opportunity so that the writer is able to finish this script. The title of this script is, *The Implementation of A Collaborative Technique in Improving Students' Writing Descriptive Texts at The Second Grade of SMPN 19 Bandar Lampung*. This script is presented to English Education Study Program of Teacher Training and Education Faculty of Lampung University as compulsory fulfillment of the requirements for S1 degree.

Gratitude and honor are addressed to all people who have helped and supported the writer for completing this script. Here the writer would like to address her gratitude and honor to:

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Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further research. The researcher is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to compose a better script in the future.

Bandar Lampung, 23 March 2017

Hatika Nnesia

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I. INTRODUCTION

In order to introduce this research, this chapter discusses about background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Writing is one of the language skills which is needed to be learnt besides other language skills such as listening, speaking and reading. Writing is considered as complex skills to be achieved. This is because writing skills have crucial component, such as, content, organization, vocabulary, language use and mechanics. With this thought in mind, it is now understandable that SMP students have serious problem in their writing practice.

Essentially, writing is used as means of communication to convey the knowledge or information about a given subject. For example, in the newspaper, the reader often finds the article, which consists of someone's opinion or the scientist's invention. The purpose is to share information to each other. The function of writing also can be as self-expression. Perhaps at sometime the people keep a journal or a diary in which record their feelings and impression. When the people have finest moment, sweet memories, sad ending, or something that make them

happy, they record them into a note or diary. Although that is not being published, but it proves that writing is self-expression.

Actually, there are many kinds of text writing, for instance: descriptive, narrative, recount, report, analytical exposition, procedure, etc. For further explanation, *descriptive text* is a kind of the texts which purpose is to describe a particular person, place and thing in detail, such as, explain about mother, friend or tourism place. In its nature, *narrative text* is a text based on the plot, with the plot consisting of events, person, and conflict. Events tell about what happens in the story; person tells about the character that is involved in the story; and conflict tells about the problem that needs to be resolved, such as tells about fairy tale, fable or folklore. *Recount text* is basically a text which retells events or experience in the past, such as, tells about bad or good experience, holiday in Japan, etc. *Report text* is virtually a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Whereas, *analytical exposition* is a kind of the texts that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text: social function or purpose, language features, and generic structure or text organization. At last, procedure text is a text that is designed to describe how something is achieved through a sequence of actions or step, such as, explain how to make sandwich, how to make steak, etc.

Among those kinds of text writing, especially this research selects descriptive texts. This is because as it is stated in school-based curriculum of Junior High School for the eighth grade, one type of texts that the students should achieve was descriptive text. Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Furthermore, in writing descriptive text, the students are expected to be able to write a simple descriptive text correctly. They should be able to make sentences in form of present tense and develop main idea into short descriptive text which consists of 6 to 7 sentences.

As stated earlier that even though writing is important, to some extent, it is still a serious problem in our education. A study conducted by Diharyono (1990:1) indicated that students known or had the ideas what they were going to write but they did not know how to put them into sentence. In this case, the researcher chose technique as facilitator in teaching English writing. In learning activity, the technique could make the teaching-learning process lively. So, the students could be creative in composing text. Besides that, based on the researcher's experience when conducting teaching practice program (PPL/2016) at the eighth grade of SMPN 1 Rumbia Central Lampung, it can be reported that there were some difficulties in learning English, especially in writing. Most of them hard to write the words into sentences, they still felt difficult to describe something clearly and made the reader could not feel about the content of their text. Furthermore, when the researcher did interview with english teacher of SMP N 19 Bandar Lampung,

it can be reported that the students there had difficulties to express their idea in written form, because of that, the content of paragrph was still decrease so it could not support the ideas to be meaningful, even though they had given the topic by the teacher, it did not automatically help students to start writing. Then, most students lacked vocabulary mastery and only few students in the classroom consulted in dictionary, so hard for them to choose appropriate words to express the idea in a sentence. Furthermore, they did not know what the tense used for describing someone's characteristic, although they had taught present tense but they still had not understood about it.

In order to solve those problems, the teacher should apply suitable way to teaching writing text process. 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 researcher utilized collaborative technique to teach English writing. Collaborative technique is basically group working or cooperative technique to some extent. This technique promotes students to work in group, not individual. This technique will help the students to be more active in thinking, more active in learning activity, learn how to work together and last every student

can solve their own problem in their individual test. Then, the researcher believes that collaborative is appropriate technique to teach English writing because the students can share their knowledge and get the new informations. Besides that, it will decrease the students' pressure in writing because the students do not work alone.

There are some researchers who have done a research about collaborative technique. The first research was conducted by Supiani (2011), based on the preliminary research of the students of grade VIII of SMPN 1 Palaihiri, the researcher found the result of the pre-test was unsatisfactory. The students had low ability in writing. The mean writing scores in preliminary test was low, namely 53.36. It is still far from the minimum requirement criterion or *Kriteria Ketuntasan Minimal (KKM)*. In line with the statement before, this study found the students' difficulties in writing, they sometimes found difficulty in expressing the ideas into their writing and always get difficulty in organizing them to become good paragraphs. Furthermore, they often were unable to choose and use appropriate words or vocabulary, so they did not know how to use the words in their writing. In other words, they were not able to make sentences into paragraph use correct mechanics (punctuation and spelling) .

In order to solve those problems, she used collaborative writing as the technique to improve students' ability in descriptive text. By collaborative technique, the students could 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 were actively involved in pair work and the classroom situation became lively and also increased the students' participation. In the teaching learning process, the students were interested and self-aware in writing.

The second research was conducted by Rina (2016), who conducted her research in SMA DCC Global Bandar Lampung. The study reported that some students still found some difficulties in writing. In general, the students did not know how to express their ideas into paragraph, they still confused to arrange sentences smoothly. Furthermore they often get difficulty in choosing and using appropriate words or vocabulary, so it made them difficult to express their ideas. In order to solve this problem, this research will use collaborative technique assuming that by collaborative technique can help the students to be able to arrange the ideas effectively in their descriptive writing..

1.2. Research Questions

Concerning the background above, the problems formulated as follows:

1. Is there any difference of students' writing ability in descriptive paragraph before and after the implementation of collaborative technique?
2. Which writing aspects improve the most after the students are taught by using collaborative technique in terms of content, organization, vocabulary, language use and mechanics?

1.3. Objective of the research

Referring to the problems above, the objectives of this research as follow:

1. To find out whether there is any difference of students' writing ability in descriptive paragraph before and after implementation of collaborative technique.
2. To find out what aspects of writing would improve the most after the students are taught by using collaborative technique.

1.4. Uses of the research

In relation to the research questions and objectives, the finding of the research may be beneficial not only theoretically, but also practically. The uses of the research are as follows:

1. Theoretically, the result of this research is expected to confirm previous theories about teaching writing through collaborative technique.
2. Practically, the results of this research can be made as input for English teacher, especially about the process of teaching writing through collaborative technique.

1.5. Scope and Limitation of the Study

This study was a quantitative research. This research was conducted in the second year of SMPN 1 Bandar Lampung of academic year 2016/2017. In this case the researcher utilized one class only that was class VIII E which consisted of 28 students. This research focused on finding out the result of the implementation of a collaborative technique in improving students' writing descriptive texts. Particularly, descriptive text is related to the syllabus of the first semester for second grade of Junior High School chosen as the material of this research.

1.6. Definitions of Key Terms

1. Writing is one of language skills in which the students learn how to get ideas and express the ideas in written form by applying content, organization, grammar, vocabulary and mechanics. Then, transactional signals play very important roles to make paragraph writing coherent and unity.
 - 1.1. Content refers to the substance of writing, the experience of the main idea (unity). Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea.
 - 1.2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.
 - 1.3. Vocabulary refers to the selection of words , it mean that the writer has to consider the words whether it is appropriate or not with the content.
 - 1.4. Language use refers to the use of the correct grammatical and syntactical pattern. It is identified from the construction of well-formed sentence.
 - 1.5. Mechanics refers to the use of graphic conventional of the language. It concerns with spelling, punctuation, and capitalization within the paragraph.
2. Collaborative technique is under heading of CLT approach because this technique absorbs the characteristic of the approach. In this technique, the students work in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product (Smith & Mac Gregor, 2008).

3. Descriptive text is a kind of texts which purpose is to describe a particular person, place and thing in detail. (Knapp and Watkins: 2005).

4. Improvement is the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring about that better state.

II. LITERATURE REVIEW

In order to reach the goal of this research, there are several points will be discussed in this chapter. They are classifying like the followings: concept of descriptive text, concept of writing skills, teaching writing skills, collaborative technique, procedures of teaching English writing through collaborative technique, the advantages and disadvantages of collaborative technique in teaching writing, theoretical assumption, and hypothesis.

2.1. Concept of Descriptive Text

Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, if you want to make a descriptive text about your mother you have to write her physical features, such as how is her hair, nose, lips, checks, body, etc. her personality, and other descriptions.

Wyrick (1987: 227) defines descriptive text as a text which talks about describes on a particular person, place, or thing. So, the function of this text is to give readers description about a particular person, place, animal, or things. According to Decker (1989:249) in its forms description is either objective or impressionistic (subjective). Objective description is purely factual, uncolored by any feelings of the author; it is the type used for scientific papers and most business reports. But impressionistic description, as the term implies, at least tinges the purely factual with authors' personal impression; instead of describing how something is, objectively, he describe about how it seems subjectively. In this case, the definition of description can be concluded as description of how something is or how it seems, or how it looks like. We can describe person, place, animal, things, moments, theories and also facts.

With reference to the description above of descriptive text Langan (2008:179) who states that when you describe someone or something, you give your reader a picture in words. To make word pictures as vivid and real as possible, you must observe and record specific details that appear to your reader's sense (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp and colorful details. It means that what a writer write in his description paper or text must contain of details information about what he describes so that the reader can see, feel, hear, smell, and touch what he describe in his writing. By having the details information about what he describes, the reader can imagine your description as vivid and real as possible.

In relation to descriptive text, Corder (1979:158) says that you will probably use description to serve some other purposes, such as describing something in order to explain it to someone or describing something in order to persuade an audience to see and believe as you do. In addition, Smalley and Ruetten (1986:25) also states that descriptive text relates to the description of something in order to make the readers see, feel or hear what the writer sees, feels, or hears. A description can be objective or suggestive. Objective description deals with fact of technicalities and there is no judgment or emotional reaction. Our purpose is mainly to describe fact, while suggestive description involves the impressions and feelings that the writer has about what he/she is describing. Besides that, descriptive paragraph can be divided into description of place, animal and person.

In addition, Knapp and Watkins (2005: 149) confirm that the social function or the purpose of descriptive text is to describe a particular person or thing. The text organization or generic structure of descriptive text consists of:

1. Identification relates to identification of phenomenon to be described.
This is the part of the text where the writer mentions the name of the person or thing she or he describes, the profession and career.
2. Description relates to provide details of the topic such as parts, qualities, characteristics, and the like. In this part of the text, reading this description, the readers will likely see sense.

Here is an example of descriptive text:

My mother

*My mother works in the elementary school as the teacher in my village. She is 45 years old, her name is Susanti. (**Identification**)*

*My mother is a beautiful woman I have. She is the most beautiful woman in the world. She always looks pretty because, she naturally has brown and bright eyes and she has long, straight, and black hair. In addition, she has slim and tall body. (**Description**)*

*Furthermore, my mother is a kind person and she loves her family so much. She is so patient person when she faces problems. Besides, she is also so care and wise to everyone. That is why she is loved by every people around her. (**Description**)*

Furthermore, descriptive text also has language features:

- a. Use of adjectives and compound adjectives

According to Hubbard (1996:1983), adjective is a word added to a noun or pronoun, to express its quality, for example, *a good man, a wise man, etc.*

Then, the examples of adjective in this sentence as follows:

1. The example of using the word “beautiful” is as below:

My mother is a beautiful woman I have

2. The example of using the word “patient” is as below:

She is so patient person when she faces problems

- b. Use of linking verbs

Linking verb is a verb (such as appear, look, be, become, feel, grow and seem) that connects a subject with an adjective or noun that describes or

identifies the subject. Then, the examples of linking verb in this sentence as follows:

1. The example of using the word “looks” is as below:

She always looks pretty

- c. Use of attributive has and have

Both “has” and “have” mean the same thing. But has is used to singular pronoun or noun while have is used to plural pronoun or noun. Then attributive “has” and “have” is used in simple present tense form.

1. The example of using word “has” is as seen below:

She naturally has brown and bright eyes

2. The example of using word “have” is, for example:

I have blonde hair

- d. Focus on specific participant.

Specific participant has a certain object, it is not common and unique (only one). The object of the sentence is about “mother” so the writer should focused on “mother”

- e. Use of simple present tense.

According to Sudarwati and Grace (2007: 135), descriptive text uses simple present tense for telling the facts of object description. Here, the examples of present tense in this sentence as follows:

1. The example of using word “faces” is, for example:

She is so patient person when she faces problems

2. The example of using word “loves”, is like the following:

she loves her family so much.

2.2. Concept of Writing Skills

Theoretically, writing skills become an important part of communication. It requires where the students to be able to express their ideas, feeling and thought which arranges in words, sentences, and paragraph using eyes, brain, and hand (Raimes, (1983: 76). Writing also reinforces the use of structure, idiom, and vocabulary. That is to say, writing is the ability to express the ideas, feeling and thought which the writer uses knowledge of structure i.e, means the composition of a sentence to other sentences to produce natural paragraph. For example, in descriptive text which the structure consists of identification and description. Description refers to identify phenomenon to be described while description refers to provide details of the topic such as parts, qualities, characteristics. Then, idiom i.e, group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own. Such as, *Piece of cake* means *a job, task or other activity that is easy or simple*. The last, vocabulary i.e, refers to the selection of words those are suitable with the content. For instance, *The elephant's trunk also takes leaves and put them into its mouth.* The word *takes* can be changed to *lifts*.

Naturally, writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that reader can understand the message or information. This also means that writing is used for communicate ones idea in written form to readers. In other words, the form of

communication by using writing language such as: words, sentences, and punctuations so that the readers can understand the information.

According to Tarigan (1987:7) specifically, writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form such as letter, message, or invitation. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's idea as means of communication. All of these activities can be done without face to face communication. It can now be seen that writing is an activity in which a person express his or her ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words. Hence, the teacher must guide the students in learning writing carefully, because the students are creative in expressing their ideas, thoughts, experiences, and feelings.

From the description above, we can notice that writing is really a complex skill since in writing someone must be able to express his abstract ideas into real written form, which can be understood by the reader. In brief, it is concluded that writing is a way to produce language that comes from our thought in the written form. By using writing, we can share our idea, feeling or anything that exists in our mind to the others.

Certainly, to create a good writing, there are several aspects for the writer to pay a close attention. An effective composition should meet the qualities in some terms proposed by Jacobs at al (1981: 90) belows:

1. Content

Content can be identified from the topic sentence that should express main idea and reflect the entire paragraph. In relation to this, By rne in Roza (2011) content is how the writer develops the idea related to the topic. Here is an example of a topic sentence referring to a content in a paragraph:

e.g. “The elephant is very intelligent animal. *The combination between its intelligence and its strength makes elephant a very useful servant to man. It can be trained to help in various ways such as carry heavy luggage, hunt for tigers and even fight*”.

Related to the sentence above, it is about “elephant is very intelligent animal”. Then the italic sentences are supporting sentence because it relates to the topic sentence.

2. Organization

Organization refers to the logical organization of contents or ideas that include coherence and unity. Jacob at al (1981:90) point out that coherence means establishing a relationship between the ideas presented in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced either in the

chronological order or in the order of importance while unity means that the entire paragraph should focus on one single idea. In relation to this, Harris (1979:68), we should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer. Here is the example of organization aspect:

e.g. **An elephant is the largest and strongest of all animals.** It is a strange looking animal which has four thick legs, two large ears, a small tail, two little eyes and two long white tusks. Moreover, it has long nose and trunk. **The trunk is the elephant's peculiar feature.** This trunk has various functions. The elephant sprays up water by its trunk and can spread the water all over its body like a shower in a bathroom. Furthermore, the elephant's trunk also takes leaves and put them into its mouth. In fact, the trunk is used by the elephant as long arm and hand. It looks like very clumsy, heavy and unable to move quickly. It is very intelligent animal. The combination between its intelligence and its strength makes elephant a very useful servant to man. It can be trained to help in various ways such as carry heavy luggage, hunt for tigers and even fight. **An elephant is a smart animal, that is why many elephants are trained to act like people.**

It can be seen that the organization of the text is logic and consistent. Because one sentence to other sentences is relating to the topic sentence. “**An elephant is the largest and strongest of all animals**” the sentence shows topic sentence of the paragraph. The next topic sentence of the paragraph is about **The trunk is the elephant's peculiar feature**, then the writer elaborates the sentences based on the topic sentence itself. This means that the writer writes the sentences about the

trunk itself. From those topic sentence, the writer elaborates the supporting sentences are consistence. This also means that the writer writes the sentences based on the supporting sentences, does not about another topic. Another sentence in example above that is not bold type is supporting sentences. The last sentence of the example shows concluding sentence which “**elephant is a smart animal, that is why many elephants are trained to act like people**”. Besides, that example consists of identification and description which those are organization of descriptive text.

3. Vocabulary

Vocabulary refers to the selection of words , it mean that the writer has to consider the words whether it is appropriate or not with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. Here is an example of vocabulary aspect:

e.g. “*The elephant's trunk also takes leaves and put them into its mouth.*”

It can be seen that the word “takes” is more appropriate than ‘lifts’. This means that the writer writes appropriate word or diction to write descriptive paragraph.

4. Language use

Language use refers to the use of the correct grammatical and syntactic pattern. According to Jacob at al (1981:90) syntactic pattern refers to the ways in which we order specific words to create logical and meaningful sentences. It is identified

from the construction of well-formed sentence. Here is the example of language use aspect:

e.g. “*it has four thick legs, two large ears, a small tail, two little eyes and two long white tusks*” *The elephant sprays up water by its trunk*”

The sentences above shows about descriptive paragraph . Because descriptive paragraph uses simple present tense. From those examples, those can be seen that the subject is singular then the verb is “*has*”. In the second sentence, the subject also singular, that is why the verb is “*sprays*” not spray. In brief, it shows that the writer uses an appropriate tense.

5. Mechanics

Mechanic can be identified from its spelling, punctuation, capitalization, and others within the paragraph or text. If there is a name of person or certain location in a sentence, the first letter of the words must be capital, for example “*Mr. Wilson has been living in Jakarta for five years.*” From the sentence, we must be able to apply punctuation properly, as after word *Mr* we need to add a dot (.) as well as in the end of the sentence we too need add a period or “full stop” mark. In line to this, Harris (1979:68), mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. Here is the example of mechanic aspect:

e.g. “*An elephant is the largest and strongest of all animals” “It is a strange looking animal which has four thick legs, two large ears, a small tail, two little eyes and two long white tusks.*”

It can be seen that first word of the sentence, the writer uses capital letter. Besides, the writer uses comma to describe an elephant’ characteristics and full stop in the end of the sentence.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. By considering those aspects, students can compose a perfect writing and understandable by the reader.

2.3.Teaching Writing Skills

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnocchiaro, 1964: 129). According to Reid (1993:27), teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students’ language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class. 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. On the editing stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

In teaching writing, teacher should pay attention directly to the construction of the text than the type itself. Therefore, there are some types of writing which should be noticed by teacher, as stated by Harmer (2004: 4) as follows:

1. Planning

Before the writer starts to write, he or she should be thinking about topic and involve making detailed notes based on topic. When planning, the writer has to think about three main issues. First of all, the writer has to consider of the purpose of their writing. For example, the writer would like to explain about her mother, so the writer have to consider what he or she would explain, then explain it detailly and clearly so that the readers are able to understand the paragraph easily. Secondly, the writer thinks of the audience, because it is influence the shape of the writing and choice of language. Then, the writer have to make the readers convince about the text that it is real. For example, “She is the most beautiful woman in the world. *She always looks pretty because, she naturally has brown and bright eyes and she has long, straight, and black hair*”. Thirdly, the writer has to consider the structure of the content, style, etc. For example, the

writer would like explain her mother, so in the first paragraph she/he focus on the name, jobs, etc. In the next paragraph, she/he explain about mother's characteristic.

2. Drafting

In this process, after the writer has planned what she or he would write, the writer reviews to get an idea to develop the paragraph and makes first version as draft of writing. Then, the writer uses the ideas as a guide. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version. Here is an example of the text consisting of identification and description:

My mother

I have a mother whose name is Susanti. She is a teacher of one on the elementary schools in my village and her age is 45 years old. (Identification)

My mother is a beautiful woman I have. She always looks beautiful because, she naturally has brown and bright eyes and she has long, straight, and black hair. On the other hand, she has slim and tall body. (Description)

Furthermore, my mother is a kind person and she loves her family so much. She is so patient person when she faces problems. Besides, she is also so care and wise to everyone. That is why she is loved by every people around her. (Description)

3. Editing (Reflecting and Revising)

After the writer produces a draft, it is impossible to write a perfect draft. Perhaps the writing is not clear or ambiguous. Reflecting and revising are often

helped by others who give a comment and suggestion. Here is an example of final draft after the paragraph has revised and edited:

My mother

My mother works in the elementary school as the teacher in my village. She is 45 years old, her name is Susanti. (Identification)

My mother is a beautiful woman I have. She is the most beautiful woman in the world. She always looks pretty because, she naturally has brown and bright eyes and she has long, straight, and black hair. In addition, she has slim and tall body. (Description)

Furthermore, my mother is a kind person and she loves her family so much. She is so patient person when she faces problems. Besides, she is also so care and wise to everyone. That is why she is loved by every people around her. (Description)

From the explanation above, the researcher concludes that teaching writing is awareness of the teacher to engage students in writing activity. It means important since they have to guide and make sure the students pass all main activities in teaching writing which are planning, drafting and editing.

2.4. Collaborative Technique

In this sub chapter, the researcher will explain the definition of collaborative writing technique according to some different experts. In the last part, there will be a conclusion of definition of collaborative writing technique 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) defines that in collaborative writing, student 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.

At last, after reviewing some definitions of collaborative writing technique above, the researcher concludes that collaborative writing technique is one of techniques in teaching writing which can empower students to produce a text by working collaboratively in group.

2.5. Collaborative As the Technique in Teaching Writing

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

Research findings on collaborative technique have been positive. One of the researches was conducted by Gillies and Ashman (1996, 1998) found when students worked in groups where they were trained to cooperate, the students demonstrated more on-task behaviour, gave more detailed explanations and assistance to each other, and obtained higher learning outcomes than their untrained peers. For further research, Gillies (2008), in a study of junior high school students' performance on a science-based learning activity, found that students performed better in those schools where teachers had been trained in how to establish cooperative learning activities in their curricula and students had been provided with opportunities to participate in these activities on a regular basis than in those schools where teachers had not been trained.

One of previous researches which employed collaborative writing was done by Supiani (2001). She carried out a classroom action research in SMP N 1 Pelaihari, South Kalimantan. 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 is Rina (2016), she carried out the use of collaborative writing in improving students' writing analytical exposition text. The researcher used 3 activities; they are Think-Pair-Share, Group Problem Solving, and Case Study. The main focus on Collaborative writing is the interaction between students and teacher in the class, it can be assumed that by using Collaborative writing the students' writing skill will improve and there is a communicative process during teaching learning process.

2.6. Procedures of Teaching Writing Through Collaborative Technique

In the implementation of collaborative writing technique in teaching writing, some steps have to be followed. The researcher will explain the procedure of collaborative writing technique in teaching writing based on Mulligan and Garofalo (2011).

There are many ways to implement collaborative writing technique in teaching writing as follows:

a. Pre Writing

1. Students form group, each group has 3-4 members.

2. The teacher asks a representative of each group to take a piece of paper randomly which have already written target topic.
3. The students are asked to discuss about the topic. They can generate ideas what they have known about the topic collaboratively.
4. The students plan what they going to write are which results outline.

b. Writing

5. The teacher asks 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.
6. The teacher asks the students to exchange their draft with other group to get feedback.
7. After getting feedback, the students have to revise and edit their draft necessarily.

c. Post Writing

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

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

2.6.1. The Applicability of Learning Procedures

To be clear, here is the practical of the learning procedures with lesson material of descriptive text.

a. Pre-writing

Pre-writing activity gives warming up the brain to gathering the ideas to write about. The teacher will introduce the students the topic of learning which is about descriptive text. Collaborative technique that will be used in teaching learning. After the teacher explains about descriptive text, the teacher devides the students into a group which each group has 3-4 members.

Teacher: *Alright students, please make a group and each group consists of 3-4 members*

Students: *Yes we will, Miss.*

Teacher: *If you have made a group, i will give you three assignments. First assignment, let you fill the table based on the picture. Second assignment, please make a sentence based on the words that have provided. Thirth assignment, please make a paragraph descriptive text.*

Students: *It is alright, Miss. Where we shall write the assigment Miss?*

Teacher: *Please write in the work sheet and do not forget to write your members' group.*

Students: *That is alright, Miss.*

b. Writing

The teacher asks the students to develop their ideas into draft. They compose a piece of writing collaboratively. One of them can be a writer and the other shares much information.

Teacher : *Alright students, if you have finished your assigment. Please exchange the third assigment with the other group.*

Students : *What is it for, Miss?*

Teacher : *It is for getting feedback, you will know what the mistake you make.*

Students : *Alright, we understand now, Miss.*

Teacher : *Alright, if you have exchanged your draft. Please each group gives comments and suggestions to your friends' work. Then, after getting it, please revise and edit you draft necessarily become the final draft.*

Teacher : *We have done so, Miss.*

c. Post Writing

In post writing, the teacher asks the students' difficulties on doing the assigment.

Then discusses it.

Teacher: *Alright students, what the problem you faced when you do the assigment?*

Students: *So far, there is no problem, Miss.*

Teacher: *Alright, I think it is enough for today and see you in next meeting!*

Students: *See you, Miss!! Thank you very much.*

2.7. The Advantages and Disadvantages of Collaborative Technique in Teaching Writing

In the implementation of collaborative writing technique, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages of collaborative writing technique based on Mulligan and Garofalo (2011) which can be described as follows:

1. As for social skills development, it means that through collaborative, they are able to learn how to work together and how to appreciate their friends' opinions. Furthermore, it gives them an opportunity to able interaction so it will help them to know their classmate better.
2. Then it makes the students get less pressure to do a good job because they do not work alone.
3. Collaborative technique helps the students to create a richer body of content paragraph.

Besides advantages, collaborative writing technique also has some disadvantages which can be described as follows:

1. The students may not feel at ease when they work with group, members of group has different ideas and each students think that their ideas is the good one.
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 technique, collaborative writing technique has some advantages. However, collaborative writing technique also has disadvantages that will face in the implementation of this technique.

2.8. Theoretical Assumption

In reference to frame theories above, it can be assumed that writing is an important skill. The students are able to communicate not only in oral form but also in written form and the researcher assumes that collaborative technique is one of techniques that can be used to teach descriptive paragraph. 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.

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

2.9. Hypothesis

Based on the frame of theories and assumption, the researcher formulates the hypothesis as follows:

1. There is a difference of students' writing ability in descriptive texts before and after the implementation of a collaborative technique.

2. Content is the aspect of writing that would improve the most after the students are taught by using collaborative technique.

The researcher has discussed the terms related to the study, they are: concept of descriptive text, concept of writing skills, teaching writing skills, collaborative technique, procedure of collaborative technique in teaching writing, advantages and disadvantages of collaborative writing technique, theoretical assumption, and hypothesis.

III. METHODS

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

3.1. Design

In this sub chapter, the researcher will explain the research design that was used in this research. The research was quantitative research. The design in this research was one group pretest - posttest design. The research design is presented as follows:

T1 X T2

T1 refers to the pre-test which is conducted before giving the treatment

X refers to the treatment which teaches writing using collaborative technique

T2 refers to the post-test which is conducted after giving the treatment

(Hatch and Farhady (as cited in Setiyadi 2006:132))

In this research, pre test (T1) was given before the researcher taught by using collaborative technique and in order to measure the students' writing ability

before the treatment of teaching writing using collaborative technique. In administering the treatment, the treatment was given in two meetings, the researcher used collaborative technique in teaching writing descriptive text. After the treatment was administered, the researcher conducted a posttest (T2) in order to measure the improvement of students' writing ability after the implementation of the treatment was.

In brief, this research conducted in four meetings. The first meeting is pre-test. The second and third meetings are treatment. The fourth meeting is post-test.

3.2. Population and Sample

In this sub chapter, the researcher will explain the population and sample that were used in this research.

The population of this research was the second grade of SMP N 19 Bandar Lampung. For the sample of this research, the researcher took VIII E class as the experimental class which was recommended by the teacher in its school.

In conclusion, the population and sample that was used in this research was the second grade of SMP 19 Bandar Lampung. There was one class that was used in this research.

3.3. Variables of the Research

In this sub chapter, the researcher will explain about the variables of 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 was collaborative writing in teaching writing descriptive text. The dependent variable was the improvement of students' writing descriptive text.

3.4. Research Procedures

In this sub chapter, the research procedures are discussed as follows:

a. Selecting Writing Materials

In selecting the writing materials, the writer saw the newest syllabus of the second year of SMP based on School Based Curriculum of KTSP. Collaborative would be used as the writing activity in writing descriptive texts. Then, the researcher used the topic about persuading someone.

b. Conducting Pre test

The pretest was conducted to determine the students' present writing ability before treatment. The topic chosen is persuading someone which is descriptive text. After the students had finished writing, they submitted their writing then the teacher gave a bit explanation about descriptive text.

c. Giving Treatment (collaborative writing)

The treatment of collaborative writing was conducted in the class for two meetings in which 2×40 minutes were distributed for each meeting. The researcher did the treatment in two meetings to increase the students'

descriptive text writing ability through this technique in two meetings. The researcher herself conducted the class. The activities of collaborative writing did by the researcher during the treatments can 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 as the pretest.

e. Analyzing the Data

The data which was the students work in the pre test and the post test. The researcher scored the pretest and posttest of the experimental group, then, put the scores into a table. After that, researcher calculated the mean of the pretest and the posttest for experimental class. The last was concluding from the result of the pretest and the posttest which used *Paired Sample T-Test of SPSS*.

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

3.5. Research Instrument

The instrument of this research was writing test which consisted of the pretest and the posttest. The data was analyzed from the result of those activities which will be clarified as follows:

1) Pretest

Pretest was conducted in order to measure the students' writing ability before the treatment. This test was conducted in the first meeting. This test was essay which the students were asked to create a short descriptive paragraph about a person especially about friends. For the test of writing, the researcher asked the students to create a short paragraph which consisted of 6 – 7 sentences and focus on content paragraph especially in generic structure, i.e., which consists of identification and description. Identification relates to identification of phenomenon to be described such as, mentions the name of the person or thing she or he describes, the profession and career while description relates to provide details of the topic such as parts, qualities, and characteristics and languages features of descriptive text, i.e the use of adjectives, compound adjectives and simple present tense. Then, it was conducted within 60 minutes.

2) Posttest

After conducting the treatment, the post test was administered. It was done in order to find out the students' improvement after the treatment. This test was conducted in the last meeting. Furthermore, the test had the same form as the pretest which the students created a short paragraph which consisted of 6 – 7 sentences about members of one family and focus on content paragraph especially in generic structure and language features of descriptive text. This test was done within 60 minutes.

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

3.6. Data Collecting Technique

There were some steps that were used in collecting the data in this research. They were as follows:

1) Pretest

Pretest was given before the treatment to find out the students' writing ability.

The test was essay which the students were asked to create a descriptive text and it was done in the first meeting.

2) Treatment

This treatment was done by the researcher after conducting the pre-test. The researcher taught by using collaborative technique, to know what the researcher did, can be seen below:

- **First meeting**

(Pre-activity)

1. The teacher greeted and checked the attendance list

Teacher: *Good morning students!*

Students: *Good morning, Miss*

Teacher: *How are you today?*

Students: *I'm fine Miss, how are you?*

Teacher: *I'm fine too, thank you. Who is absent today?*

Students: *There is no anyone absent today, Miss.*

2. The teacher gave brainstorming by asking the question related to the material.

Teacher: *Do you have favorite idol?*

Students: *Yes we do, Miss*

Teacher: Who is she/he?

Student: She is Agnes Monica

Teacher: How about her eyes? Her body?etc

Student: I think her eyes is big, Miss. Her body is tall, etc.

Teacher: Then the teacher gives them the correct answers, such as “she has big eyes, right ? // she has tall body, right?” (The teacher applied drill to them until the students understand how to describe someone’s characteristics)

3. The teacher shown the picture which is about Al-Ghazali.

Teacher: Alright students, do you know who he is?(show the picture)

Students: Yes Miss, he is Al-Ghazali.

Teacher: That’s right, according to you how about his nose?

Students: He has a pointed nose, Miss.

Teacher: Good, so how about his hair?

Students: He has short hair, Miss.

Teacher: What is he job?

Students: He is an actor, Miss.

Teacher: Alright students, today we are going to study about descriptive text (The teacher explained the generic structures of descriptive text which consisted of identification and description. Besides that, the teacher also explained the language features of the text. Then the teacher explained about present tense. After that, the teacher gave an example of descriptive text and explained it detaiely based on the concepts of descriptive text. Furthermore, before the teacher asked them to create a descriptive text, the teacher also explained the concepts of writing which consisted of content, organization, vocabulary, language use and mechanics.

In addition, the teacher also taught them about transactional signal, such as besides, then furthermore, etc. The function of it so that the students were able to produce a good writing).

(Whilst activity)

1. The teacher divided the students into groups which consisted of 3-4 members in each group.

Teacher: *Alright students, please make a group and each group consists of 3-4 members*

Students: *It is alright, Miss.*

Teacher: *If you have made a group, i will give you three assignments. First assignment, let you fill the table based on the picture. Second assignment, please make a sentence based on the words that have provided. Thirth assigment, please make a paragraph descriptive text.*

Students: *Alright, Miss. Where we shall write the assigment Miss?*

Teacher: *Please write in the work sheet and do not forget to write your members' group.*

Students: *Alright, Miss.*

2. After the students finished their work, the teacher asked them to submit their assigment.
3. Then, the teacher said that the next activity will be conducted in the next meeting

(Post-activity)

1. The teacher asked the students the difficulties on doing the assignments

Teacher: Alright students, what the problem you faced when you do the assignment?

Students: So many Miss, i have not understood how to arrange the sentence Miss and i do not know the English of hidung mancung, mata sipit, etc.

2. Then, the teacher gave feedback to the students.

3. At last, the teacher closed the meeting

Teacher: Alright, i think it is enough for today and see you in next meeting!

Students: See you, Miss!! Thank you.

- **Second meeting**

(Pre-activity)

1. The teacher greeted and checked the attendance list

Teacher: Good morning students!

Students: Good morning, Miss

Teacher: How are you today?

Students: I'm fine Miss, how are you?

Teacher: I'm fine too, thank you. Who is absent today?

Students: There is no anyone absent today, Miss.

2. The teacher reviewed the previous meeting by asking some question

Teacher: What we have learnt in last meeting?

Students: We learnt about descriptive text, Miss

3. Before the teacher asked the students to exchange their work to the other group, the teacher gave them direction about the criterion of what they

would give comments and suggestion, such as content, organization, vocabulary, language use and mechanics. And the teacher gave a bit explanation about those aspects.

(Whilst- activity)

1. The teacher asked the students to exchange their work that they had done in the last meeting with the other groups.

Teacher: *Alright students, please exchange you work with the other groups.*

Then, please give comments or suggestions for your friends' work!

Students: *It is alright, Miss.*

2. After the students gave comments or suggestion. The teacher asked the students to revise and edit it.

Teacher: *Alright students, after your friends gave you the comments and suggestions, please revise and edit it.*

(Post-activity)

1. The teacher asked the students the difficulties on doing the assigments. Then explained and discussed it.

Teacher: *Alright students, what the problem you faced when you do the assignment?*

Students: *So far there is no problem, Miss.*

Teacher: *Alright, i think it is enough for today and see you in next meeting!*

Students: *See you, Miss!! Thank you.*

3) Post-test

Post-test was given after the treatment to find out the students' progress in writing. The test was essay which the students were asked to create a descriptive text and it was done in the last meeting.

3.7. 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 is the scoring procedure based on several aspects of writing or criteria. The script would be rate on such features as content, organization, vocabulary, language, and mechanics, grammar. Analytic scoring provides more detail information about the writing quality. There is a table of assessing writing which is taken from Jacob et al (1981) and it can be looked at Appendix 1.

3.8. Validity and Reliability

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. Then, reliability refers to the consistency of the measure. For further explanation about validity and reliability, it can be seen as follows:

3.8.1. 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

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74).

Construct validity focus on the kind of test that is used to measure the ability.

It means that the test should really test the students whether they have mastered the material that has been taught or not. 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 descriptive text by using writing tests. In those tests, the students were asked to create an descriptive text.

b. Content Validity

Content validity is intended to know whether the test is good reflection of what will be covered or not. The test which is adopted from the materials that have been taught to the students should be constructed as contain a representative sample of the course. 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 descriptive text that is supposed to be comprehended by the second year of junior 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 are chosen based on KTSP English Curriculum for second year of junior high school.

3.8.2. 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 a stable score from one rater to another. To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* will be evaluated. In this research, the first rater was the writer herself and the second rater was the student of English Department in Lampung University. 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 *Pearson Product Moment* to see whether the tests (pre- and post-test) are reliable or not. The result of those tests were calculated by *Pearson Product Moment* whose formula is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

It can be noted that

R_{xy} deals with coefficient of correlation between the x and y variables

Σxy relates to the sum of the multiplication of the x and y variables

Σ_x^2 refers to the sum of x square

Σ_y^2 symbolizes the sum of y square

$(\sum x)^2$ states the square of the sum of x

$(\sum y)^2$ stands for the square of the sum of y

(Hatch and Farhady, 1982)

After finding the coefficient between raters, the researcher analyzed the criteria of reliability achievement. There are five criterion according to Hatch and Farhady (1982:247). They are:

- a. a very low reliability ranges from 0.00 to 0.19
- b. a low reliability ranges from 0.20 to 0.39
- c. an average reliability ranges from 0.40 to 0.59
- d. a high reliability ranges from 0.60 to 0.79
- e. a very high reliability ranges from 0.80 to 1.00

3.9. Hypothesis

After collecting the data, the researcher analyzed them to find out whether there is a difference of the students' writing ability after being taught through collaborative writing technique. The researcher used Repeated Measures T-test to find out the difference of the treatment effect.

The hypothesis was analyzed at the significant level of 0.05 in which the hypothesis was proved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis is only about 5 %. The hypotheses are as follows:

- H_0 : There is no difference of the students' writing ability after being taught through collaborative writing technique. The criteria of H_0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).
- H_1 : There is a difference of the students' writing ability after being taught through collaborative writing technique. The criteria of H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research findings and suggestions for English teachers who want to use a collaborative technique in writing class and other researchers who want to conduct a similar research using collaborative technique.

5.1. Conclusion

The results of data analysis presented previously lead to the following points of conclusion. Teaching writing by using a collaborative technique is helpful for both teachers and students. Collaborative technique is the best way to motivate students in learning writing, it can decrease the students' pressure in writing because the students do not work alone. Besides, using this technique, it can help the students to solve the problems and make them enjoy in learning writing. Furthermore, to find out the conclusion of this research clearly can be seen as follows:

5.1.1. There was a significant difference of students' writing ability after being taught by using a collaborative technique which could be seen from the gain of the students' writing mean score in the pretest and the posttest (59.32.00 to 72.30).

5.1.2 Collaborative technique could improve students' writing ability especially in five aspects of writing, as illustrated like the following:

- a. Content increased 15.23%, because the students were able to develop the main idea related to the topic. The students could write better in the pos-test after the treatment and produced a text in the good order.
- b. Organization increased 13.3%, because the students were able to write fluently enough in expressing their ideas. Despite, the students were not able to organize the text optimally, the students had tried to make their text coherent and united.
- c. Vocabulary increased 12.75%, because the students were able to apply appropriate words in their text. Although, the percentage was not good enough, yet students' score in the posstest is much better than the pre-test.
- d. Language Use increased 9.44 %, the percentage indicated that the increasing of this aspect was not good because the students had not understood yet on how to apply simple present tense in their descriptive writing text.
- e. Mechanics increased 13.4%, because the students were able to use capitalization, spelling and punctuation in their wrting descriptive text properly. The result of the post-test was better than before the treatment by using collaorative technique.

The clarification presented above, indicates that the students' score of content improved the most. It might be easy for students to express their ideas because this technique provides 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

Here, the researcher would like to give some suggestions related to the study. The researcher hopes that the suggestions will be useful.

1. Suggestion for English Teacher

Since there is a significant difference of students' writing ability after being taught through collaborative technique, English teachers are suggested to apply an effective technique in teaching writing, for example, by giving more practices and returning the students' works so that they can improve their writing skills.

2. Suggestion for further research

This research is just one effort to improve the students' writing ability through collaborative technique in teaching and learning writing in the classroom. The findings of this study are expected to use it as starting point to conduct the further research in the different field and different text types, for instance in narrative text, recount text, etc. In addition, further research might use this technique in investigating students' speaking and reading skill.

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