

**THE COMPARISON OF COLLABORATIVE LEARNING TECHNIQUES:
THINK-PAIR-SHARE AND CO-OP CO-OP IN IMPROVING
STUDENTS' DESCRIPTIVE WRITING**

A Thesis

By
Kurnia Anggraini



**ENGLISH EDUCATION MASTER PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
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ABSTRACT

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Writing is one of language skills which is considered difficult for the learners and need special attention. It requires coordination and integration of multiple processes, including planning, producting, editing and revising. Due to that matter, this research proposed two kinds of helpfull techniques to improve students' writing, namely: Think-Pair-Share and Co-Op Co-Op techniques. The objectives of this research were: to find out whether there is any significant difference of the students' descriptive writing after being taught through those techniques, which technique between the two techniques is more effective to improve the students' descriptive writing, what aspect of writing that is improved the most by the Think-Pair-Share technique, what aspect of writing that is improved the most by the Co-Op Co-Op technique, and what the students' perceptions on both techniques are. This research was conducted at SMPN 11 Kotabumi, North Lampung at the first semester of 2016/2017 academic year. Two classes were used in this research because this research attempted to compare the two techniques. The researcher used quantitative and qualitative approaches. To find out the students' perception on both techniques, the researcher used observation and interview. The writing tests were also administered to the students both in the three tests before the treatments and the three tests after the treatments of each technique. Based on the data analysis, the two collaborative learning techniques were helpful to improve the students' descriptive writing. Furthermore, both of the collaborative techniques were not only effective in improving students' descriptive writing in general, but also they were effective in improving students' score in all aspects of writing: content, organization, vocabulary, language use and mechanics. Organization was the aspect of writing that is the most improved by Think-Pair-Share and Co Op –Co Op technique. On the other hand, the statistical analysis showed that there was no different improvement of students' descriptive writing between the students who were taught through Think-Pair-Share and Co Op – Co Op technique. The students showed positive attitude when they were learning because they felt enjoyable and more confident to do the task in pairs and groups.

Research Title : **THE COMPARISON OF COLLABORATIVE
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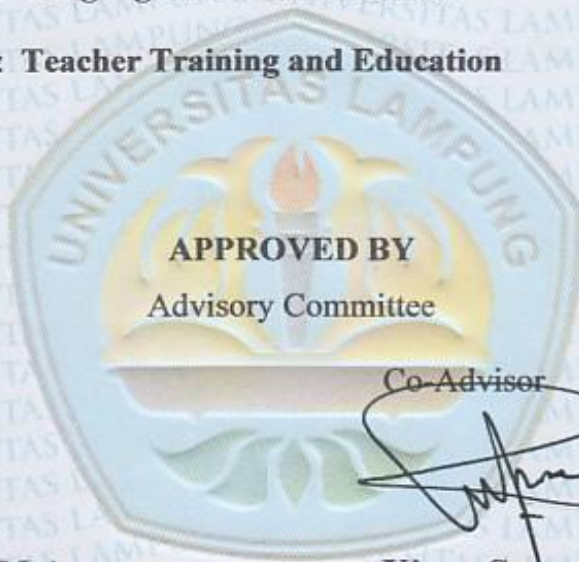
Student's Name : **Kurnia Anggraini**

Student's Number : **1523042020**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

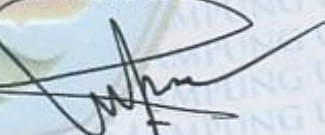


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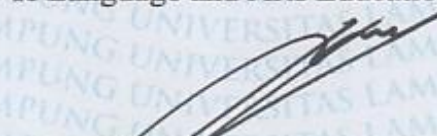
Advisor


Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

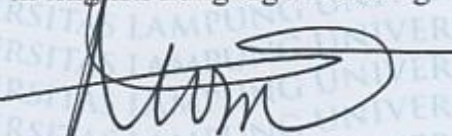
Co-Advisor


Ujang Suparman, M.A., Ph.D.
NIP 19570608 198603 1 001

The Chairperson of Department
of Language and Arts Education


Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

The Chairperson of Master
in English Language Teaching


Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

Chairperson : Dr. Ari Nurweni, M.A.

Secretary : Ujang Suparman, M.A., Ph.D.

Examiners : I. Prof. Dr. Cucu Sutarsyah, M.A.

II. Prof. Dr. Patuan Raja, M.Pd.

The Dean of Teacher Training and Education Faculty

Dr. Muhammad Fuad, M.Hum.

NIP. 1990722 198603 1 003

Director of Postgraduate Program

Prof. Dr. Sudjarwo, M.S.

NIP. 19530528 198103 1 002

4. Graduated on : May 24th, 2017

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar lampung, 24 Mei 2017

Yang membuat pernyataan,



Materai 6000

Kurnia Anggraini
NPM 1523042020

CURRICULUM VITAE

Kurnia Anggraini was born at July 5th, 1991 in Kotabumi North Lampung. She lives with her lovely family in Talang Jali, Kotabumi. She is the first child of three daughters of Mr. Rakhmad S. and Mrs. Warningsih. She has two sisters, Yuana Ariyanti, S.P. and Anggun Kusuma Wardani.

She graduated from SDN 06 Madukoro in 2002. Then, she continued to study at SLTPN 06 Kotabumi and graduated in 2005. After finishing her study at the junior high school, she entered SMKN 02 Kotabumi in accounting department and graduated in 2008. She continued her formal study in STKIP Muhammadiyah Kotabumi North Lampung to bring her dream as an English teacher into reality and join English education study program and graduated in 2013. In 2015, she was admitted as a student in post graduate English education study program of the Teacher Training and Education Faculty (FKIP) in University of Lampung.

DEDICATION

This research paper is proudly dedicated to:

My Beloved father and mother **Mr. Rakhmad S.** and **Mrs. Warningsih**,
Thank you very much for your love, prayer, support and all sacrifices for my life,

My beloved sisters **Yuana Ariyanti, S.P.** and **Anggun Kusuma Wardani**,
Thanks for the love, laughter, prayer and support,

My awesome husband **Bagus Alghani, M.Pd.**
For his great love, patience, support, motivation, and prayer.

My lovely best friend **Yuliana, S.Pd., M.M.**
For all the time, love and support,

All of my friends in English Education Postgraduate Study Program,

My beloved lecturers and my almamater, University of Lampung.

MOTTO

“You will when you believe.”

-Whitney Houston-

“Allah (alone) is sufficient for us, and He is the best disposer of affairs (for us).”

-QS. Ali ‘Imran (3:173)-

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Gratitude and honor are addressed to all people who have helped the writer to complete this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her sincere gratitude and respect to:

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mention one by one who always struggle together and help the writer from the beginning of the proposal until becoming a complete thesis.

Finally, the writer believes that this thesis might be still far from perfect. There may be weakness in this research. Thus, comments and suggestions are always welcome for better research. Somehow, the writer hopes that this research can give a positive contribution to the educational development, the readers and those who want to accomplish further research.

Bandar Lampung, May 2017

The writer,

Kurnia Anggraini

TABLE OF CONTENTS

Abstract	i
Curriculum vitae.....	iv
Dedication	v
Motto	vi
Acknowledgement.....	vii
Table of Contents	ix
List of Tables.....	xii
List of Figures	xviii
List of Appendices	xix
 1. Introduction	 1
1.1. The Background of the Problems	1
1.2. Identification of the Problems	6
1.3. Limitation of the Problems	7
1.4. Formulation of the Research Questions	7
1.5. Objectives of the Research	8
1.6. Significance of the Study	9
1.7. Definition of terms	10
 2. Theoretical Framework	 11
2.1. Review of Previous Research.....	11
2.2. Review of Related Literature	16
2.2.1. Collaborative Learning	17
2.2.2. Collaborative Learning Techniques	23
2.2.3. Concept of Writing	27
2.2.4. Descriptive Writing	31
2.2.5. The Stages of Writing Process	32
2.2.6. Teaching Writing.....	35
2.3. TPS in Teaching Writing.....	36
2.4. Co Op – Co Op in Teaching Writing	38
2.6. Hypotheses	39
 3. Research Methods	 41
3.1. Setting.....	41
3.2. Research Design.....	41
3.3. Research Participants	43
3.4. Data Collecting Techniques	44
3.4.1. Test	44

3.4.1.1. Tests (1, 2 & 3)	44
3.4.1.2. Tests (5, 6 & 7)	45
3.4.2. Non-Test	45
3.4.2.1. Observation	45
3.4.2.2. Interview	46
3.4.3. Research Instruments.....	46
3.4.4.1. Writing Tests	46
3.4.4.2. Observation Guide.....	46
3.4.4.3. Interview Guide	47
3.4.4. Validity and Reliability of the Instrument.....	47
3.4.4.1. Validity of the Test.....	47
3.4.4.2. Validity of the Observation Guide	48
3.4.4.3. Validity of the Interview Guide	48
3.4.4.4. Reliability of the Test.....	49
3.5. Treatments	51
3.6. Data Analysis	51
3.7. Hypothesis Testings	53
4. Results and Discussion.....	55
4.1. Results	55
4.1.1. Implementation of the Collaborative Learning Techniques..	56
4.1.2. The Improvement of SDW in TPS Technique	57
4.1.3. The Improvement of SDW in Co Op – Co Op Technique) ..	82
4.1.4. The Comparison of Think-Pair-Share and Co Op – Co Op Technique in Descriptive Writing.....	107
4.1.5. Students’ Perceptions on Think-Pair-Share Technique.....	108
4.1.5.1. Students’ Involvement	109
4.1.5.2. Students’ Ability to Make a Good Writing.....	109
4.1.5.3. Students’ Feeling	101
4.1.5.4. Students’ Difficulties	111
4.1.6. Students’ Perceptions on Co Op – Co Op Technique	113
4.1.6.1. Students’ Involvement	113
4.1.6.2. Students’ Ability to Make a Good Writing.....	114
4.1.6.3. Students’ Feeling	114
4.1.6.4. Students’ Difficulties	115
4.1.7. Normality Test.....	116
4.1.8. Homogeneity Test	119
4.2. Discussion	120
4.2.1. The Improvement of SDW in TPS & Co Op Technique.....	120
4.2.2. The Comparison of Think-Pair-Share and Co Op – Co Op Technique in Descriptive Writing	122
4.2.3. Students’ Perceptions on Think-Pair-Share Technique.....	124
4.2.4. Students’ Perceptions on Co Op – Co Op Technique	126
5. Conclusion and Suggestion	128

5.1. Conclusion.....	128
5.2. Suggestion	129
References	131
Appendices.....	134

LIST OF TABLES

Table 2.1. The differences between CL and TLT	22
Table 4.1. Analysis of Students' Descriptive Writing Scores before Treatments in the First Class (VIII-3)	58
Table 4.2. Distribution Frequency of Students' Descriptive Writing Scores before Treatments in the First Class (VIII-3)	58
Table 4.3. Analysis of Students' Descriptive Writing Scores after Treatments in the First Class (VIII-3)	61
Table 4.4. Distribution Frequency of Students' Descriptive Writing Scores after Treatments in First Class (VIII-3)	62
Table 4.5. Improvement of Students' Descriptive Writing Score in the First Class (VIII-3)	65
Table 4.6. Analysis of Students' Descriptive Writing Scores in Content Aspect before Treatments in the First Class (VIII-3)	67
Table 4.7. Distribution Frequency of Students' Descriptive Writing Scores in Content Aspect before Treatments in the First Class (VIII-3) ...	67
Table 4.8. Analysis of Students' Descriptive Writing Scores in Content Aspect after Treatments in the First Class (VIII-3)	68
Table 4.9. Distribution Frequency of Students' Descriptive Writing Scores in Content Aspect after Treatments in First Class (VIII-3)	68

Table 4.10. The Improvement of Students' Score in Content Aspect in the First Class	69
Table 4.11. Analysis of Students' Descriptive Writing Scores in Organization Aspect before Treatments in the First Class (VIII-3).....	70
Table 4.12. Distribution Frequency of Students' Descriptive Writing Scores in Organization Aspect before Treatments in the First Class.....	70
Table 4.13. Analysis of Students' Descriptive Writing Scores in Organization Aspect after Treatments in the First Class (VIII-3).....	71
Table 4.14. Distribution Frequency of Students' Descriptive Writing Scores in Organization Aspect after Treatments in First Class (VIII-3)..	71
Table 4.15. The Improvement of Students' Score in Organization Aspect in the First Class (VIII-3)	72
Table 4.16. Analysis of Students' Descriptive Writing Scores in Vocabulary Aspect before Treatments in the First Class (VIII-3).....	72
Table 4.17. Distribution Frequency of Students' Descriptive Writing Scores in Vocabulary Aspect before Treatments in the First Class.....	73
Table 4.18. Analysis of Students' Descriptive Writing Scores in Vocabulary Aspect after Treatments in the First Class (VIII-3).....	73
Table 4.19. Distribution Frequency of Students' Descriptive Writing Scores in Vocabulary Aspect after Treatments in First Class VIII-3)	74
Table 4.20. The Improvement of Students' Score in Vocabulary Aspect in the First Class	75
Table 4.21. Analysis of Students' Descriptive Writing Scores in Language Use Aspect before Treatments in the First Class (VIII-3).....	75

Table 4.22. Distribution Frequency of Students' Descriptive Writing Scores in Language Use Aspect before Treatments in the First Class.....	76
Table 4.23. Analysis of Students' Descriptive Writing Scores in language Use Aspect after Treatments in the First Class (VIII-3).....	76
Table 4.24. Distribution Frequency of Students' Descriptive Writing Scores in Language Use Aspect after Treatments in First Class (VIII-3)	77
Table 4.25. The Improvement of Students' Score in Language Use Aspect in the First Class (VIII-3)	77
Table 4.26. Analysis of Students' Descriptive Writing Scores in Mechanic Aspect before Treatments in the First Class (VIII-3).....	78
Table 4.27. Distribution Frequency of Students' Descriptive Writing Scores in Mechanic Aspect before Treatments in the First Class.....	78
Table 4.28. Analysis of Students' Descriptive Writing Scores in Mechanic Aspect after Treatments in the First Class (VIII-3).....	79
Table 4.29. Distribution Frequency of Students' Descriptive Writing Scores in Mechanic Aspect after Treatments in First Class (VIII-3).....	79
Table 4.30. The Improvement of Students' Score in Mechanic Aspect in the First Class	80
Table 4.31. Students' Writing Score in Every Aspect of Writing	81
Table 4.32. Analysis of Students' Descriptive Writing Scores before Treatments in the Second Class (VIII-4)	83
Table 4.33. Distribution Frequency of Students' Descriptive Writing Scores before Treatments in Second Class (VIII-4)	83

Table 4.34. Analysis of Students' Descriptive Writing Scores after Treatments in the Second Class (VIII-4).....	86
Table 4.35. Distribution Frequency of Students' Descriptive Writing Scores after Treatments in the second class (VIII-4)	86
Table 4.36. The Improvement of Students' Descriptive Writing Score in the Second Class (VIII-4).....	89
Table 4.37. Analysis of Students' Descriptive Writing Scores in Content Aspect before Treatments in the Second Class (VIII-4)	91
Table 4.38. Distribution Frequency of Students' Descriptive Writing Scores in Content Aspect before Treatments in the Second Class	91
Table 4.39. Analysis of Students' Descriptive Writing Scores in Content Aspect after Treatments in the Second Class (VIII-4)	92
Table 4.40. Distribution Frequency of Students' Descriptive Writing Scores in Content Aspect after Treatments in Second Class (VIII-4)	92
Table 4.41. The Improvement of Students' Score in Content Aspect in the Second Class	93
Table 4.42. Analysis of Students' Descriptive Writing Scores in Organization Aspect before Treatments in the Second Class (VIII-4)	94
Table 4.43. Distribution Frequency of Students' Descriptive Writing Scores in Organization Aspect before Treatments in the First Class.....	94
Table 4.44. Analysis of Students' Descriptive Writing Scores in Organization Aspect after Treatments in the Second Class (VIII-4)	95
Table 4.45. Distribution Frequency of Students' Descriptive Writing Scores in Organization Aspect after Treatments in Second Class	95

Table 4.46. The Improvement of Students' Score in Organization Aspect in the Second Class	96
Table 4.47. Analysis of Students' Descriptive Writing Scores in Vocabulary Aspect before Treatments in the Second Class (VIII-4)	97
Table 4.48. Distribution Frequency of Students' Descriptive Writing Scores in Vocabulary Aspect before Treatments in the Second Class	97
Table 4.49. Analysis of Students' Descriptive Writing Scores in Vocabulary Aspect after Treatments in the Second Class (VIII-4)	98
Table 4.50. Distribution Frequency of Students' Descriptive Writing Scores in Vocabulary Aspect after Treatments in First Class (VIII-4)....	98
Table 4.51. The Improvement of Students' Score in Vocabulary Aspect in the Second Class	99
Table 4.52. Analysis of Students' Descriptive Writing Scores in Language Use Aspect before Treatments in the Second Class (VIII-4)	100
Table 4.53. Distribution Frequency of Students' Descriptive Writing Scores in Language Use Aspect before Treatments in the Second Class	100
Table 4.54. Analysis of Students' Descriptive Writing Scores in language Use Aspect after Treatments in the Second Class (VIII-4)	101
Table 4.55. Distribution Frequency of Students' Descriptive Writing Scores in Language Use Aspect after Treatments in Second Class	101
Table 4.56. The Improvement of Students' Score in Language Use Aspect in the Second Class	102
Table 4.57. Analysis of Students' Descriptive Writing Scores in Mechanic Aspect before Treatments in the Second Class (VIII-4)	102

Table 4.58. Distribution Frequency of Students' Descriptive Writing Scores in Mechanic Aspect before Treatments in the Second Class	103
Table 4.59. Analysis of Students' Descriptive Writing Scores in Mechanic Aspect after Treatments in the Second Class (VIII-4)	103
Table 4.60. Distribution Frequency of Students' Descriptive Writing Scores in Mechanic Aspect after Treatments in Second Class (VIII-4) ..	104
Table 4.61. The Improvement of Students' Score in Mechanic Aspect in the Second Class	105
Table 4.62. Analysis of SDW Score in Second Class.....	106
Table 4.63. Gain of Students' Descriptive Writing in both Techniques.....	107
Table 4.64. Normality Test of the First Class Students' Descriptive Writing Score before the Treatments.....	117
Table 4.65. Normality Test of the First Class Students' Descriptive Writing Score after the Treatments.....	117
Table 4.66. Normality Test of the Second Class Students' Descriptive Writing Score before the Treatments.....	118
Table 4.67. Normality Test of the Second Class Students' Descriptive Writing Score after the Treatments.....	118
Table 4.68. Homogeneity Test	119

LIST OF FIGURES

Figure 4.1. Model of Students' DW before the Treatments.....	59
Figure 4.2. Model of Students' DW after the Treatments	62
Figure 4.3. Students' DWS in TPS technique.....	64
Figure 4.4. Students' DW Improvements in the First Class	66
Figure 4.5. Students' DW improvements in every aspect of writing.....	81
Figure 4.6. Model of Students' DW before the Treatments.....	84
Figure 4.7. Model of Students' DW after the Treatments	87
Figure 4.8. Students' DWS in Co Op – Co Op technique	88
Figure 4.9. Students' DW Improvements in the Second Class	90
Figure 4.10. Students' DW improvements in every aspect of writing.....	105

LIST OF APPENDICES

Appendix 1	Research Instrument for Test One.....	134
Appendix 2	Research Instrument for Test Two	135
Appendix 3	Research Instrument for Test Three	136
Appendix 4	Research Instrument for Test Four	137
Appendix 5	Research Instrument for Test Five	138
Appendix 6	Research Instrument for Test Six	139
Appendix 7	Lesson Plan for Conventional Language Teaching	140
Appendix 8	Lesson Plan for <i>Think-Pair-Share</i> Technique.....	144
Appendix 9	Lesson plan for <i>Co-Op Co-Op</i> Technique	149
Appendix 10	Observation Guide for <i>TPS</i> Technique	154
Appendix 11	Observation Guide for <i>Co-Op Co-Op</i> Technique	155
Appendix 12	Interview Guide for <i>TPS</i> Technique.....	156
Appendix 13	Interview Guide for <i>Co-Op Co-Op</i> Technique.....	157
Appendix 14	Rating Scale to Score Students' Writing.....	158
Appendix 15	Students' DWS of the First Class (VIII-3).....	159
Appendix 16	Students' DWS of the Second Class (VIII-4)	168
Appendix 17	Students' Writing Scores in Every Aspect (VIII-3).....	177
Appendix 18	Students' Writing Scores in Every Aspect (VIII-4).....	182

Appendix 19	Reliability Testing	187
Appendix 20	Observation Result of <i>Think-Pair-Share</i> Activities	191
Appendix 21	Observation Result of <i>Co Op – Co Op</i> Activities	194
Appendix 22	Interview Transcription of the First Class (VIII-3).....	197
Appendix 23	Interview Transcription of the Second Class (VIII-4)	205

I. INTRODUCTION

This chapter introduces the variables of the research and the theories related to the research. This chapter also provides some information about the background, identification, limitation of the problems as well as the formulation of the research questions, the objectives of the research and the significances of the study as explained below:

1.1. The Background of the Problem

English has been the compulsory subject that is taught and learnt from elementary school until university. Students are expected to achieve four skills: listening, speaking, reading and writing. Those four skills are closely related and cannot be separated from each other. As it has been known that writing is one of the important skills in teaching English, it has always occupied place in most English language course.

Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process (Huy, 2015:66). It is also one of the ways to transmit thoughts or ideas to the other people or as an instrument through which people communicate with one another in time and

space, transmitting their culture from one generation to another. (Huy, 2015:56; Nosratinia and Nikpanjeh, 2015:2218).

In the context of a language classroom in a secondary school, writing means learning and practicing the grammar of a language through written exercises. The students learn to write the sentences grammatically correct in orthography (Javed, et al., 2013:132).

Writing skill is more complicated than other language skills since this skill is the most difficult to be mastered, students have to acquire the other skills earlier before they want to acquire writing skill. Even sometimes a native speaker of the English language may experience complication in a tricky situation (Javed, et al., 2013:130). Muslim (2014:105) also states that writing well is really a big challenge for both native and non-native students. In general, it is much bigger with students of English as foreign language. This is because writing requires coordination and integration of multiple processes, including planning, production, editing, and revision. Composing requires prior knowledge of topic, genre, conventions, and rules as well as the ability to access, use and organize that knowledge when writing (Jalaluddin, et al., 2015:546).

Furthermore, in the junior high school curriculum, students are expected to be able to write some kinds of texts, namely: descriptive, procedure, narrative, recount and report. The descriptive text is the only text that is taught from the

seventh to the ninth grade. Because of that, it can be seen as one of the integral parts of the junior high school curriculum.

However, based on the pre-observation that was conducted by the researcher at the SMPN 11 Kotabumi, North Lampung, it was found out that eight out of ten students still wrote poorly. They still had problems in all the writing aspects, i.e. content, organization, vocabulary, language use and mechanics. The problem might due to the lack of writing practice since they rarely write in English. Another problem deals with the students' motivation. They had low motivation in writing because they were not interested in writing English texts.

The students' learning strategies were the other factor. They did not know how to learn well. Inappropriate teaching techniques used by the teacher also influenced the students' writing. The teacher might not implement suitable teaching techniques for writing, because of that, the students were not interested and motivated to write. In teaching writing, some exercises are needed to make the students be able to make a good writing, and what happening here was the teacher only teaches the students about the texts and did not let the students to get chance to practice in writing some text.

The last problem was related to the learning environment. The school environment did not facilitate the students to write in English, since English was hardly found and used there. Due to that matter, they were in lack of English vocabulary knowledge.

Following the previous explanation, the findings of the research conducted by Faisal and Suwandita (2013:240) showed that the most difficult text to write for students is the descriptive text in paragraph form. This problem is caused by some cases. Most students are in lack of vocabulary and they also have difficulties in applying correct English grammar. Besides, students need a long time to think of the ideas that should be put into the descriptive writing paragraph. This condition is the result of the teaching method used by the teacher. The teacher in the research rarely used various techniques in teaching. Hence, the teaching and learning process became monotonous. Automatically, it influenced the atmosphere of the class. The students felt bored and they got little understanding about the material.

To solve the problem there are many techniques that can be used by the teacher. One of them is the collaborative learning techniques. Collaborative learning refers to an educational approach to teaching and learning involving groups of learners working together to solve a problem, complete a task, or create a product. It is also as an instructional method in which learners at various performance levels work together in small groups towards a common goal. The learners are responsible for one another's learning as well as their own (Laal and Godshi, 2012:486-487).

Furthermore, several studies related to collaborative learning techniques that have been conducted by some researchers showed that collaborative learning techniques can help the students to improve their writing (Annamalai, et al., 2016;

Bataineh, 2015; Dobao, 2012; Kessler, et al., 2012; Khatib, M & Meihami, H, 2015).

There are many kinds of techniques that include in collaborative learning. Such techniques as: *Fishbowl, Jigsaw, Paired Annotations, Think-Pair-Share and Co-Op Co-Op*. In this study, the researcher only focused on two of the techniques, namely: *Think-Pair-Share and Co-Op Co-Op* that would be implemented in teaching and learning process and they would also be compared to each other to find out which one was more suitable to improve students' descriptive writing. The consideration in choosing those two techniques was based on the characteristic of the two techniques that was assumed to be suitable to be used in teaching writing. The difference of the number of students that should be involved in each technique also became another consideration. In think-pair-share the students should work in pair, so there were only two students in a group, and in Co-Op Co-Op the number of students that should be involved in a group was more than two. So, the researcher tried to find out which one was better in improving students' descriptive writing, the group who had less or more students.

The last consideration was based on the research that has been conducted by Bataineh (2015) which shows that both of the collaborative learning techniques: *Think-Pair-Share and Co-Op Co-Op* were effective in enhancing the performance students from tertiary level. Because the ability of secondary and tertiary level are very different, this research will attempt to find out whether the two of

collaborative learning technique would also enhance the performance of secondary student especially in making descriptive writing or not.

In this research, the implementation of those two learning techniques in teaching writing the descriptive text was assumed to be able to improve students' descriptive writing at SMPN 11 Kotabumi North Lampung at the first semester. Hence, this study was conducted to implement and compare the two techniques of collaborative learning to find out which technique was more effective to improve students' descriptive writing and also to find out what aspect of writing that was improved the most by each technique. Besides, this study was also conducted to find out how the two collaborative learning techniques go on in the writing teaching learning process.

1.2 Identification of the Problems

Based on the pre-observation, the researcher identified several problems as follows:

1. The eighth grade students of SMPN 11 Kotabumi are lack of writing practice.
2. The eighth grade students of SMPN 11 Kotabumi are lack of writing motivation.
3. The teaching strategy of the eighth grade teachers of SMPN 11 Kotabumi is not suitable.
4. The learning strategy of the eighth grade students of SMPN 11 Kotabumi is not suitable.

5. The eighth grade students of SMPN 11 Kotabumi are in lack of vocabulary.
6. The teaching techniques of the eighth grade teachers of SMPN 11 Kotabumi are not suitable for writing.
7. The eighth grade students of SMPN 11 Kotabumi need more exposure.
8. The teaching learning activities are not supported by the school facilities.
9. The environment does not support the students to learn English.

1.3. Limitation of the Problems

Based on the identification of the problems above, the researcher limited the problems as follows:

1. The eighth grade students of SMPN 11 Kotabumi are lack of writing practice.
2. The eighth grade students of SMPN 11 Kotabumi need more exposure.
3. The teacher's ignorance of the suitable techniques in teaching writing.

1.4 Formulation of the Research Questions

In reference to the limitation of the problems stated before, the researcher formulated the research problems as follows:

1. Is there any significant difference of the students' descriptive writing at SMPN 11 Kotabumi North Lampung after being taught through collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op?

2. Which one of collaborative learning techniques between Think-Pair-Share and Co-Op Co-Op is more effective to improve students' descriptive writing?
3. What aspect of students' writing is improved the most by the Think-Pair-Share technique?
4. What aspect of students' writing is improved the most by the Co-Op Co-Op technique?
5. What are the students' perceptions on collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op?

1.5 Objectives of the Research

In relation to the formulation of the research questions above, the objectives of the research were:

1. To find out whether there is any significant difference of the students' descriptive writing after being taught through collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op.
2. To find out which technique between Think-Pair-Share and Co-Op Co-Op is more effective to improve students' descriptive writing.
3. To find out the aspect of writing that is improved the most by the Think-Pair-Share technique.
4. To find out the aspect of writing that is improved the most by the Co-Op Co-Op technique.
5. To find out the students' perceptions on collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op.

1.6 Significances of the Study

It was expected that the result of this study can have these following significances:

1. Theoretically, it can support theory that collaborative learning can be applied to improve students' descriptive writing.
2. Practically, the results of this research are expected to be useful for the researcher, English teacher, students, institution and curriculum designer.
 - a. For the researcher, it can be a reference to conduct a further study related to students' descriptive writing and collaborative learning techniques.
 - b. For English teachers, it can give some information about teaching writing descriptive text using collaborative learning techniques as one of the alternatives techniques in teaching descriptive writing.
 - c. For students, it can help them to improve their descriptive writing through the use of collaborative learning techniques.
 - d. For institution and curriculum designer, the result of this study will give some information about the students' descriptive writing and techniques that can be used as an alternative to improve students' descriptive writing.

1.7. Definition of terms

In order to specify the topic of the research, the researcher provided some definitions of terms related to the research. These are the definition of some terms which are related to this research:

a. Collaborative Learning

Collaborative learning is an educational approach that involves groups of learners working together to solve a problem, complete a task, or create a product.

b. Think-Pair-Share

Think-Pair-Share is one of collaborative learning techniques that consist of three stages, they are: *think*, *pair* and *share* stage.

c. Co-Op Co-Op

Co Op-Co Op is also one of collaborative learning techniques in which the students work in groups to produce a particular product.

d. Writing

A process which is done where students can explore and discover their thoughts, construct meaning and assess it at the same time.

e. Descriptive Writing.

Descriptive writing is the clear description of people, places, objects, or events using appropriate details.

f. Effective

Effective in this research means a technique is better in improving students' descriptive writing than the other one.

g. Improvement

Improvement occurs when the post test scores of writing are bigger or better than that of the pre tests scores.

II. THEORETICAL FRAMEWORK

This chapter deals with some review of previous research and review of related literature. There are several points of theories which should be reviewed, such as collaborative learning, collaborative learning techniques, concept of writing, descriptive writing, the stages of writing process and teaching writing as explained below:

2.1. Review of Previous Research

Dobao (2012:40) conducted a study related to collaborative learning. She investigated the benefits of collaborative writing task in L2 classroom. The study compared the performance of the same writing task by group of four learners, pairs and individual learners. It examined the effect of the number of participants on the fluency, complexity and accuracy of the written text produced as well as nature of the oral interaction between the pairs and the group as they collaborate throughout the writing process. The result showed that a text written by the group were more accurate not only than those written individually but also than those written in pairs.

Nosratinia and Nikpanjeh (2015:2218) also conduct related study about collaborative learning. The analysis of the test scores using an independent samples t-test and analysis of covariance (ANCOVA) revealed that there was a significant difference between the effect of oral conferencing and collaborative writing on EFL learners' writing ability. It was concluded that EFL learners' ability to write was more affected by applying oral conferencing rather than collaborative writing.

Other research was conducted by Khatib and Meihami (2015:204). The purpose of this study was to explore the effect of using collaborative techniques and activities on EFL students' writing performance. The findings of this study revealed that using collaborative techniques and activities had a positive effect ($p=.001$) on overall writing performance of EFL students, and on writing components such as content ($p=.003$), organization ($p=.001$), grammar ($p=.001$), vocabulary ($p=.008$), and mechanics ($p=.001$). The results of this study shed light on the importance of using collaborative techniques and activities in L2 writing classrooms, which bears some implication for teachers and curriculum planners.

Bataineh (2015:217) compared Think-Pair-Share, Co Op-Co Op and Traditional Learning Strategies on Undergraduate Academic Performance. This study employed a quasi-experimental - nonequivalent control-group design with pretest, posttest and delayed posttest. Findings of this study revealed that: There was no significant difference in the pretest academic performance mean scores between students. There was significant difference in the posttest academic performance

mean scores between the experimental groups (Co Op-Co Op), (Think-Pair-Share) and control group (traditional method).

Moreover, there was significant difference in the posttest academic performance mean scores of second and fourth year students after the intervention with favor for the second year students. There was no significant difference in the posttest academic performance mean scores between students from different specialization (psychology, special education, and islamic studies). There was significant difference between experimental group (Co Op-Co Op) and control group (traditional method) on the delayed posttest mean difference and significant difference between experimental group (Think-Pair-Share) and control group (traditional method). There was no difference in academic performance between the experimental groups (Co Op-Co Op) and (Think-Pair-Share) in the posttest and delayed posttest.

Furthermore, Ratnawati and Pusparini (2015:1) investigated the effect of using Co-Op Co-Op technique in teaching writing narrative, the result shows that there is significant improvement in the terms of content, organization, and vocabulary between the students who are taught writing narrative text by using Co-op Co-op technique and those who are not. On the other side, there is no difference in terms of language use and mechanics scores between the students who are taught by using Co-op Co-op technique and those who are not.

A research dealing with the use of Think-Pair-Share technique was conducted recently by Suteja (2012:19) who reported the students' attitude towards peer review employed as one method of instruction in a translation class taken by 24 Indonesian university students majoring in English. This study explores whether peer reviews helped the students in editing the drafts of their translation assignments from English into Indonesian and vice versa.

A survey was conducted to obtain their responses after they submitted their final works. An interview was also carried out to verify their responses in the survey. The result shows that most of the students agreed that peer reviews are to some extent useful because the reviewers helped them see the errors in their first draft and they could discuss the errors with their reviewers for improvement. However, the students also contended that in order to have an effective peer review, the reviewers must be cooperative and willing to do the review for their peers. In terms of choosing reviewers, most students preferred competent reviewers because they could point the errors more accurately and give their peers more constructive inputs compared to the less competent ones.

In addition, Laal and Ghodsi (2012) wrote an article review which deals with the benefits of collaborative learning. The article outlines benefits of learning in collaboration style, begins with the concept of the term and continues with the advantages created by collaborative methods. They set out major benefits of collaborative learning into four categories of; social, psychological, academic, and assessment benefits.

Based on the previous related research above, it was obvious that collaborative learning in general gave some benefits in learning process especially in writing. But the findings of Nosratinia and Nikpanjeh's research (2015:2218) showed that collaborative learning in writing does not really affect the ability of EFL learners' writing. Because of that, the researcher was interested in investigating the use of the two different techniques of collaborative approach to find out whether it could significantly improve the students' descriptive writing or not and to find out which one was more effective to improve students' descriptive writing.

2.2. Review of Related Literature

There are four basics English language skills which are divided into two categories, such as, receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation (Javed, et al., 2013:130).

Within the four language skills, writing seems to be the most challenging skill for EFL learners simply because it is a skill that must be learned well (Sobhani and Tayebipour, 2015:1601). Muslim (2014:105) also states that writing well is really a big challenge for both native and non-native students. In general, it is much bigger with the students of English as a foreign language.

Furthermore, Faisal and Suwandita (2013:240) state that the most difficult text to write by the students is descriptive text in the form of paragraph. This matter is caused by some cases. Most of the students lacked vocabulary and also got difficulties in applying English grammar. Besides, when doing some writing exercises, the students needed a long time to think the idea to write something to be put into a descriptive paragraph. This condition was the result of teaching method that is used by the teacher. The teacher rarely used various techniques in teaching. Hence, the teaching and learning process became monotonous. Automatically, it influenced the atmosphere of the class. The students felt bored, and they got little understanding about the material.

Therefore, it is worthwhile to look of on this matter, particularly in descriptive writing. It is assumed that the students need guidance in writing descriptive text to make them easier in expressing their ideas and to make a good descriptive writing. To solve the problems, a teacher needs an appropriate technique. Nowadays, there are many techniques, methods or approaches that can be used by teacher to improve their students' writing skill; one of them is collaborative learning techniques. The researcher believes that by guiding the students to make descriptive writing by using collaborative learning techniques, the students will have something to write and their writing would be well organized.

2.2.1. Collaborative Learning

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the

abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions (Laal and Godshi, 2012:486).

In line with the previous statement, collaborative learning refers to an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. It is also as an instruction method in which learners at various performance levels work together in small groups toward a common goal. The learners are responsible for one another's learning as well as their own (Laal and Godshi, 2012:486-487).

Laal and Laal cites Klemm (2012:492) states that collaborative learning occurs when small groups of students help each other to learn. Collaborative learning is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments. It is not having them do the task individually and then have those who finish first help those who have not yet finished.

Then, it is certainly not having one or a few students do all the work, while the others append their names to the report. In a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas,

exchange diverse beliefs, question other conceptual frameworks, and are actively engaged (Srinivas cited by Laal and Laal, 2012:491).

In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. The learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. However, in collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material (Laal and Laal, 2012:491).

Laal and Godshi (2012:487) summarize numerous benefits of collaborative learning into four major categories; social, psychological, academic and assessment.

a. Social benefits;

Collaborative learning activities promote social and academic relationships well beyond the classroom and individual course, they are:

1. Collaborative learning helps to develop a social support system for learners:
2. Collaborative learning leads to build diversity understanding among students and staff;
3. Collaborative learning establishes a positive atmosphere for modeling and practicing cooperation, and;

4. Collaborative learning develops learning communities.

b. Psychological benefits;

Collaborative learning activities also help to develop interpersonal relationships among students, they are:

1. Student-centered instruction increases students' self-esteem;
2. Cooperation reduces anxiety, and;
3. Collaborative learning develops positive attitudes towards teachers.

c. Academic benefits;

Academically, there is more of a potential for success when students work in groups, because:

1. Collaborative learning promotes critical thinking skills;
2. Involves students actively in the learning process;
3. Classroom results are improved;
4. Models appropriate student problem solving techniques;
5. Large lectures can be personalized;
6. Collaborative learning is especially helpful in motivating students in specific curriculum.

d. Evaluative techniques;

There are also many benefits of collaborative learning from the aspect of assessment. It provides instant feedback to the students and instructor because the effectiveness of each class can be observed. As instructors move around

the room and observe each group of students interacting and explaining their theories, they are able to detect misconceptions early enough to correct them. Only a few minutes of observation during each class session can provide helpful insight into students' abilities and growth.

Furthermore, one form of collaborative learning is collaborative writing. Collaborative writing is a process of negotiating for meaning and content of a text (Lin cited by Ansarimoghaddam and Tan, 2012:36). It means that learners have joint responsibility over the production of the text. This may promote a sense of co-ownership and hence encourage students to contribute to the decision making on all aspects of writing: content, structure, and language. (Storch, 2005:154).

Collaborative writing, like any other collaborative activity, provides learners with the opportunity to give and receive immediate feedback on language, an opportunity which is “missing when learners write individually” (Vanderburg as cited by Nosratinia and Nikpanjeh, 2015:2219). Reciprocal learning and teaching in a group lead to higher level of developing certain competences meaning that can decrease anxiety about the task difficulty and helps students easily share their knowledge that leads in learning. For developing writing skills, the pre-writing stage of group interaction and dynamics is helpful. Group brainstorming activates the writing process so that it persuades them to write (Ansarimoghaddam and Tan, 2012:36).

To make it clear, below are the differences between collaborative learning characteristics and traditional language teaching as adapted by Lin (2015:15):

Table 2.1. The differences between CL and TLT

No	Characteristics	Collaborative	Traditional
1	Goal structure	Collaborative	Competitive or individualistic
2	Role of students	Active participation, autonomous learners	Passive recipients
3	Role of teacher	Facilitator, guide	Controller, knowledge transmitter, major source of assistance
4	Material used	Materials are arranged according to the purpose of learning	Completed set of materials assigned by university
5	Types of activities	Various types of activities to engage learners in a shared learning community	Knowledge recall and review; language drill practice
6	Types of interaction	Intense student–student interaction	Some talking among students, mainly teacher–student type
7	Classroom physical set-up	U-shaped or CL groups	Traditional rows of separate desks
8	Teacher-student relationship	Collaborative and equal	Superior-inferior, or equal
9	Independence	None or negative	Positive
10	Learning expectations	Group success as well as individual's	Evaluating one's own progress in learning

Source: Lin (2015:15)

Based on the previous explanation and the table above, the writer conclude collaborative learning as an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. By using this approaches, especially in writing, the students will be actively exchanging, debating and negotiating ideas within their groups increases students' interest in learning. By implementing collaborative learning

techniques in teaching writing, hopefully the students' writing will be improved due to some benefits that collaborative learning techniques have.

2.2.2. Collaborative Learning Techniques

There are many techniques of collaborative learning. Some of them are: Fishbowl, Jigsaw, Paired Annotations, Think-Pair-Share and Co-Op Co-Op.

a. Fishbowl Technique

The first technique is Fishbowl which is also known as a strategy in somewhere such as classroom and business meetings because of providing for not only a richer discussion but also community to focus on the ways in which particular groups participate with their groups. Fishbowl is one of the collaborative learning strategies.

The Fishbowl offers the class an opportunity to closely observe and learn about social interactions. You can use it in any content area. This is a cooperative-learning structure for a small-group discussion or a partner discussion (Tint and Nyunt, 2015:3).

b. Jigsaw Technique

Jigsaw is used as an efficient means to learn new materials. This process encourages listening, engagement, and understanding by allowing each member of the group a critical part to play in the academic process. The jigsaw strategy

also makes people who administrate a system to develop the goal how to divide and shuffle students' group dynamically (Tint and Nyunt, 2015:3).

This activity is particularly suited to situations in which students require practice with content that is easily divided into constituent parts. Groups are assigned a specific aspect or element of the concept under consideration (e.g., different aspects of a work of literature, different steps or methods for solving a given problem), and each group member is expected to become an 'expert' on that aspect.

The groups are then reshuffled to include one member from each of the previous groups in one new group, and each expert is responsible for 'teaching' their particular area of expertise to the other group members. In this activity, students practice with new concepts and methods by, first, reviewing and practicing with peers, and, second, by teaching the material to others.

c. Paired Annotations

In Paired Annotations, two students compare their personal impression or commentary on an article, story, or chapter. Students may be pair again and again to answer the same article, chapter or content area so that students explore important facts and search for similarities and dissimilarities about them (Tint and Nyunt, 2015:3).

d. Think-Pair-Share

Lin (2015:25) explains that in think-pair-share, students think to themselves on a topic provided. First, they are on their own to reach consensus and share with other peers and then the entire class. The academic and social functions of think-pair-share is to make the students be able to express opinions, inductive and deductive reasoning; enhancing participation and involvement.

Furthermore, Tint and Nyunt (2015:4) explain that think-pair-share consists of three stages, they are: *think*, *pair* and *share* stage. In “*think*” stage, individually each participant thinks about the given task. They will be given time to think of their own ideas or response before discussing it with their pair. Then, the response should be submitted to the supervisor or teacher before continue working with their pair on the next stage.

The next stage is “*pair*”, with partner the learners need to form pairs. The supervisor /teacher need to cue students to share their response with their partner. Each pair of students will then discuss their ideas about the task, and their previous ideas. According to their discussion, each pair will conclude and produce the final answer.

The last stage is “*share*”, the learners’ pair shares their results with the rest of the class. Here, the large discussion will happen, where each pair will facilitate class discussion in order to find similarities or differences towards the response or opinions from various pairs.

e. Co-Op Co-Op

Co-op Co-op is based on a philosophy of education that assumes that the aim of education is to provide conditions in which the natural curiosity, intelligence, and expressiveness of students will emerge and develop (Kagan in Slavin, et al, 1985:438). In Co-Op Co-Op, students work in groups to produce a particular CL product to share with the whole class, each makes contribution to the completion of the task. They create a presentation for their classmates to teach the assigned aspect of the topic to their classmates. The teacher has the right to include additional information or clarify at the end of the presentation.

In addition, instructor evaluates a written product for each mini-topic, team members evaluate one another for contributions to the team, and the class evaluates the team presentations (Bataineh, 2015:219). The academic and social function is to learn and share complex materials (multiple sources), developing analysis, synthesis, and convicts' resolution and presentation skills (Lin, 2015:25). Thus, the name Co-Op Co-Op: Students cooperate within their small teams to produce something of benefit to share with the whole class; they are cooperating in order to cooperate.

However, this research only focuses on two techniques of collaborative learning that will be compared each other to find out which one is more effective in improving students' descriptive writing, namely Think-pair-share and Co-Op Co-Op. The two techniques were chosen because the activities in both techniques are assumed to be suitable to be used in teaching writing. On the other hand, the

difference of the number of students that should be involved in each technique becomes another consideration.

In think-pair-share the students should work in pair, so there are only two students in a group, where in Co-Op Co-Op the number of students that should be involved in a group is more than two. So, this research will give us information about which one is better in improving students' descriptive writing, the group who has less or more students.

Another consideration is based on the research that has been conducted by Bataineh (2015:217) which shows that both of the collaborative learning technique: *Think-Pair-Share* and *Co-Op Co-Op* were effective in enhancing the performance of students from tertiary level. Because the ability of secondary and tertiary level are very different, this research will attempt to find out whether the two of collaborative learning technique can also enhance the performance of secondary student especially in making descriptive writing.

2.2.3. Concept of Writing

Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process (Huy, 2015:66). It is also one of the ways to transmit thoughts or ideas to the other people or as an instrument through which people communicate with one another in time and space, transmitting their culture from one generation to another. (Huy, 2015:56; Nosratinia and Nikpanjeh, 2015:2218).

Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. To students, good at writing will bring many benefits. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. With those benefits, writing is really very important to every student (Huy, 2015:53).

In the context of a language classroom in a secondary school, writing means learning and practicing the grammar of a language through written exercises. The students learn to write the sentences grammatically correct in orthography (Javed, et al., 2013:132).

To be more specific, the ultimate meaning of writing skill is to construct grammatically correct sentences with complete and logical ideas and to communicate a meaning to the reader. Real life communicative writing tasks, on the other hand, are letter-writing, form filling, report writing and so on. These communicative writing tasks are rarely practiced in our language classrooms. Communicative writing should be logical and coherent. Cohesion; the grammatical or structural unity and coherence; the unity of sense or meanings are also essential for high-quality writing. Moreover the communicative writing must have a purpose and logic (Javed, et al., 2013:132).

Writing also requires coordination and integration of multiple processes, including planning, production, editing, and revision. Composing requires prior knowledge of topic, genre, conventions, and rules as well as the ability to access, use and organize that knowledge when writing (Jalaluddin, et al., 2015:546).

Huy (2015:54-55) describes some types of writing, they are exposition, argumentation, description, narration and some other types of writing.

a. Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

b. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.

Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in

preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

c. Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction writing mode for transmitting a mental image or the particulars of a story.

1) Description as a rhetorical mode

The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

2) Description as a fiction

Writing mode Fiction is a form of narrative, fiction-writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Together with dialogue, narration, and exposition, and summarization, description is one of the most widely recognized of the fiction-writing mode.

3) Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some

perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

d. Other types of writing

Writing also have many types of it, including writing narratives, expository passages, essays, directions, summarizes, critiques, and letter writing as developmental writing skills are advanced.

Based on the explanation above writing is very important skill that should be mastered by the students. It can be defined as a process which is done where students can explore and discover their thoughts, construct meaning and assess it at the same time by considering on the grammar accuracy to avoid communicative misunderstanding. It also requires coordination and integration of multiple processes.

2.2.4. Descriptive Writing

This research focuses on the students' descriptive writing because of the junior high school's curriculum that requires students to master descriptive text. It is taught from the seventh until ninth grade that makes descriptive text becomes an integral part of the junior high school curriculum. A student should understand well every parts of a descriptive text to be able to make a good descriptive writing.

A descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description (Faisal and Suwandita, 2013:242).

The generic structure of descriptive paragraph covers identification which is a part of paragraph which introduces or identifies the character to be described. It can be called general description of the object. Usually, it contains object's name, kind of the object, etc. The next is description which is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object. The social function of this paragraph is to describe a particular person, place or thing (Faisal and Suwandita, 2013:242).

2.2.5. The Stages of Writing

A good writing need process, the writer should pass some stages to make a good text or paragraph. This idea is in line with what Mekki (2012:45-47) says that writing is a process made up of several stages. Although there is no total agreement on the definite number of these stages, scholars recognize that the following are the most recursive ones.

a. Pre-writing stage

It is the first writing stage in which the writer generates ideas and gathers information about the topic. The writer just writes down whatever ideas come to their mind. The main principle behind this stage is to keep the ideas flow freely and smoothly without worrying about appropriateness, organization, grammar, and spelling because the focus is on quantity not quality. This step is too productive in that it allows writing as many ideas as possible in short time. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, interviews, conducting library research, etc. This phase can be done individually or in a group.

b. Organizing stage

It is the second stage in the writing process in which the writer puts the ideas into logical order. Organizing may take different forms like tree diagrams, maps, webs, vertical, outlines, etc. The advantage of this stage is to keep the writer "on target" and to make the reader follow easily.

c. Drafting stage

During this stage, the writer develops the ideas s/he wants to get across in paper. Beginning may be painful and difficult, producing false starts and frustration on the writer. In this phase, the writer does not need to worry about grammar, spelling, and punctuation because the focus is on content, not on the mechanics of writing.

d. Revising stage

It is the stage where the writer attacks the big issues of content and organization. Revision may involve additions, deletions, modifications in sentence structure, and rearrangement of ideas. It is a crucial writing phase in that it helps to improve the overall quality of writing. This can be better done with the assistance of teachers' feedback and peer response.

e. Editing stage

This stage complements the previous one but this time the writer pays attention to smaller issues of grammar, punctuation, capitalization, and handwriting.

f. Publishing stage

It is the last stage of the writing process in which the writing is delivered to its intended audience. However, one should bear in mind that these stages do not occur in a linear sequence; rather they are recursive and dynamic.

Each stage in the process can help the students to write. In pre-writing stage the students can write anything they want related to the topic given by the teacher and it can be corrected and revised later in the next stages. Those processes in each stage should be followed by students when they want to have a good writing. A teacher can also design a writing task activity based on the above explanation to make students easier in writing a text.

2.2.6. Teaching Writing

Teaching writing is challenging; it may be one of the toughest jobs a teacher faces. Effective teaching of writing takes time: time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing Kirby and Crovitz (2013:9).

Huy (2015:66) identifies some problems faced by the students in learning writing skills. First, students are in shortage of vocabulary because their ways of learning is not really effective. Students also meet a lot of difficulties when facing with grammar structures because they spend a little time on studying as well as approaching necessary materials for grammar skill. The next is that the students are not interested in writing's topics. Students do not have many chances for being corrected and the last is students' sources of materials are not various. Lastly, the time for writing skill in high school is not enough for students to practice.

Many students made a lot of mistakes in writing English, especially in using preposition and verb tenses. Students have not mastered the grammar structures and lacks of materials for research are the main reasons of this problem (Huy, 2015:66).

In conclusion, in teaching writing the teachers can provide some ways that can be used by teachers to help students in writing by selecting suitable techniques in writing. In teaching writing the teacher can also provide the opportunities for

students to collaborate as writers, thinkers, learners can also help students in writing.

2.3. Think-Pair-Share in Teaching Writing

Think-Pair-Share is one of the collaborative learning techniques that is actually not specifically designed for language learning especially writing. It is characterized by the three steps of learning started from think, pair and share. In Think-Pair-Share technique the students think to themselves on a topic provided, first on their own to reach consensus and share with other peers and then the entire class (Lin, 2015:25).

Effective teaching of writing takes time: time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing (Kirby & Crovitz, 2013:9). As elaborated above, it can be concluded that Think-Pair-Share can be used to teach writing, because it provided time to practice and share to the students.

There are some advantages of Think-Pair-Share as elaborated in the following section (Lyman, 1987):

1. Teachers find they can have a format change during lecture that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time.
2. The personal interaction motivates students who might not generally be interested in the discipline.

3. Teachers can ask different kinds and levels of questions.
4. It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
5. Teacher can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.
6. The fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes.
7. Full class discussion is generally more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period.

Several weaknesses that can also be found in think pair share technique, as the followings (Munawaroh, 2005):

1. Requires coordination of various activities simultaneously.
2. Requires special attention in classroom use.
3. The transition from whole class to small group can seize valuable teaching time. The teacher should be able to make careful planning so as to minimize the amount of time wasted.
4. Many groups are reported and need to be monitored.
5. If there is a dispute, there is no mediator.

2.4. Co Op – Co Op in Teaching Writing

Co-op Co-op is based on a philosophy of education that assumes that the aim of education is to provide conditions in which the natural curiosity, intelligence, and expressiveness of students will emerge and develop. The emphasis in this philosophy is on bringing out what are assumed to be natural intelligent, creative, and expressive tendencies among students. (Kagan in Slavin, et al, 1985:450).

Co-op Co-op is structured to maximize the opportunity for small groups of students to work together to further their own understanding and development—usually, but not always, in the form of producing a group product—and then to share this product or experience with the whole class so that the other class members also may profit. Thus the name Co-op Co-op: Students cooperate within their small teams to produce something of benefit to share with the whole class they are cooperating in order to cooperate (Kagan in Slavin, et al, 1985:450).

Co-op Co-op is attractive because it is flexible and relatively simple, while embodying a philosophy of education that affirms the intelligence, the creativity, and the pro social tendencies of students. It is designed to give the control of learning back to the students, so that they become actively involved in choosing what and how to learn and share.

There are some problems with Co-op Co-op at the university level, mainly surrounding issues of leadership and the occasional free-rider. Nevertheless, the university experience is generally quite positive, sometimes dramatically so. At

the high-school level, the experience with Co-op Co-op is more mixed, demanding more creative involvement of the high-school teachers. Co-op Co-op at the high-school level, though, can be a very rewarding method; it can lead to depth of understanding among students than traditional methods.

2.5. Hypotheses

Concerning to the discussions above, the researcher would like to formulate the hypotheses as follows:

- H₁ : 1. There is a significant difference of students' descriptive writing after being taught through Think-Pair-Share technique.
2. There is a significant difference of students' descriptive writing after being taught through Co Op – Co Op technique.
3. There is a significant difference of students' descriptive writing scores in five aspects of writing (content, organization, vocabulary, language use and mechanics) after being taught through Think-Pair-Share technique.
4. There is a significant difference of students' descriptive writing scores in five aspects of writing (content, organization, vocabulary, language use and mechanics) after being taught through Co Op – Co Op technique.

5. There is a significant difference on students' descriptive writing scores between students who are taught through Think-Pair-Share and Co Op – Co Op technique.

III. RESEARCH METHODS

This chapter discusses the setting, research participants, research design, data collecting techniques, research instruments, try out of the instruments and data analysis.

3.1 Setting

This research was conducted at SMPN 11 Kotabumi, North Lampung at the first semester of 2016/2017 academic year. The consideration in choosing the school was based on the result of the pre-observation that has been conducted by the researcher. The result showed that the students' descriptive writing of 8 out of 10 students were still poor. Moreover, based on the junior high school curriculum, the descriptive text for the eighth grade has to be taught in the first semester.

3.2 Research Design

In order to answer all the research questions, the researcher used quantitative and qualitative approaches. To find out the students' perception on both of collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op, the researcher used observation and interview that have been analyzed qualitatively. As for the quantitative approach, Time Series Design was used in this research.

In conducting the research, firstly, the researcher taught the students in both of the first and second class through conventional language teaching that was usually used by the teacher at school in three meetings. Then, she also gave three tests in each meeting. The test was in the form of writing test, so the students wrote a descriptive writing in each test.

After the first three meetings, the students were taught through the two techniques of collaborative learning. The first class was taught through think-pair-share technique and the second class was taught through Co-Op Co-Op technique. The next three tests were also given after the treatment.

Finally, the researcher compared the results of each test in the first and second techniques. The results of the comparison gave data leading to the conclusion about which technique was more effective between those two treatments. Besides, she also tried to find out the aspect of writing that was improved the most by each of the collaborative learning techniques. The design is formulated as follows:

Time series design:

G1: 0 T₁ 0 T₂ 0 T₃ X₁T₄ X₁T₅ X₁T₆

G2: 0 T₁ 0 T₂ 0 T₃ X₂T₄ X₂T₅ X₂T₆

Notes:

G1 : A group of students who were taught through Think-Pair-Share Technique.

G2 : A group of students who were taught through Co Op – Co Op Technique.

0 : Teaching learning activity through conventional language teaching.

T 1-6 : Tests

X1 : Treatment (Think-Pair-Share Technique)

X2 : Treatment (Co Op – Co Op Technique)

(Hatch and Farhardi, 1982:24)

3.3 Research Participants

The subjects of this research were the students from two classes of the eighth grade students of SMPN 11 Kotabumi, North Lampung. Two classes were used in this research because this research attempted to compare two techniques of collaborative learning: Think-Pair-Share and Co-Op Co-Op, so the first class was taught through Think-Pair-Share technique and the second class was taught through Co-Op Co-Op technique.

The two classes that were used in this research were VIII-3 and VIII-4. Those classes were chosen by the researcher because based on the teacher and their English score that has been tested through homogeneity test; both of the classes were homogeneous or have the same characteristic and ability in writing.

3.4 Data collecting Techniques

To collect the data, the researcher used both tests and non-tests. The tests were divided into two tests; three tests before each treatment and the next three tests after the treatments. The researcher also observed and interviewed the students in order to find out the students' perceptions on both of the collaborative learning techniques.

3.4.1. Tests

Test was used to get the data for this research. The kind of test that was used in this research was writing test. In this test, the students wrote a descriptive text in each test. This result of the tests provided the researcher the data containing the students' writings which have been analyzed to answer the research questions number one, two, three and four.

Moreover, because this research attempted to compare the two kinds of collaborative learning techniques, the tests were divided into two; three tests before the treatments and three tests after the treatments in each technique. The results of each test were compared to each other.

3.4.1.1. Test one, Test two and Test three

Test one, two and three were conducted before the treatment to get the mean data that have been compared to the mean of students' writing result from the three tests after the treatments. In this step the students wrote a descriptive text in each test.

3.4.1.2. Test four, Test five and Test six

These three tests were conducted to get the mean data that have been compared to the mean of students' writing result from the three tests before the treatments. In this step the students also wrote a descriptive text in each test. These tests were conducted after the researcher taught the students in each class by using two techniques of collaborative learning. In this step, the student wrote descriptive texts with the same theme as in the test one, two and three. The result of test four, five and six were compared to the result of each previous three tests to find out which technique was more effective between those two techniques in improving students' descriptive writing. This step also gave the data to the researcher about what aspect of writing that was the most improved by those two techniques to answer the third and fourth research questions.

3.4.2. Non-test

To collect the data, the non-test technique was administered. The observation and semi structured interview were also conducted to answer the last research question about the students' perceptions on Think-Pair-Share and Co-Op Co-Op technique in teaching learning process of writing.

3.4.2.1. Observation

Observation was conducted to find out the students' perceptions on Think-Pair-Share and Co-Op Co-Op technique in teaching learning process of writing descriptive text. The researcher recorded the teaching and learning process when the researcher applied the two techniques of collaborative learning.

3.4.2.2. Interview

The interview also gave some additional information about the students' perceptions on both of the collaborative learning techniques. Several questions related to the use of collaborative techniques in teaching learning process were asked to the students after they were taught through collaborative learning techniques.

3.4.3. Research Instruments

Research instruments were used to collect the data to answer all the research questions. The instruments that were used in this research were: writing tests, observation guide and interview guide.

3.4.3.1. Writing Test

In this research, the writing test was used both in the three tests before the treatments and the three tests after the treatments of each technique to get the data. The writing tests were in the form of writing a descriptive text in each test. These instruments were used to answer the research questions number one, two, three and four dealing with the improvement of students' descriptive writing after being taught through collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op.

3.4.3.2. Observation Guide

To answer the last research question related to the students' perceptions on the two techniques of collaborative learning in the teaching learning process of

writing, the researcher used recorder to record the teaching learning process that have been observed by using observation guide.

3.4.3.3. Interview Guide

A semi structured interview in the form of question lists was prepared to give additional information related to collaborative learning techniques to help the researcher in answering the last research question.

3.4.4. Validity and Reliability of the Instruments

Validity and reliability are used to determine the quality of the instruments of this research.

3.4.4.1. Validity of the Test

Validity determines whether the instrument of the research truly measures what it is intended to measure or how truthful the research results are (Setiyadi, 2006:22). Truthful means that the test measures what it purports to measure. To measure the validity of the test of the research, the researcher analyses the tests from Content validity and Construct validity.

Content validity refers to the good reflection of the material that will be tested. In the content validity the material given was suitable with the curriculum used. The tests given in this research were writing tests. The students had to write descriptive text based on the topic given by the teacher. Since the tests that have

been given to the students were based on the curriculum, it can be concluded that the tests given were valid in content.

During the treatment process, the students also learned how to improve their skill in writing descriptive text. In the test they were asked to write descriptive texts based on the same topics. The tests represented all the material that the students learned. Therefore, we can consider the tests to be valid in construct validity.

3.4.4.2. Validity of the Observation Guide

Observation was conducted to find out the students' perceptions on Think-Pair-Share and Co-Op Co-Op technique in teaching learning process of writing descriptive text. The researcher recorded the teaching and learning process when the researcher applied the two techniques of collaborative learning. It is from the steps of teaching learning activity which implements Co-Op Co-Op. The observation guide of this technique was adapted from Kagan (1985). In Think-Pair-Share, it was adapted from Tint (2015). The researcher firstly adapted the steps of learning process from the two techniques. Then, she tried to make it in a lesson plan. At last, the observation guide was composed based on the steps in lesson plan.

3.4.4.3. Validity of the Interview Guide

The interview gave some additional information about the students' perceptions on both of the collaborative learning techniques. Several questions related to the use of collaborative techniques in teaching learning process were asked to the

students after they were taught through collaborative learning techniques. It is adapted from Rafik-Galea, et al (2012) who conducted a research about collaborative learning technique and writing. The researcher selected the suitable items related to the learning process. Then, all the chosen items were put in the interview guide.

3.4.4.4. Reliability of the Test

Reliability is used to measures the consistency of the measurement device. Reliability is the consistency of an instrument or the degree to which an instrument can measure the same subject in different situation but emerges relatively the same result (Setiyadi, 2006:16).

In this research, the researcher used inter-rater reliability. It referred to the concern that a students' score may vary from rater to rater. There was another person who scored the students' writing besides the researcher. The researcher asked the English teacher of the classes which were used in this research as one of the raters.

Reliability of the test before and after the treatments was examined by using statistical measurement to find the coefficient of the correlation between the two raters. The formula that would be employed could be seen as follows:

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

In which:

r : Coefficient of rank correlation

d^2 : Square of differences of rank correlation

d : Sum differences between each pair of ranks

N : Number of students

(Sugiyono, 2006: 228)

After finding the coefficient of rank correlation between raters, then researcher analyzed the coefficient of reliability with the standard of reliability testing below:

a. range from 0.00 to 0.19 : a very low reliability

b. range from 0.20 to 0.39 : a low reliability

c. range from 0.40 to 0.59 : an average reliability

d. range from 0.60 to 0.79 : a high reliability

e. range from 0.80 to 1.00 : a very high reliability

(Arikunto, 2005)

After conducting the test, the researcher calculated and analyzed the result of the reliability testing. The calculation showed that the coefficient of rank correlation of the test was 0.994 in the first class and 0.996 in the second class (Appendix 19). It could be assumed that, this instrument had a very high reliability and proper to be used to get the data for this research.

3.3 Treatments

In this step, the researcher taught the students to make a good descriptive writing by using collaborative learning techniques: Think-Pair-Share and Co-Op Co-Op. The treatments were conducted in two classes. The researcher applied Think-Pair-Share technique to improve students' descriptive writing in the first class (VIII-3) and Co-Op Co-Op technique in the second class (VIII-4). The treatments were done in three meetings for each technique.

3.4 Data Analysis

To analyze data, the researcher treated the data through the following steps:

1. Scoring students' writing.

Each rater scored the students' writing of the tests before and after the treatments. The ratters scored the students' writing based on the scoring scale that was adapted from Heaton (1991). Content, organization, vocabulary, language use and mechanics are the aspects of students' writing that were scored and analyzed in this research.

2. Sorting and classifying the data

The data that have been gathered were sorted and classified by the researcher to make it easier to be analyzed and interpreted to make conclusions.

3. Analyzing and interpreting the data

The scores of each three tests before and after the treatments from the two techniques were analyzed and the result of interview and observation were

categorized and analyzed to make a conclusion. Firstly, the researcher analyzed the mean scores of test one, two, three, four, five and six of the first technique. Secondly, the researcher also analyzed the mean scores of test one, two, three, four, five and six of the second technique. The data were interpreted in the form of graph to see the students' descriptive writing improvement after being taught through the two collaborative learning techniques. Finally, the researcher analyzed and compared the result of those two techniques.

To collect the data for the last research question, the researcher used observation and interview. For the observation, the researcher observed the recorded video of the learning process using both of the collaborative learning techniques in the first class which used Think-Pair-Share technique and also in the second class which used Co Op – Co Op technique in each meeting. The observations were based on the observation guide that has been adapted by the researcher to observe the activities of the students in the classroom when they were learning.

For the interview sections, the researcher transcribed the recorded interview that has been done after the students were treated through both of the techniques and analyzed their perception related to the learning process. Finally, the result of the observation and interview were analyzed qualitatively to find out the students' perceptions on the two techniques of collaborative learning in the teaching and learning process of writing in the form of descriptions.

3.7. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis which was proposed in this research was accepted or not. The following are the hypotheses of this research:

- H₁ : 1. There is a significant difference of students' descriptive writing after being taught through Think-Pair-Share technique.
- H₀ : 1. There is no significant difference of students' descriptive writing after being taught through Think-Pair-Share technique.

- H₁ : 2. There is a significant difference of students' descriptive writing after being taught through Co Op – Co Op technique.
- H₀ : 2. There is no significant difference of students' descriptive writing after being taught through Co Op – Co Op technique.

- H₁ : 3. There is a significant difference of students' descriptive writing scores in five aspects of writing (content, organization, vocabulary, language use and mechanics) after being taught through Think-Pair-Share technique.
- H₀ : 3. There is no significant difference of students' descriptive writing scores in five aspects of writing (content, organization, vocabulary, language use and mechanics) after being taught through Think-Pair-Share technique.

- H_1 : 4. There is a significant difference of students' descriptive writing scores in five aspects of writing (content, organization, vocabulary, language use and mechanics) after being taught through Co Op – Co Op technique.
- H_0 : 4. There is no significant difference of students' descriptive writing scores in five aspects of writing (content, organization, vocabulary, language use and mechanics) after being taught through Co Op – Co Op technique.
- H_1 : 5. There is a significant difference on students' descriptive writing scores between students who are taught through Think-Pair-Share and Co Op – Co Op technique.
- H_0 : 5. There is no significant difference on students' descriptive writing scores between students who are taught through Think-Pair-Share and Co Op – Co Op technique.

V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of the conclusions about the research findings. It also includes suggestions for the English teachers who want to teach descriptive text and for further researchers who want to conduct similar research.

5.1. Conclusions

In line with the results of the data analysis, the researcher draws the following conclusions:

The two collaborative learning techniques (Think-Pair-Share & Co Op – Co Op) improve students' writing ability to write descriptive text. It proves that the techniques are helpful to improve the students' descriptive writing. On the other hand, there is no different improvement of students' descriptive writing between students who are taught through Think-Pair-Share and Co Op – Co Op technique. Both of the collaborative techniques were not only effective in improving students' descriptive writing in general, but also they were effective in improving students' score in all aspects of writing: content, organization, vocabulary, language use and mechanics. Organization was the aspect of writing that is mostly improved by Think-Pair-Share and Co Op –Co Op technique.

The students in both classes showed fluent expression and clear ideas in the way they wrote descriptive texts. It proved that collaborative learning promotes critical thinking skills and involves students actively in the learning process. Since the students worked in group, based on the interview, the students felt comfortable with the learning atmosphere. Then, the teacher elaborated the sentence structure to the students in order for them to make each paragraph coherent. Because of that, the organization aspect in descriptive writing increased.

In Think-Pair-Share and Co Op –Co Op technique, the students showed positive attitude in all the steps. They also felt that checking their friends' work and giving suggestion to each other were very useful for them in improving their descriptive writing and their confidence when they should write individually.

5.2. Suggestions

Conventional language teaching and collaborative learning techniques may benefit for both students and teachers. However in this research, collaborative learning technique is better for teaching writing in English, especially descriptive text. Based on the result of the data analysis and research findings on the previous chapter, the researcher comes to these following suggestions.

1. For the teacher:

In teaching writing, especially in descriptive writing it is better for the teacher to use collaborative learning technique in which the students can work together when they are learning, since it was proven that the

technique can significantly increase the students' descriptive writing performance and also makes the students feel more enjoyable and confident to write the text.

2. For further researchers:

In this research, the researcher chose the 8th grade of junior high school students. During the research, it was difficult to the students to work in groups and pairs since they were never work in group before. Besides, this research implemented time series design in which the students should make descriptive writing with the same theme in 6 times, and this made them feel bored with the test. Thus, further researchers can do the research related to descriptive text and collaborative learning techniques in different level of students with different design to produce a better result of the research.

On the other hand, this research only focuses on two kinds of collaborative learning techniques; Think-Pair-Share and Co-Op Co-Op, so further researcher can do other researches which use the other techniques of collaborative learning. And finally, this research only investigated the use of collaborative learning techniques in writing skill. To prove whether it also useful to improve students' language skills or not, further researchers can do the research dealing with collaborative learning techniques in different skill of language (listening, speaking or reading).

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