

**THE IMPLEMENTATION OF A COLLABORATIVE TECHNIQUE TO
IMPROVE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE
SECOND GRADE OF SMP MUTIARA BANGSA BANDAR LAMPUNG**

(A Script)

By:

Rissa Priyanti



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

THE IMPLEMENTATION OF COLLABORATIVE TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS' OF SMP MUTIARA BANGSA BANDAR LAMPUNG

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This paper reports a study which examines the effectiveness of collaborative technique on students' descriptive writing achievement and the aspect of writing that improves the most after the students were taught by using collaborative technique.

The approach of the current research is quantitative with the experimental design. Sampling random technique was used to determine the sample. The subjects were 29 of the second grade of SMP Mutiara Bangsa Bandar Lampung. The data comprised writing scores that were taken from the pretest and the post test and were analyzed by using Repeated Measure T-test.

The result of the reasearch shows that there is an increase of the students' writing of descriptive text from pre test to post test after being taught through collaborative technique. The data were analyzed by using Paired Sample t-test in which the significance was determined by sign < 0.05 . It was followed by vocabulary with the gain of 2.31 in which aspect that improved the most over content, grammar, organization, and mechanic. It is the collaborative technique which provides temporary guidance to the students to develop the ideas and construct a text effectively. This suggests that collaborative technique can be used as an effective technique to improve the students' writing achievement.

Keywords: writing, descriptive, collaborative technique

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A Script

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
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TECHNIQUE TO IMPROVE STUDENTS'
WRITING SKILL ON DESCRIPTIVE TEXT AT
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MUTIARA BANGSA BANDAR LAMPUNG**

Student's Name : **Rissa Priyanti**

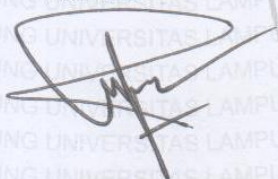
Student's Number : **1313042069**

Department : **Language and Arts Education**

Study Program : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor



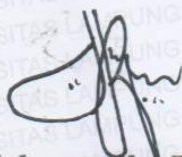
Ujang Suparman, M.A., Ph.D.
NIP 19570608 198603 1 001

Co-Advisor



Dr. Reni Munifatullah, M.Hum.
NIP 19740607 200003 2 001

The Chairperson of
The Department of Language and Arts Education

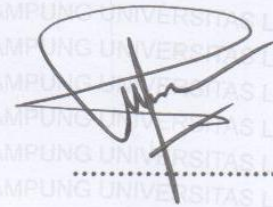


Dr. Nurlaksana Eko R., M.Pd.
NIP 19640106 198803 1 001

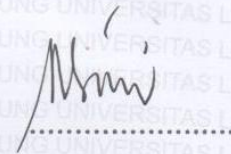
ADMITTED BY

1. Examination Committee

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



Examiner : Dr. Ari Nurweni, M.A.



Secretary : Dr. Feni Munifatullah, M.Hum.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.

NIP 19620804 198905 1 001



Graduated on: August 1st, 2019

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Rissa Priyanti
NPM : 1313042069
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan ilmu pendidikan
Judul Skripsi : The Implementation of Collaborative Technique To Improve Students' Writing Descriptive Text At The Second Grade of SMP Mutiara Bangsa Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 14 Agustus 2019

Penulis,



Rissa Priyanti

1313042069

CURRICULUM VITAE

Rissa Priyanti was born in Bandar Jaya on April 14th, 1995. She is the only one child of Muhizan (alm) and Jarwati.

She graduated from SDS 01 Gula Putih Mataram, Site Mataram, Center Lampung in 2007. She continued her study at SMP Gula Putih Mataram Center Lampung and graduated in 2010. Having finished her study in that school, she was registered SMA AL-Kautsar Bandar Lampung and graduated in 2013. In the same year, she confirmed her study to the English Education Program of Teacher Training and Education Faculty of Lampung University. At the beginning of her study, she joined an extracurricular activity namely ESO (English Society Unila). She conducted her Teacher Training Program (PPL) at SMPN 02 Sekincau West Lampung from August to September 2017.

DEDICATION

With full of love and appreciation, this script is proudly dedicate to:

My beloved parents, Muhisan and Jarwati

My beloved uncle and aunts

My beloved nephews and nieces

My beloved big family members

My beloved lecturers

My beloved friends

My adorable almamater, UNILA.

MOTTO

Learning is a gift, even when pain is your teacher.

(Abraham Lincoln)

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Praised in only for Alloh SWT the almighty for the mercies and helps, eventually the writer is able to finish her script. The script entitled “the Implementation of Collaborative Technique to Improving Student Writing Descriptive Text at The Second Grade of SMP Mutiara Bangsa Bandar Lampung.is written as partial fulfillment for obtaining S-1 Degree of the Language and Arts Education Training Faculty of Lampung University.

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Hopefully, this script would like give a positive contribution to the educational development or those who want to carry out further research.

Bandar Lampung, January 2019

Rissa Priyanti

CONTENTS

| | Page |
|---|------|
| ABSTRACT..... | i |
| CURRICULUM VITAE..... | ii |
| DEDICATION..... | iii |
| MOTTO..... | iv |
| ACKNOWLEDGEMENT..... | v |
| CONTENTS..... | vi |
| TABLES..... | vii |
| GRAPH..... | viii |
| APPENDICES..... | ix |
| | |
| I. INTRODUCTION | |
| 1.1. Background..... | 1 |
| 1.2. Identification..... | 4 |
| 1.3. Limitation..... | 5 |
| 1.4. Research Questions..... | 5 |
| 1.5. Objectives..... | 5 |
| 1.6. Uses..... | 5 |
| 1.7. Scope..... | 6 |
| 1.8. Definition of Terms..... | 6 |
| | |
| II. THEORETICAL FRAMEWORK | |
| 2.1. Review of Previous Research..... | 7 |
| 2.2. Review of Related Literature..... | 9 |
| 2.2.1. Writing..... | 9 |
| 2.2.2. Aspect of Writing..... | 11 |
| 2.2.3. Teaching Writing..... | 13 |
| 2.2.4. Descriptive Text..... | 15 |
| 2.2.5. Collaborative Technique..... | 16 |
| 2.2.6. Advantages and Disadvantages of Collaborative Technique... .. | 18 |
| 2.2.7. Procedure of Teaching Writing Descriptive Text Using Collaborative Technique..... | 19 |
| 2.2.8. Theoretical Assumptions..... | 21 |
| 2.2.9. Hypotheses..... | 22 |
| | |
| III. METHODS | |
| 3.1. Design..... | 23 |
| 3.2. Population and Sample..... | 24 |
| 3.3. Data Collecting Technique..... | 24 |
| 3.4. Instrument..... | 25 |
| 3.5. Procedures..... | 26 |
| 3.6. Criteria of Evaluating Students' writing Ability..... | 29 |
| 3.7. Validity..... | 32 |
| 3.7.1. Content Validity..... | 32 |

| | |
|--|----|
| 3.7.2. Construct Validity | 32 |
| 3.7.3. Face Validity | 33 |
| 3.8. Reliability | 34 |
| 3.9. Data Analysis | 36 |
| 3.10. Data Treatment | 37 |
| 3.11. Hypothesis Testing | 37 |
| | |
| IV. RESULT AND DISCUSSION | |
| 4.1. Result of Data Analysis | 39 |
| 4.1.1. Treatment Implementation | 39 |
| 4.1.2. Result of Pre Test | 43 |
| 4.1.3. Result of Post Test | 44 |
| 4.1.4. The Distribution of Students' Pretest and Posttest Scores | 46 |
| 4.1.5. Normality Test | 47 |
| 4.1.6. Hypothesis Testing | 48 |
| 4.1.7. Students' Improvement in Writing Descriptive Text | 50 |
| 4.2. Discussion | 51 |
| | |
| V. CONCLUSIONS AND SUGGESTIONS | |
| 5.1. Conclusion | 54 |
| 5.2. Suggestions | 57 |
| | |
| REFERENCES | |
| APPENDICES | |

I. INTRODUCTION

This chapter discusses certain points; introduction that deals with background, identification, limitation, research questions, objectives, uses, scope, and definition of terms clarified like the following.

1.1. Background

Writing is one of the language skills. In the division of language skills, writing is always placed at the end after the abilities of listening, speaking, and reading. Nunan (1985: 91) states that writing is clearly complex. Before the students begin to write, they should first master the other language skills. This knowledge will be useful for the students and important for them to be able to express what they actually want to express. Not only that, but also there are some reasons why writing is regarded difficult. According to Simpson (as cited in Supiani, 2011) the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate an organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.

Graham and Perin (2007) divide writing into two complementary roles. First, it is a skill that needs the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter.

Writing skill should also be practiced and mastered by experiences starting from paragraph writing into essay writing such as expository and argumentative writing. In other words, it takes some processes to make the students' writing skill develops. The students should bring their knowledge into practices. According to Hadley as quoted by Singh and Rajalingam (2012), writing is a continuum of activity starting from mechanical aspects to more complicated actions of composition writing as the final stage. Writing also has important role in evaluation of student performance at school, being particularly when they have to express the knowledge they have required as they do in tests or exams (Carvalho, 2005).

In spite of the important roles of writing, many students face some difficulties to correctly translate their ideas into a readable text. The difficulties lie on how the students generate and construct the ideas using appropriate vocabulary, sentence, and paragraph organization (Richard and Renandya, 2002). Laksmi (2006) and Manphonsri, et. al (2013) say that the learners suffer difficulties due to lack of background knowledge for writing, i.e. grammar. The students experienced problems in getting ideas, organizing the ideas, developing the ideas into paragraphs, and maintaining paragraph unity. The challenges also arise when the students do not have enough knowledge about mechanics, style, content, as well as writing strategy. To put it another way, writing is a complex activity that should be mastered since students need to express the ideas in written form.

Besides, based on the researcher's experience when conducting in-service teaching practice program (PPL/2017) at the eighth grade of SMPN 2 Sekincau West Lampung, it was found that there are some difficulties in learning

English, especially in writing. Most of the students had difficulty in writing based on certain words. They still found that it was difficult to describe something clearly. As the result, it made the readers could not understand the text written by them.

It can be stated that the students have difficulties to express their ideas in written form. Consequently the content of the paragraph decreases and the ideas are not meaningful. The majority of students lack of vocabulary mastery and only few students in the classroom use a dictionary, it is difficult for them to choose appropriate words to express the idea in a sentence. Furthermore, they do not know how to describe people, although the teacher has been teaching them about present tense, still they did not understand about it.

As a consequence, the need to implement innovative teaching techniques which help the students to improve their writing achievement is crucial. The researcher, hence, proposes to utilize collaborative techniques as the teaching technique to solve the problem. collaborative technique can also be implemented through the process writing approach.

In this research, she will utilize collaborative technique to teach English writing. Collaborative technique is basically group working or cooperative technique to some extent. This technique may promote students to work in group, not individual. This technique may help the students to be more active in thinking, more active in learning activity and learn how to work together and it is also help the students to solve their own problem in their individual test. Then, the researcher

believes that collaboration is an appropriate technique to teach English writing because the students can share their knowledge and get the new information together. Besides, it may decrease the students' pressure in writing because they are work in group.

From all the statement above, it can be summarized that most of the students have difficulties in express their ideas in written form, and to minimize the errors the researcher proposes to use collaborative technique to improve the students writing skill.

1.2. Identification

In line with the background of the problem above, the following problems are identified:

1. The students' capabilities to develop sentences and use suitable word choices were still poor.
2. The students made errors in grammar, spelling, and punctuation while producing writing text.
3. The students lack motivation in doing the writing activities.
4. The students lack exposure to elaborate their ideas on well arrangement sentences.
5. The technique of teaching writing applied by the teacher might not be suitable.
6. The facilities provided in the school did not support the students to learn.
7. The environment had not supported the students to build such kind of motivation to work on.

1.3. Limitation

Based on the identification of the problems above, the research was focused on:

1. The students' capabilities to develop sentences and use suitable word choices were still poor.
2. The technique of teaching writing applied by the teacher might not be suitable.

1.4. Research Questions

The problems of this research are formulated as follow:

1. Is there any difference of students' writing ability in descriptive paragraph before and after the implementation of collaborative technique?
2. Which aspect of writing does improve the most after being taught by using collaborative technique?

1.5. Objectives

It is expected of the research are:

1. To find out whether there is an improvement of students' writing ability in an descriptive text after being taught with Collaborative technique.
2. To find out which aspect of writing does the most after being taught with collaborative technique.

1.6. Uses

This research aims at having the following uses:

1. Theoretically, it could support the theory that collaborative technique could be applied to improve students' descriptive writing ability.
2. Practically, it could inform the English teachers that teaching writing using collaborative technique could be developed in English teaching method further.

1.7. Scope

The research was limited to teaching and learning process of writing descriptive text. To support this research, the second-grade students of SMP Mutiara Bangsa Bandar Lampung were taken as the subject. Many techniques could help the teacher in teaching learning process to reach the goals of it. In this case, the researcher used collaborative technique in teaching writing. The researcher finds that there are many kinds of writing forms, which are supposed to be learned and mastered by students. However, this research was limited to the investigation of collaborative technique in teaching descriptive text.

1.8. Definition of Terms

There are some terms that are used by the researcher to give the basic understanding that related to the concept, they were stated below:

1. Writing is one of language skills in which the students learn how to get ideas and expresses the ideas in written form by applying content, grammar, vocabulary, mechanics, and organization.
2. Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Its social functions are to describe a particular person, place or thing.
3. The term Collaborative is collaborative writing is the process in which multiple authors work together to produce one document.

II. THEORETICAL FRAMEWORK

This chapter deals with two important points. That is review of previous research and review of related literature.

2.1. Review of Previous Research

One way to get students to have a good writing is using Collaborative Technique. Some previous researchers had investigated the use of Collaborative Technique to improve students' skills as follow.

Various studies on collaborative learning methods showed positive results, research was conducted by Cahyawati. The results of her research confirmed that the use of collaborative strategic reading could improve students' reading comprehension on narrative text. The improvement can be seen from the result of the test. Also, the study shows the use of collaborative technique improved students' enthusiasm.

Another study conducted by Christina (2014) demonstrates the application of collaborative technique. The study proves that the use of the technique could improve students' speaking achievement. This research shows that the subjects' attitude and motivation in learning speaking about the expression of inviting, accepting and refusing the invitation through collaborative learning are very positive..

Another study conducted by Shukor (2014), at faculty of educational studies in University Putra Malaysia. Her research investigated the effects of facebook collaborative writing groups in ESL undergraduates writing performance. The researcher used treatment group and comparison group. For the comparison group, the participants were required to do writing task via face to face method and for the treatment group, the participants joined facebook group created by the researcher. The study find out that the treatment groups' score was higher than the comparison group because the students who joined in the treatment group generally enjoyed the lesson more. The study shows that social networking platforms like *Facebook* increased students' writing ability and help them perform better.

A study conducted by Omprapat (2014) investigated the effects of collaborative writing activity using google docs on students writing abilities in language institute, Bangkok University. The researcher divided the students into two groups. Both groups were assigned to complete four writing assignments using different working methods: one group work together outside class with google docs, while the other work together in class. The results indicate that a significant difference was found between the two groups' writing mean score after the experiment. Students in the Google Docs group gained higher mean scores than those working in groups in a face-to-face classroom. In addition, students report that they had positive attitudes toward collaborative writing activity and high collaboration in their groups using Google Docs, while nearly all of them perceived that this learning tool is easy to use.

Another study conducted by Yasinta (2014), which used collaborative Technique towards students' writing skill in recount text. The subjects of this study were the second-grade students of SMP Al- Zahra Indonesia. Based on her findings, the

approach assisted collaborative to help students build critical thinking skills and creativity of students. The provision of collaborative in learning can help facilitate students with the means to practice the skills that students learn to read and write is an effective way to support the students with low English skills.

Some of the studies above had proven that collaborative technique was effective to improve students' skills in various skills such as reading, listening, writing, and speaking. The application of collaborative learning method in addition to improving students' skills at the same time also able to enhance students' creativity, because the re is collaborative in learning and understanding the goals related to the development of students' self-concept.

To justify the research question of this research, the researcher used those previous studies as the turning point for a better research. The differences between this research and those previous studies lied on focus. Based on the statements have been defined, the researcher is interested in investigating the current research.

2.2. Review of Related Literature

2.2.1. Writing

Writing is one of the four skills in learning a language. The researcher focuses on this skill and tries to find out its definition; moreover, it may the basic theory of this research. According to Randal (2004: 160), writing is an ability to make a form of words that in general, it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly accepted by the readers. Besides, it must contain meaningful values so that the readers can get

the benefits from the writing. Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his ideas down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

In line with explanation above, Nura (2003: 71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to adapt to the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It can be concluded that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it is clear that writing is an act of thinking after which it is expressed the ideas or taught, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that writing needs a process so that the idea can be understandable and expressed smoothly. To do so, of course, it needs a good ability to produce an ideas in words phrases, clauses, and sentences to bring out a logical relationship in a paragraph. In other words, writing is closely related to the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2.2.2. Aspects of Writing

Conceivably, there are principles of writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary). It can be said that a writer is a success if his writing contains the aspects of writing. Jacob et al (1981: 90) and Hosseinpour (2014: 4) state that there are five aspects of writing as follows:

1. Content

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. This term is related to the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted. In addition, Hosseinpour (2014:4) states that content includes knowledge of a subject, development of the thesis, converge of topic, relevance of details, substance, and quality of details of writing.

2. Organization

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another. Organization concerns with the fluency of expression, clarity in the statement of ideas, support, an organization of ideas, sequencing and development of ideas (Hosseinpour, 2014:4).

3. Vocabulary

Vocabulary refers to the selection of words which are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words express the meanings correctly are considered much. Furthermore, Hosseinpour (2014:4) says that vocabulary concerns with range, the accuracy of word or idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission of meaning.

4. Language use or grammar

Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out a logical relationship in a paragraph. Grammar focuses on the accurate use of sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour, 2014:4).

5. Mechanic

Mechanic refers to the use of graphic conventional of the language. For instance are the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation (Hosseinpour, 2014:4). Thus, there are five aspects of writing: content, organization, vocabulary, language use, and mechanic (Jacob et al, 1981: 90 and Hosseinpour, 2014:4). All of those aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

2.2.3. Teaching Writing

Teaching writing is intended to develop students' competence in constructing sentences and paragraphs. It is also to train students to compose short texts or essay grammatically. The responsibility lies on the teacher's should enhance their students' abilities to express themselves effectively. The teacher is hoped to guide the students to organize their ideas during the process of writing. Celce-Murcia(2001:219) states that teachers cannot adequately serve their students armed simply with a general understanding of methods and materials, but teachers need to familiarize themselves. Similarly, Richards and Renandya(2002:350) add that teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Additionally, Nunan (2003:88) delivers an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. Thus, the teacher is hoped to enable students to organize the ideas, sentences, and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs a long time. It means a teacher should let the students use the time longer in writing a task.

Unger and Fleischman in Ahlse and Lundh (2007:9) said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result. In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

1. Prewriting

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, scaffolding ideas, and self-questioning. In the prewriting process, “writers form an internal representation of the knowledge that will be used in writing”; also, they “generate, develop, and organize ideas in memory” (Flower and Hayes, 1981: 372). Prewriting gives warming up the brain to gathering the ideas to write about.

2. Writing

The next step is writing process. The result of brainstorming or scaffolding in prewriting process is guidance for us to write a paragraph. As we write, the first draft of your paragraph, use the ideas we generated from prewriting as a guide. In this step, a writer does translate process of representing one thought in mind into words (Flower and Hayes, 1981: 373).

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham (2003) writes about the importance of feedback regarding the process of writing. Since students will learn further about what should be written beside they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant to the topic.

Briefly, there are three steps of teaching writing: prewriting, writing, revising Blanchard and Root (2003). Teaching writing involves these steps in order to produce a good paragraph. Therefore, the teacher can conduct the class applying these steps.

2.2.4. Descriptive Text

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

1. *Identification*. Identification it is contains the identification of matter or a will be describe
2. *Description*. In this part gives details of the characteristic features of the subject. It may describe parts, qualities, size, physical appearance, ability, habit, daily live and the others.
3. *Conclusion*. Statement to sum up main ideas (optional).

2.2.5. Collaborative Technique

Collaborative is a technique applied in this research. Collaborative technique according to some different experts. Harmer (2004:12) states that collaborative writing is one way to encouraging students in drafting, reflecting, and revising. A pair or group of students working together on a piece of writing can respond to each other's idea (both in term of language and content), making suggestion for changes, and so contributing to the success of the finished product.

Besides, Barkley et al (2005: 256) define that in collaborative writing, learning can be enhanced as a result of the act of 'doing things together, negotiating new meaning and learning from each other. Knowledge is developed and re-created by a group of people with the aim of achieving common goals or overlapping purposes.

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

By using collaborative as the technique in teaching descriptive text may help the students to share their information, experience, ideas, opinion, and their ability to increase group comprehension. Collaborative is a technique which every member

in each group work and discuss together to solve the problems, complete a task or create a product. Build a teamwork, explain our own opinion in the right way and ideas to the other member, gives tolerance for the others opinion, may help the students to correct each other during the discussion, build students self correction and the students enjoy the atmosphere during the discussion because the students may completing each other. By looking for some advantages this why the researcher choose collaborative as the technique in improving students writing ability in descriptive text.

Jigsaw activity, group investigation and double entry journal are example of collaborative technique. Jigsaw is one of the examples of collaborative technique. Jigsaw is defined as a kind of cooperative learning technique which has a grouping strategy where the members of the class are organized into home group then, the students are reorganize into an expert group containing one or two member from each home group. In this technique the researcher divide the class into teams of three to five students. Then, devise two to five different team assignments, because each team will receive a different assignment. In this way the students discuss the material that the teachers' hand. Every member in each group must share their ideas and opinions about their topic. The next step is sharing steps, the students move to the expert group. In this group every member must share their knowledge that they got from the home group. After they got the new knowledge from the other the last step is they are back to their home group. In this time they are share their new knowledge and combine the each story from the other member got from their own expert group.

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

2.2.6. Advantages and Disadvantages of Collaborative Technique

Based on this review of the literature, it had been clearly noticed that:

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

However, collaborative instruction has some disadvantages. Mulligan and Garofalo (2011) mention that the biggest disadvantage of scaffolding as follows :

1. The students may not feel at ease when they work with group, because every member in group has different ideas and each students' thinks that their ideas is the good one.
2. There are some students who do not care and make noise that disturb others
3. It may waste time in discussing other topics rather than the main one.

Although there are some drawbacks to the use of collaborative as a teaching strategy, the positive impact it can have on students' learning and development is far more important. Teachers should be aware that what suits some learners does not necessarily suit others. Each teacher should understand the nature of his/her students, what skills they have and what they do not have, so that appropriate collaborative activities can be well-designed and presented at a suitable time.

2.2.7. Procedures of Teaching Descriptive Text Writing Using Collaborative Technique

A typical writing process consists of steps. Essentially, it is a method used by teachers to lead students from random thoughts to a cohesive, written paper. According to (Ellis, 2000), the basic writing process for the purpose of this packet includes six steps: brainstorming, outline, rough draft, evaluation, final draft, and publishing.

Step 1: Brainstorming

Brainstorming suggests a haphazard approach to getting thoughts out of the mind and onto some type of canvas (e.g., chalk board, overhead, worksheet). Brainstorming can and should be guided by the teacher before students are expected to complete this step independently. Graphic organizers, such as a web, map, or frame are relatively simple devices that can be used to guide this step.

Step 2: Outline

The outline is used to further organize the thoughts revealed in the Brainstorming step. Teacher-generated and later, co-constructed outlines allow students to visualize the different topics and paragraphs within the paper.

Step 3: Rough Draft

The transition between outline and the rough draft is a relatively small step. A solid outline visually identifies the sections of the paper so students can transfer the isolated sentences or details into flowing paragraphs.

Step 4: Evaluation

The evaluation step includes peer and teacher proofing as well as editing. The teacher provides a list of questions and instructions that are both general (e.g., spelling, grammar) and specific (e.g., number of paragraphs, sentence length) that guides the evaluator through this stage of the process. The writer uses the evaluation feedback to make corrections as necessary.

Step 5: Final Draft

After the suggestions from the evaluator(s) are considered, the student proceeds to the final draft. The final draft is usually a hand written copy that the student submits for a grade. (Note: It may be necessary to require some oral students to review the corrections with the teacher before proceeding to this stage.)

Step 6: Publishing

This is considered an optional stage of the writing process. The students should be encouraged to produce some type of creative product that enhances the written work. This step incorporates technology, art, music, drama and the like into the lesson and may provide an incentive for completing the writing task.

2.2.8. Theoretical Assumptions

In reference to frame work above, it can be assumed that writing is an important skill. The students are able to communicate not only in oral form but also in written form and the researcher assumes that collaborative technique is one of techniques that can be used to teach descriptive paragraph. Through collaborative writing collaboratively, the students are existed to avoid serious errors as long they are actively contribute in all stages of writing. By writing in group, the students are also supported to focus on the idea they want to write and to link sentences into coherent ideas in the target language.

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

2.2.9. Hypotheses

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

1. There is a difference of students' writing ability in descriptive texts before and after the implementation of a collaborative technique.
2. Vocabulary is the aspect of writing that will improve the most after the students are taught by using collaborative technique.

III. METHODS

This chapter describe the procedures of the research which cover research design, population, and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, data analysis, data treatment and hypothesis testing.

3.1. Design

This research was experimental quantitative research designed to discover the effect of collaborative techniques on students' writing descriptive text. The aim of this research was to find out whether there was a positive impact of using collaborative technique on teaching writing. The design of this research was the one-group pretest - posttest design. It means that, this research had two tests, pretest and posttest. The test was given before and after the treatment. The research design is presented as follows:

T1 X T2

T1: Pretest

T2: Posttest

X: Treatment (teaching writing descriptive text using collaborative technique for three times) (Setiyadi, 2006:143)

In conducting this research, the researcher used inter-rater reliability and computed the average score of the written test from the pretest and posttest of the group.

3.2. Population and Sample

The population in this research was the second-grade students of SMP Mutiara Bangsa Bandar Lampung. There were 4 classes of second grade in this school. Their age ranges from 12-13 years old. To determine the sample, the researcher applied simple random sampling method because it's assumed that all VIII grade students in SMP Mutiara Bangsa Bandar Lampung had almost similar English background that made them had the same chance to be chosen the subjects. Thus, for this reason, the researcher randomly chose the sample from the 4 classes, which exist in SMP Mutiara Bangsa Bandar Lampung.

3.3 Data Collecting Techniques

To collect the data, the researcher used writing test, consisted of pretest and posttest.

1. Pretest

The pretest was conducted before the treatment administered. It was administered to the experimental class. The pretest was given before the treatment in order to know how far the competence of students in writing descriptive text. By giving the pretest, the researcher knew some problems of students in writing. The test was in written form and the materials that would be tested based on the curriculum that is used in the school.

2. Posttest

The posttest was given after the treatment in order to know whether there was any improvement of students' descriptive text writing that would be taught by collaborative technique. The test was in written form and the materials that would be tested, related to the curriculum that is used in the school and suitable for their level. The result of the posttest compared with the pretest in order to make sure whether collaborative technique improved students' ability in writing descriptive text or not.

3.4. Instrument

There was only one instrument was employed in this research. The instrument of the research was descriptive text writing. The researcher administered writing test to find out whether there was an improvement of students' descriptive text writing ability after the implementation of collaborative technique or not. Therefore, the students were asked to write a descriptive text. The students were given a chance to make writing composition in 90 minutes for both pretest and posttest.

3.5. Procedures

The researcher had to prepare the procedures for collecting data as follow:

1. Selecting the material

Selecting materials was the first way that the researcher should do. Selecting of the writing materials was determined by the levels of the students. The material should cover the goal of teaching descriptive text as the target of the achievement.

2. Determining the instruments of the research

The instrument in this research was writing test. The researcher conducted writing test for pretest and posttest, which covered five aspects of writing namely content, organization, vocabulary, language use, and mechanic in writing analytical exposition text. The purpose of these tests was to see the students' improvement in writing score before and after treatment.

3. Choosing the sample

The researcher needed a group consists of 25-20 students as the sample of experimental class to conduct this research. It was taken from one of four classes in second-grade students. The researcher used lottery technique to choose the treatment class. Hence, all the classes would get same chance to be a sample.

4. Conducting pretest

The pretest was given to the experimental group before the treatment (teaching writing descriptive text using collaborative technique). The test was writing test in the forms of written text based on the instruction of the test. The topic of the test was descriptive text. The pretest was administered to students before the treatment in an attempt to measure students' initial descriptive text writing ability and to make sure whether the students in the experimental group have the same initial ability in writing or not. The test was about making a written text. The test was held for 60 minutes. The scoring system was based on the rating scale by Jacob et al (1981).

5. Giving treatment

The researcher conducted teaching-learning of writing descriptive text in experimental group using collaborative technique. The experimental group was trained to write. Therefore, researcher introduced collaborative technique.

Researcher guided them through this step by giving brainstorming using some questions or hints in order to assist them to internalize new information then, made an outline of descriptive text. The researcher showed the students about how to arrange the idea into sentences. The structure of descriptive text was explained to them by showing the way to create it. Meaning that the researcher had to prepare one topic of descriptive text and she would generate it in front of the class. Moreover, all students joined the process of making it. The researcher also guided the students to concern about five aspects of writing and to write the topic based on the particular structures such as identification, and description.

Students' knowledge about developing an idea to conduct the content had to be the most important. There were three times treatments in this research. Each treatment was held for 90 minutes. The procedures of teaching writing using collaborative technique were as follows: Brainstorming, Outline, Rough Draft, Evaluation, Final Draft, and Publishing.

6. Conducting posttest

Posttest was administered after treatment. It was conducted to find out the progress of students' descriptive text writing ability after being taught using collaborative technique. Furthermore, it was to observe whether there was an improvement of students' descriptive text writing ability or not. Jacob et al (1981) base the scoring system on the ESL Composition Profile. Posttest was related to

the material that had been discussed in the class during treatment so the students would not be confused. The students were asked to develop their descriptive text writing based on the topic, which was given by the teacher.

7. Analyzing, interpreting, and concluding the data

After collecting the data which were students' hand writing in performing the text writing, the data was observed carefully by the two raters (pretest and posttest of the two groups by researcher and English teacher of the school). The data were analyzed based on the ESL Composition Profile which concerns the five aspects of writing. Researcher scored the pretest and posttest of the experimental group, then, put into a table the result of the test. Moreover, researcher calculated the mean of the pretest and posttest for experimental class. The last was drawing the conclusion from the result of the pretest and posttest which used *Repeated measure T-Test of SPSS (statistical package for social science)* version 23.0 for windows. It was used to find out the means of pretest and posttest and how significant the improvement was.

3.6. Criteria for Evaluating Students' Writing Ability

The consideration of criteria for evaluating students' descriptive text writing ability was based on the ESL Composition Profile by Jacob et al (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

In evaluating the students' writing scores the researcher analyzed the result of students' text writing. Pretest and posttest text writing result of the experimental group were analyzed to make sure that the treatment that had been given have an impact the students' ability. The criteria of scoring system were based on the

rating sheet from Jacob et al (1981) which concerns the five aspects of writing.

The researcher used computation as follows:

1. Content is scored as much as 20% of the total sentences support the main idea.
2. Organization is evaluated as much as 20% of the total sentences are written in chronological order.
3. Language use is scored as much as 20% from sentences use correct grammar.
4. Vocabulary is scored 20% as much as from vocabularies are used correctly.
5. Mechanic is evaluated as much as 20% from use punctuation, spelling and capitalization correctly.

| Aspects of Writing | Score | Criteria |
|--------------------|-------|---|
| Content | 16-20 | Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic |
| | 11-15 | Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail |
| | 6-10 | Fair to poor: limited knowledge of subject, little substance, inadequate development of topic |
| | 1-5 | Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate |
| Organization | 16-20 | Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive |
| | 11-15 | Good to average: somewhat choppy, loosely organized but main ideas stand out limited support, logical but incomplete sequencing |
| | 6-10 | Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | 1-5 | Very poor: does not communicate, no organization or not enough to evaluate |
| Vocabulary | 16-20 | Excellent to very good: sophisticated range, effective word or idiom choice, and usage, word from mastery, appropriate register |
| | 11-15 | Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured |
| | 6-10 | Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured |
| | 1-5 | Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate |

| | | |
|--------------|-------|---|
| Language use | 16-20 | Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions. |
| | 11-15 | Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured |
| | 6-10 | Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured |
| | 1-5 | Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate |
| Mechanic | 16-20 | Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing |
| | 11-15 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| | 6-10 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured |
| | 1-5 | Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate |
| Total | | |

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

| | |
|--------------|-------------|
| Content | 20 |
| Organization | 20 |
| Vocabulary | 20 |
| Grammar | 20 |
| Mechanics | <u>20</u> + |
| Total | 100 |

Table of Rating Sheet Score

| S's | Cont. | Org. | Voc. | Lang. | Mech. | Total |
|------------|--------------|-------------|-------------|--------------|--------------|--------------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |

3.7. Validity

A test can be considered valid if the test measures the objectives to be measured and suitable for the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281), There are several types of validity, each of which offers a slightly different point of view on gathering and interpreting data.

3.7.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable for the curriculum (Setiyadi, 2006:23). The researcher correlated the test with the educational goal stated on KTSP English curriculum and the syllabus for the second year of junior high school students. It means in pretest and posttest, the materials are suitable for their level in the secondgrade of junior high school. Therefore, since the test is conducted to get the data of the students' writing ability, the content validity of the test is conducted by improving or developing the test based on the concept that had been clarified before organizing the test instrument.

3.7.2. Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or constructs (Setiyadi, 2006:25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have a positive association with one another. Writing has five aspects; therefore, if the test has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater may be involved in determining the reliability of each indicator.

This research focused on writing ability in forms of written text; moreover, the pretest and posttest measured certain aspect based on the indicators. It is examined by referring the aspects that are measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics.

3.7.3. Face Validity

Face validity is when a writing test appears valid by test takers and other untrained observers. It is also concerned with whether or not a writing test looks like a proper test in the eyes of the teachers and the students. This indicates that an assessment ought to surround an actual writing sample and have a connection with students' writing needs. In this research, the tests had been conducted and provided clear directions so that the students would not be confused in doing the tests.

3.8. Reliability

Hatch and Farhady (1982:243) defined reliability as the extent to which a test produces a consistent result when it administered under similar conditions. A test can be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there will be inter-rater reliability. Inter-rater reliability used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater is the researcher and the second is the English teacher in SMP Mutiara Bangsa Bandar Lampung. Before scoring the students' descriptive text writing, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised by Jacobs et al (1981: 90). To measure how reliable the scoring is, this study used *Pearson Product Moment* with the formula:

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

Reliability of Pretest

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

$$r_{xy} = \frac{28(76812) - (1452)(1464)}{\sqrt{[28.76238 - (1452)^2][28.77486 - (1464)^2]}}$$

$$r_{xy} = 0,949575121$$

Reliability of Posttest

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

$$r_{xy} = \frac{28(11278) - (1749)(\sum 1758)}{\sqrt{[28.110701 - (1749)^2][28.111952 - (1758)^2]}}$$

$$r_{xy} = 0,969708583$$

It can be noted that

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

$\sum XY$ relates to the sum of the multiplication of the x and y variables

$\sum_x 2$ refers to the sum of x square symbolizes the sum of y square

$\sum_y 2$ symbolizes the sum of y square

(Hatch and Farhady, 1982)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- | | |
|----------------------------|----------------------------|
| a) A very low reliability | (range from 0.00 to 0.19) |
| b) A low reliability | (range from 0.20 to 0.39) |
| c) An average reliability | (range from 0.40 to 0.59) |
| d) A high reliability | (range from 0.60 to 0.79) |
| e) A very high reliability | (range from 0.80 to 0.100) |

3.9. Data Analysis

The researcher computes the students' scores in teaching writing by using collaborative techniques as follows:

1. Scoring the pretest and posttest.
2. Tabulating the result of the test and calculating the score of pretest and posttest. The researcher used SPSS version 23.0 to calculate the scores then analyzed whether there is the improvement in students' writing achievement after the treatment by using collaborative technique. After the data are collected, the researcher treated the data by using the following procedures:

Data of score of pretest (T1) and posttest (T2) on the table below:

| S' cod e | Content | | Organizat ion | | Vocabul ary | | Language use | | Mechani cs | | Total | |
|----------------|---------|----|------------------|----|----------------|----|-----------------|----|---------------|----|-------|----|
| | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |

3. Drawing the conclusion. The conclusion is developed from the result of statistical computerization that is repeated measure T-test in SPSS version 23.0.

3.10. Data Treatment

In order to find out the improvement of students' descriptive text writing ability after being taught using collaborative technique, the researcher uses a statistical calculation to analyze the data using the statistical computation i.e., Repeated measure T-Test of SPSS version 23.0. According to Setiyadi (2006:169-170), using repeated measure T-Test for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio
2. The data is taken from a random sample of population (not absolute)
3. The data is distributed normally

3.11. Hypothesis Testing

Then the result of the t-observed or t-value was compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not.

The hypotheses are as follows:

H_0 : There is no increase in the students' writing descriptive text using collaborative technique in term of content, organization, vocabulary, grammar, and mechanic.

H_1 : There is an increase in the students' writing descriptive text using collaborative technique in term of content, organization, vocabulary, grammar, and mechanic.

The criteria for accepting the hypothesis are as follows:

H_0 would be accepted if the significant value is higher than 0.05 (Sign. > 0.05).

H_1 would be accepted if the significant value is lower than 0.05 (Sign. < 0.05).

Briefly, this chapter has discussed research design, population, and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use collaborative technique as an additional step in teaching writing and for those who want to conduct similar research.

5.1 Conclusion

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

Based on the result of the post test score in this research, collaborative technique can be used to increase students' writing skill and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, grammar, and mechanic. In addition, the vocabulary has the highest score than other aspect. It is because there is a list of words which makes them easier to choose appropriate words, so they can make their sentence well.

5.2 Suggestions

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

5.2.1. Suggestions to the teacher

- a. English teachers are suggested to apply collaborative technique as one of the alternative ways to increase the students' writing descriptive text. This is because this technique can be used to help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic.
- b. English teachers are also suggested to use media in teaching writing while the treatments, such as: pictures, videos, and posters. It is because most of the students get bored easily if the teachers only give them a list of questions.
- c. The mechanic aspect was the lowest achievement among the other aspects of writing. The teacher should discuss the aspect of writing especially mechanic aspect during the treatments.

5.2.2. Suggestions to Other Researchers

- a. In this research, the researcher only focused on the increase of students' descriptive text writing ability. The researcher suggests other researchers to find out the effect of collaborative technique in other skills such as reading, listening and speaking.
- b. Other researchers also should to find out other types of texts besides descriptive text, for example: hortatory text, narrative text and procedure text.

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