

**THE USE OF COLLABORATIVE TECHNIQUE IN
IMPROVING STUDENTS' DESCRIPTIVE WRITING
ABILITY AT THE FIRST GRADE OF SMAN 1
PURBOLINGGO**

(A Script)

By:

OREZA SATIFA



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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2019**

ABSTRACT

THE USE OF COLLABORATIVE TECHNIQUE IN IMPROVING STUDENTS' DESCRIPTIVE WRITING ABILITY AT THE FIRST GRADE OF SMAN 1 PURBOLINGGO

By
Oreza Satifa

The objectives of this research are to find out whether there is significant improvement on students' writing skill of descriptive text after the implementation of collaborative technique and to find out the aspects of writing that improved the most after using the collaborative technique. The population of this research was first grade students of SMAN 1 Purbolinggo in the academic year 2018/2019. The sample of this research was class X Mia 2 that consisted of 36 students. The design of this research was *one-group pretest-posttest design of pre-experimental design*. The data were in forms of writing scores taken from pretest and posttest. Then, it was analyzed by using *Paired Sample Test* in which writing test, the significance level was determined by $p < 0.05$.

The result of this research shows that statistical computations indicated significant value of posttest-pretest was lower than 0.05. Therefore, the hypothesis of the research is accepted. The mean score of pretest is 72.09 and the mean score of posttest is 77.23. It means that the students' score improved about 5.14. Briefly, it can be concluded that collaborative technique can facilitate the students in writing descriptive text.

Keywords: *writing, descriptive text, collaborative technique.*

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Oreza Satifa

A Script

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In

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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2019**

Research Title : **THE USE OF COLLABORATIVE TECHNIQUE IN IMPROVING STUDENTS' DESCRIPTIVE WRITING ABILITY AT THE FIRST GRADE OF SMAN 1 PURBOLINGGO**

Student's Name : **Oreza Satifa**

Student's Number : 1513042015

Department : Language and Arts Education

Study Program : Teacher Training and Education

APPROVED BY

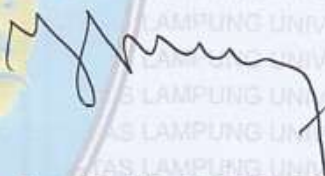
Advisory Committee

Advisor



Prof. Dr. Cucu Sutarsyah, M.A.
NIP 195704061986031002

Co-Advisor



Hery Yufrizal, M.A., Ph.D.
NIP 196007191985111001

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

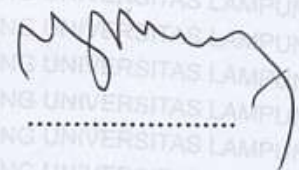
Chairperson : Prof. Dr. Cucu Sutarsyah, M.A.



Examiner : Drs. Sudirman, M.Pd.



Secretary : Hery Yufrizal, M.A., Ph.D



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on: December 20th, 2019

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Oreza Satifa
NPM : 1513042015
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan ilmu pendidikan
Judul Skripsi : The Use of Collaborative Technique in Improving Students' Descriptive Writing Ability at the First Grade of SMAN 1 Purbolinggo

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, 20 Desember 2019



Oreza Satifa

CURRICULUM VITAE

The writer's name is Oreza Satifa. Her nickname is Oreza, but many people call her Oja. She was born on July, 9th 1997 in Tanjung Tirto, East Lampung. She lives in Tanjung Tirto, Way Bungur. She is the last child of Joko Lelono and Masruroh. Her parents are a farmer and a housewife. She has two brothers and one sister: Muhammad Rois, Mufid Afrizal and Insaniwati.

She started her study at TK ABA Aisyah Tanjung Tirto, Way Bungur in 2003. Then, she continued her study at MIM 1 way Bungur. After she graduated from elementary school in 2009, she continued her study at MTs M 1 Way Bungur and graduated in 2012. Then, she continued to senior high school at SMA Negeri 1 Purbolingo. In 2015, she passed SNMPTN program at English Education Study Program of Language and Art Education, Faculty of Teacher Training and Education, University of Lampung.

During her study in the university, she actively took part in university unit of students' activity, UKM-U ZOOM Photography. She was the staff of education for 2017-2018 and she was trusted to take position as the secretary of fundraising ZOOM Unila for 2018-2019.

MOTTO

Knowing is not enough; we must apply.

Wishing is not enough; we must do.

(Johan Wolf Gang)

DEDICATION

This script is dedicated to:

My beloved parents: Joko Lelono and Masruroh.

My eldest brother and sister: Muhammad Rois and Insaniwati.

My younger brother, Mufid Afrizal.

My fabulous friends of English Education Study Program.

My almamater, Lampung University.

My organization, ZOOM photography Lampung University.

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Bandar Lampung, Desember 2019
The Writer

Oreza Satifa

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I. INTRODUCTION

This chapter provides background of the research, research questions of study, the aims of the study, scope of the study, significance of the study and clarification of the key terms.

1.1 Background of Problem

Writing is naturally a tool of communication in a written form such as email, business letters, newspapers, diary, and so on. This skill is essential part to convey our thoughts, ideas; therefore, we need to organize them into sentences or paragraphs. As Harmer (1998) points out that the writing skill has finally recognized as an important skill for language learning. He emphasizes on the importance of writing skill to be taught to English foreign language students such as learning encouragement, language development, learning approach, and most importantly, writing skill as compulsory subject. In other words, writing becomes one of necessary skills for preparing students be able to communicate their ideas in target language and acquire knowledge in the era of modern technology.

In this respect, Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise through the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It is now obvious that, writing is a complex process since it requires some skills. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language is used when the students engage in their writing process. This activity will provoke language development because the student who resolves problems have to put their ideas in an effective descriptive written form.

This is reasonable because writing has certain conceal components, such as: (1) Content which is concerned with developing main idea; (2) Grammar which refers to concerned with word order; (3) Vocabulary which is concerned with terms or relies on circumlocution; (4) Mechanic which refers to concerned with punctuation and spelling. Therefore, senior high school students in general experience difficulties in mastery writing skill. To be more concrete, a pre-observation study at the first grade of SMAN 1 Purbolinggo indicated that of students were still unable to write English well, especially in terms of grammar, organization, mechanic, etc. This activity has done by interviewing with some students, it purposes to find the problem that faced

by students in descriptive writing. The results showed that they felt so difficult to applying form tense when they should write descriptive text, for example when they should write “she is beautiful” but they wrote “she beautiful”. This happened because their background of knowledge was different which received in junior high school.

In addition, study conducted by Wahyuni (2017) stated that writing descriptive text is one of the problems in the students. The most difficult for them is how to describe a person or a thing since it has some rules to be followed. The students needed to be able to describe lack of them based on the characteristics. The observation, particularly found that the students could not express their idea effectively because they tended to do conceal mistakes such as grammar use, content, etc. in order to overcome this problem, the teacher needs to use an effective teaching strategy, which leads students to write in a group or pairs discussion to share information each other. This idea initiates the study to conduct so called collaborative writing strategy in teaching descriptive model. This strategy naturally is done through group work where in which the students write a text based on what teacher asked and then they correct it one another.

As assumed that, collaborative writing is a powerful strategy of writing that encourages cooperation, critical thinking, peer learning and active participation as well toward an end product of the language skills. It obviously is meaningful

interaction because learners can share decision together in a group using a common set of tools. Thus, the combination of techniques is effective in promoting improved students writing.

Another previous research was conducted by Mulyani (2014) stated the students at third year of State Junior High School 2 Kampar are still encountering difficulties in learning English especially in terms of learning to write. The followings are the phenomena that the writer found during her preliminary observation at the school; Some of students are not able to write sentences in English correctly, some of students are not able to use the correct tenses in their sentences, some of students are not able to express their ideas into a written language, and some of students are not able to use vocabularies in writing English.

Considering the problems stated earlier, helping students to improve their writing skill, the teachers are expected to provide students with appropriate teaching, materials, and to create positive classroom environments. To solve these problems, Jeremy offers an approach called Collaborative Writing Approach. Collaborative writing approach is a process of writing that is done by a group or pair. In relation with the statement Jeremy states that collaborative writing approach is a process of writing that allows the students to learn and share their minds and knowledge from

each other collaboratively. In this activity, the students are required to participate in discussion and give respond to their friends' ideas.

As for the kind of write theoretically deal with components; Macro skills and micro skills. However, in this research macro skill is used to teach writing skill to the students. This is reasonable sure; firstly, macro skills deal with using the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of written texts according to form and purpose, convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, then distinguish between literal and implied meanings of writing, correctly convey culturally specific references in the context of the written text, and developing and using a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Secondly, micro skills refers to producing graphemes and orthographic English forms, producing composing works at an efficient rate of speed to match the goal, producing an acceptable core of words and use appropriate word order pattern, using acceptable structural forms (e.g. tense, agreement, pluraliation), sentence pattern and rules, expressing a certain meaning in diverse grammatical pattern and using cohesive devices in written language.

It is now clear that, proper ways of teaching writing enables students to achieve the goal oriented particularly in terms of writing. The curriculum of senior high school (2013) objectively states that, there are some types of text need to be mastered by students. One of the texts is descriptive text. This is one of genres of texts that have to be taught to senior high school students. So the students in senior high school will be able to communicate each other both in oral and written forms of communication. Unquestionable, descriptive writing is difficult quite for the students to acquire the students.

To take a case in point, Keraf (2000) mentions in descriptive writing, the writer transfers the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling and experience to readers in order to readers can imagine or as if, they are also engaged on it. However, students make clear description in order to make the reader can imagine the object that being described such as students describe about their class. In addition, Kane (2005:352) states “description is about sensory experience how something looks, sounds, tastes. It mostly is about visual experience, but description also deals with other kinds of perception.” Gerot and Wignell (1995:208) define “descriptive text is kind of text which is aimed to describe a particular person, place or things.

In short, it can be inferred that descriptive text is a text for describe person, place or a thing by visual experience. It is purposively to create a visual image of people, place,

even of time days or season; Furthermore, It can also be used to describe the outwards appearance people. This is due the fact that descriptive compositions can systematically traits of character and personality.

To apply this strategy Leki & Carson (1994: 81-101) provide strategy in order to make guidance and feedback in teaching descriptive compositions. The teacher must help and encourage his/her students to master writing. It needs varied activities to implement at the classroom so that the students can develop their ideas into better.

For this reason, there must be an appropriate technique to develop the writing skills of the students. Collaborative writing, as one of the techniques in improving students' writing skills may become one of the alternative ways. Some studies showed that Collaborative writing enhances and stimulates students' motivation in improving the writing skills.

A study conducted by Utami (2012) showed that most of the students could not achieve the basic competence of writing skills. It was reflected in the large number of errors they made concerning punctuation, grammatical errors, word choice, and cohesive device. In other words, the students could not meet the minimum requirements in writing. Moreover, the students of second grade in SMP N 2 Sentolo seemed not to be able to use the orthography correctly, including the script, and spelling. They found it difficult to spell the foreign language because they hardly ever knew the words used on their composition of writings. This inability made them write

the forms of word incorrectly. Further, the students who did not recognize the form of words failed to express the right tense, case, or gender.

Another fact, which shows the students' low writing skills, the composition they write not coherently correct. It could be seen when they put jumbled sentences in wrong orders. The students still could not distinguish whether the sentence was the main idea of a text or the supporting details. The inability to create the distinction of the sentences made them fail to write the text coherently. Thus, other people who read their compositions, especially the teacher, could not follow the development of the ideas from the text.

Referrre to previous descriptive, it is now appears that most of students experienced difficulties in their write practice, especially in the case of writing descriptive text. From the state above this research try to find out there is any improvement of students' writing in the descriptive text after being taught by using collaborative writing technique and also to know what are the students' responses when using this technique.

1.2 Research Problems

In line write the background of the problem above, this study formulates the research problem as follows:

1. Is there any significant improvement of students' writing ability in the descriptive text after being taught by using collaborative technique?
2. What aspects of writing that improved the most after using the collaborative technique?

1.3 Aims of the Study

The aims of the study are stated bellow,

1. To investigate whether there is any significant improvement of students' ability in writing descriptive text after being taught through collaborative writing technique.
2. To find out the aspects of writing that improved the most after using the collaborative technique

1.4 Scope of the Study

This study is quantitative research which focuses on the implementation of collaborative writing technique in teaching writing of descriptive texts in order to improve writing skill in Senior High School and to discover students' responses toward the use of the implementation of collaborative writing technique in teaching descriptive writing. In learning process, collaborative strategy is functioned as the model of the learning process and the content was the lesson of writing descriptive

text skill. This collaborative technique is kind of models where the students should learn together in a group. The subject of this research was first grade students in senior high school as the experimental class. This class was chosen as a sample since they have studied grammar, reading and writing in the previous semester. The scope of writing skills consists of grammar, content, vocabulary and mechanic.

1.5 Significance of the Study

Besides for the researcher's own purpose, this study is intended to give some contributions for the teachers, the students, and further researchers. This research is expected to be very useful for the teachers in helping them to teach writing descriptive text. Hopefully, this study is also able to stimulate teachers' creativity in creating the material for teaching English writing. Meanwhile, for the students, the technique and the media used hopefully are able to contribute in enhancing their motivation in learning writing descriptive texts and making them easier in comprehending the materials, hence they were motivated to improve their English writing skill. For the other researchers, this study is expected to be used as an additional source especially for those who want to conduct a research in term of teaching descriptive text to improve students' writing skill.

1.6 Clarification of Key Terms

This research consists of several related terms that are very helpful for the readers to comprehend the general purposes of the research to avoid unnecessary misunderstanding. There are some terms that need to be clarified in this study as follow:

1) Writing

Writing is the product of thinking, drafting, and revising procedures that requires specialized skills (Brown, 2001). Writing is a tool for expressing critical thinking, reasoning, discovering, creating, and sharing of ideas and knowledge, and it allows writers to present those ideas, feelings, and cultural knowledge through various kinds of writing strategies (Smith, 1990, Villimil, 1991, and Wells, 1986 cited in Gooden Jones & Carrasquillo, 1998). The aspects of writing skills consist of content, organization, vocabulary, grammar and mechanic.

2) Collaborative writing technique

Barkley, Cross, and Major (2005: 256) define that in collaborative writing, students pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: editing the writing. This also means that in pairs or triads, students will produce better work than when they work alone.

3.) Descriptive Writing

This component is a kind of text that describes a particular person, place, or thing (Gerot,1995. 208). It also has the generic structure which is summarized as follows:

(1) Identification which identifies phenomenon to be described

(2) Description that describes parts, qualities, characteristics.

(3) The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, and the use of simple present tense.

II. REVIEW OF RELATED LITERATUE

This chapter is concerned mainly with the theory foundations which are relevant studies, the nature of writing, types of writing, how to teach writing, the principle of teaching writing, writing assessment, the nature of collaborative writing technique, procedure of using collaborative technique in teaching of writing and descriptive text.

2.1. Previous Relevant to the Present Research

There are some studies that relevant with this study. The first is Wahyuni (2014) in her research title “Improving Students` Ability In Writing Through Collaborative Writing Strategy At The Islamic Junior High School Muhammadiyah 01 Medan”. This study was done in SMP Muhammadiyah 01 Medan. The results of the research, could be drawn into two points as follows: first, collaborative writing technique could improve the students’ writing ability because from the t-test showed there was increase before and after test; second, this strategy were enable students to improve elements of write skills, such as content, grammar, etc. Then, making the students more active, enthusiastic, and joyful to follow the teaching and learning process because in this strategy proved interesting situation for the students.

Second relevant study conducted by Mulyani (2014) at third year students' at state junior high school 2 Kampar indicated that; (1) There is significant difference of the students' writing ability on narrative paragraphs before and after being taught by using collaborative writing approach and conventional teaching. (2) There is a significant effect of the students' writing ability on narrative paragraphs by using collaborative writing approach at the third year students' of State Junior High School 2 Kampar. Similar to the result, the first result showed that the use of collaborative writing approach in the classroom can improve students' writing ability. Specifically, this strategy enabled students to improve components of writing skills, such as: (1) Teachers should construct creative and enjoyable learning for students, by giving some activities do not make students be stress like make a jokes or telling funny story. (2) Teachers should support their techniques by using interesting media, e.g. picture, video, etc. (3) Teachers can encourage students' awareness about the importance of writing for their life. (4) Teacher makes writing as habitual activities for students in the school by giving an assignment every week and then students collect it in next meeting to check by the teacher.

Last study conducted by Utami (2012) at the second year students' at state junior high school 2 Sentolo indicated that; (1) the students showed the improvement on their writing skills especially in terms of content and organization aspects. The use of collaborative writing helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching

and learning process. Their motivation toward learning also increased; (2) the activities conducted had also created students' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process.

2.2. Nature of Writing

Writing is a complex process consisting of many constituent parts which have to be considered. According to White and Arndt (1997: 1) the writers are able to express ideas and feelings to persuade and convince other people. Heaton (1975: 127) also states in writing the writers manipulate words in grammatically correct sentences and link those sentences to form a piece of writing which successfully communicates the writers thoughts and ideas on the certain topic. In other words, the writers try to express their ideas in written form using grammatically correct sentences for the purpose of communications.

In addition, Ghaith (2002: 1) asserts that the writer has to explore thought and ideas and make them visible and concrete. The writer has to try to communicate his/her ideas in the form of a written text from which the reader will eventually understand the ideas and their meaning. The production of written words that result in the text must be read and comprehended so that the reader can understand the message intended by writer easily. Thus, the writer is demanded to pay serious attention to some aspects of production of the written text which involves the content,

organization, vocabularies use, grammatical use, language, and mechanical considerations such as spelling and punctuation.

It is now obviously, this study requires that writing thought as a process in which the writer uses some aspects of the production of writing that consists;

1. Content refers to generate ideas and provide supporting details: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. Here is an example of the content:

Generate Idea → *Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.*

Supporting Detail → *My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.*

2. Organization denotes the progression, relatedness, and completeness of ideas.

The writer establisher for the reader a well-organized composition, which exhibits a constancy of purpose through the development of element forming an effective beginning, middle and end. The logical organization of content includes coherent aspects. This is an example of a well-organized paragraph

that would make the reader follow the piece logically from beginning to the end:

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

3. Vocabulary use relates to effective word/idioms: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. For example, if the topic is about mother, the selection of words would be: *nice, wonderful, proud, cook, love, clean, make, sweep, housewife, beautiful, etc.*
4. Grammatical use clear with use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing. In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. Example of clause is “She cooks”, which consists of subject and verb, etc.

5. Mechanics is concerned with use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing. For example, “Rini is a beautiful, smart and diligent student.”

In order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand. It is very important to be considered by the teacher that writing is a complex process.

The students’ need to explore; (1) certain source of information because the source is one of important parts in writing; (2) they should take notes because to remind what we have read or find in the source of information; (3) They should thought in the form of texts that enable them to have a better writing and give them opportunities to see their own progress in writing, that is whether their writings are able to communicate their ideas and can be easily understood by the other people or not.

2.3. Types of Writing

In order to be able to do in writing, learners need to acquire micro-ability and macro-ability of writing. Ur (1996: 162) states that writing should maintain between micro aspect and macro aspects. In micro aspects, the students’ practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). Furthermore, in macro aspects, the students’ emphasize on content and organization. In this case, they express themselves using their own words, state a purpose for writing, and specify an audience. More detail description is given by Brown (2004: 220). He states that micro-ability are related to imitative and intensive types of

writing task whereas macro-ability are related to responsive and extensive writing.

The descriptions are as follows:

2.3.1 Micro-skills

Basically there are some activities required in mastery the skills:

a) Students are able to produces:

1. Graphemes and orthographic patterns of English, for example, the word 'ghost' contains five letters and four graphemes ('gh,' 'o,' 's,' and 't').
2. Writing at an efficient rate of speed to suit the purpose, e.g. write different types of texts, and then reflect on whether they write different topic with the same speed or effort.
3. Acceptable core of words and use appropriate word order patterns, e.g. *I have 2 brothers and 2 sisters at hom.*
4. Grammatical systems (e.g. Tense, agreement, pluralization, patterns and rule).
5. Particular meaning in different grammatical forms, e.g. *it was perfect in all details.*
6. Cohesive devices in written discourse, e.g. *To reach the movie theater you will need to turn right on the next intersection and then go straight for about 5 minutes. You will see it on your right-hand side.*

2.3.2 Macro-skills

In macro, there are some activities required in mastery the skills:

- a) Use the rhetorical forms and conventions of written discourse, examples of rhetorical devices that can be used to great effect in your writing: (1) [Alliteration](#)

refers to the recurrence of initial consonant sounds; (2) [Allusion](#) is a reference to an event, place, or person.

- b) Appropriately accomplish the communicative functions of written texts according to form and purpose;
- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- d) Distinguish between literal and implied meanings when writing;
- e) Correctly convey culturally specific references in the context of the written text;
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In writing, students' will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O'Malley, 1996: 136). It is also supported by Tribble (1996: 43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follows:

- 1) Content knowledge refers to knowledge of the concepts involved in the subject area because this will be important part and the first step that we need to write the text.
- 2) Context knowledge denotes knowledge of the context in which the text will be read. So, we should pay serious attention in choosing the context that we will represented.
- 3) Language system knowledge deals with knowledge of those aspects of the language system necessary for the completion of the task.
- 4) Writing process knowledge is concerned with knowledge of the most appropriate way of preparing for a specific writing task.

Therefore, in order to be able to produce a good writing text, based on explaining above the writer only focuses on the macro ability.

2.4. How to Teach Writing

Literally, teaching writing starts by looking at the process that a component speaker of English goes through after they decide to write a piece of text, and at how our understanding of this has implications for the way we should approach the teaching of writing (Harmer, 2004: 45). When helping students' to become better writer, teacher has a number of crucial tasks to perform. This is especially true when students' are doing "writing for writing" activities, where they may be reluctant to

express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction.

With regard to the above-description, the teacher needs to perform, before, during, and after students writing, among others are:

- a) **Demonstrating.** Since, as we have said, students' need to be aware of writing conversation and genre constraints in specific types of writing, teacher has to be able to draw these features to their attention. In whatever way students' are made aware of layout issues or the language used to perform certain written function, for example, in important issue is that they are made aware of these things are drawn to their attention.
- b) **Motivating and provoking.** Student writers often find themselves lost for words, especially in creative tasks. This is where the teacher can help provoking the students' into having ideas, attracting them with the value of the task, and persuading them what fun it can be.
- c) **Supporting.** Closely, the teacher role as motivator and provoker is that of supporting. Students' need a lot of help and reassurance once they get going, both with ideas and with the means to carry them in class, always available (except during exam writing of course), and prepared to help students' overcome difficulties.
- d) **Responding.** The way we react to students' written work can be divided into two main categories, that of responding and that of evaluating. When responding, we

react to the content and construction of a piece supportively and often (not but always) make suggestion for its improvement.

- e) Evaluating. There are many occasions, however, when we do want to evaluate student work, telling both them and us how well they have done. All of us want to know what standard we have reached (in the case of a progress/ achievement test).

In addition, Richards and Renandya (2002 : 309) state tha writing consists of many constituent parts and we need to consider which ones will be the most important for a course: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. Obviously, unless a course lasts for years, we will not be able to do all these justice. So we have to form priorities and weight the elements according to students' needs and our own philosophy. The next question we ask after deciding on content and weighting the elements is how we will organize that content and the learning experiences in the classroom. In *The Language Teaching Matrix*, Richards (1990) lists the kinds of syllabi commonly found in speaking and listening courses in ESL. I will adapt his list to the types of syllabus organization for writing courses, from the traditional to the more current and innovative, with a lot of overlap:

- a) Structural Category. Writing courses, particularly at beginning levels, can be organized around grammar and sentence patterns.
- b) Functional. Writing courses can be organized around rhetorical activities, e.g. describing, telling a story, writing autobiography, comparing and contrasting,

classifying, defining, explaining, arguing, persuading, or supporting a thesis with examples, illustrations, and other evidence.

- c) Topical. A writing course can be organized around themes, e.g. housing, health, education, or abstractions such as success or courage.
- d) Situational. Writing courses can be organized around situational transactions, for examples; applying for a job, complaining to a landlord, writing letters to the newspaper, writing a business memo, or writing essays to pass a course.
- e) Skills and processes. Writing courses can be organized around skills and processes such as generating ideas, organizing ideas, revising, writing fluently, writing effective beginnings and endings, and developing an argument to convince a reader.
- f) Tasks. Writing courses can be organized around problem-solving activities, such as producing a class magazine of accounts of student trips; comparing the structure of texts written for different audiences and purposes; writing, editing, and producing a play; and examining the differences between ESL textbook situations and the expectations of the students' culture.

It now appears that, the researcher concludes that how to teach writing is well, we need to ask them to write a lot. Besides that, the teacher should have crucial tasks to perform before, during, and after student writing like demonstrating, motivating and provoking supporting, responding and last is evaluating. The teacher also must have types of syllabus organization for writing courses to more current and innovative like structural, functional, topical, situational, skills and processes, and last is the tasks.

2.5. Principle of Teaching Writing

It is of course, unquestionable that teaching writing is like swimming; if we learn to swim, we need water in swimming pool and a teacher to teach us how to be a professional swimmer (Brown, 2001: 334). Like swimming, writing is taught if we are a member of a part of language society and there is someone teaching us. The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can (and should) be adapted to the many different learning situations.

- a) Understanding our students' reasons for writing. The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students' in ways that make sense to them.
- b) Providing many opportunities for students' to write. Writing almost always improves with practice. Evaluate your lesson plans: how much time is spent reading or talking about writing, and how much is spent actually writing? My students' groan when they see how much writing is required, but I draw an analogy for them: Since writing is in part a physical activity, it is like other physical activities—it requires practice, and lots of it.
- c) Making feedback helpful and meaningful. Students' crave feedback on their writing, yet it doesn't always have the intended effect. If you write comments on

students' papers, make sure they understand the vocabulary or symbols you use.

Take time to discuss them in class.

d) Clarifying for yourself, and for your students', how their writing will be evaluated.

Students' often feel that the evaluation of their writing is completely subjective.

Teachers often hear, "I just don't understand what you want." One way to combat that feeling is to first develop a statement for yourself about what is valued in student writing, either in your classroom or in your institution as a whole.

In addition, Harmer (2004: 11) states for many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to what rather than the how of the text construction. Product approaches expected the student to only analyses texts in terms of what language they used and how they were constructed. However, we also need to concentrate on the process of writing; and in this regard, there are a number of strategies the teacher need to consider:

a) The way he gets students' to plan. Before getting students' to write we can encourage them to think about what they are going to write. By planning, the content and sequence of what they will put down on paper (or type into the computer).

b) The way encourages them to draft, reflect, and revise. Students' who are unused to process writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempts and not as finishes products. We may want to train them in using and responding to correction

symbols. We may offer them revision checklists to use when looking through what they have written with a view to making revisions.

- c) The way he responds to our students' writing. In order for a process writing approach to work well, some teacher may need to rethink the way in which they react to their students' work. In place of making correction to a finished version, they will need, at times, to respond to a work in progress. This may involve talking with individual students' about first, second, third, or fourth draft, while other members of the group are working on their own.

There is even more anxiety when writing is involved, especially when many teachers themselves do not feel entirely comfortable with writing in English, even if it is their native language (Richards and Renandya, 2002 : 306). It involves so many choices about where to go next, what is the best step to take, and what is the best route to the goal. Taking a wrong step in this context might not be as dire as stepping on a mine, but it can undermine our confidence and detonate our students' resistance. The steps can lead us to safer ground both in planning writing courses and in helping teachers to plan writing courses.

- a) Ascertaining Goals and Intuitional Constraints. Students' in a recent ESL class of mine wrote about the times when they wrote or spoke in English. They felt worried, embarrassed, hampered by barriers, restrictions, and fears. We can see that taking direction from these students' and addressing comfort, confidence, and fluency as a goal would lead to a very different course from one that sees as its goal the production of an academic text with an introduction, three points, and a conclusion, and effective use of transition words.

- b) Deciding On Theoretical Principles. The teacher needs to confront their ideological position and recognize their perceptions of the relationship between the type of writing they teach and the roles they are preparing students' for in academia and the wider world of work. The question of ideology and who determines what is taught is a question of power and reflect local conditions.
- c) Planning Content. There is a healthy controversy about what the content of writing classes should be, and teachers use any or all of the following: personal experience, social issues, cultural issues, literature, or the content of other subject areas.

From the points of view above, it can be inferred that the principle in teaching writing is not everyone can be an excellent writer; writing needs a long time and hard work to create certain elements such as words, sentences, and arrange them in order to construct good composition or paragraph. Hence, writing as communicative language is of course not only taught fluently but also accurately and uses contextual and authentic materials in the classroom. Most importantly, the teacher ought to always be able motivate the students to learn to write so that the students study writing successfully.

2.6. Concept of Writing Assessment

Experience has shown testing practices in English are not static but dynamic and changing. One controversial area in testing writing requires that test construction and evaluation criteria be based on course objectives and teaching methodologies. There

are many reasons for testing writing in the English language classroom, including to diagnostic, proficiency, placement, achievement, and performance. Each purpose requires different test construction. Referring to this, there are two kinds of assessment, which can be used in assessing students' writing. They are process assessment and product assessment. In addition, this research uses product assessment to assess the result of students' worksheet with some aspects are; Organization, content, grammar, vocabulary, and mechanic (Heaton, 1991:146).

Referring the definition above, it now can be concluded that writing assessment is about the process assessment is designed to probe how the students' write, the decision they make as they write, and the strategies they use. Therefore, the aim of process assessment is to give information about the students' performance such as how far the students' progress in writing is and whether any change is needed in the way of teaching strategy or not. This requires constant way to write evaluation and main tenant.

2.7. Collaborative Technique

Collaborative practices are being increasingly advocated in second language classrooms largely in response to the collaborative potential tools. The literature reveals a noticeable increase in interest in collaborative writing (Elola & Oskoz, 2010).

Collaboration is defined as people working together to achieve goals (Andersen, 2011:1). It means that the concept of collaborative writing is student pairs or groupwork to write formal paper together in order to produce descriptive text together then alone. Each student contributes a teach stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing (Barkley, and et al, 2005). Collaborative writing will improve the students ability in writing especially descriptive text. At the time of learning, the weakness students can best strength in learning collaboratively. Nunan in Ning Setio Wati (2013: 13) state that Collaborative Writing was essentially a social process through which writers looked for areas of shared understanding. Common goal, the differential knowledge, the interacted as a group, and distanced from the text are several social and interactional rules in sharing understanding.

Higgins, and et al in Storch (2005) define that collaborative writing is a way to foster reflective thinking, especially, if the learners are engaged in the act of explaining and defending their ideas to their peers. In collaborative group the students will exchange their ideas, felling, and result. In learning process, they will share their idea in making descriptive text, contributing the components, modifying by editing, and drafting the document. Writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas (Widodo, 2008). It means that some stages in writing descriptive text will make the writing skill is a complex activity. The writer needs to consider the process of writing such as pre-writing, drafting, revising, revising in which the activities are reflective and recursive.

Writing process involve of a series procedure activities for example: pre-writing, drafting, responding, revising and editing. This is the stage of writing in order to make writing is easier to do or practice. Pre-writing is the beginning part or planning that the writer is going to write. This is the most important way in the process of writing. According to Murray in Ning Setio Wati (2013) state that Pre-writing or planning out what is going to be written, is an essential step in the writing process and should account for 70 percent of the writing time. Forming group or pair of students is the first step by using collaborative writing method in teaching writing, in forming the group or pair, teacher has the authority to decide it with another words teacher facilitate the students in the classroom. As stated by Widodo (2013), groups can be formed based on a teacher decision, a student preference, a mixture of genders, a mixture of student proficiency level in language and writing, or a shared writing topic or interest. Drafting is a process to develop their ideas into rough draft. The students' focus on writing draft not in linguistic component such as grammar and vocabulary. The students will focus on linguistic component in the next stage because the students will complete the writing in the next stage. In this case, teachers ask students to sit together and compose a piece of writing collaboratively until one writing process cycle is completed (Widodo, 2013). Responding or giving feedback is primarily intended to see students first or second drafts (Widodo, 2008). It means that When the students receive responding from their peers, they will most probably reflect on whether the feedback or comment needs to be considered. In another words they know their mistake in linguistic and nonlinguistic component by using collaborative writing method. Through this activity can support the students' thinking

skill in order to make good writing. According to Widodo (2008) revising does not simply involve looking at language errors but also addresses the global content and organization of ideas so that the writer intent is made clearer to the reader. Students are taught to examine their writing critically and use a variety of strategies to revise their writing effectively (Ministry of Education of Ontario, 2005). Revising collaboratively has an important role in producing text.

2.8. Procedure of Using Collaborative Technique in Teaching of Writing

In procedure of teaching writing through authentic material, there are some steps to conduct the authentic material, they are:

1. Teacher greets the students and checks attendance list.
2. Teacher gives motivation and brainstorming.
3. The teacher explains a little bit about descriptive text (definition, purpose, generic structure and language feature). Descriptive text is a kind of text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular place, thing, or person. There are two main part in writing descriptive text, they are identification and description. Identification. It is identifies phenomenon (person, place or thing) that will be described. Description. This part concerns with the part, quality, and characteristics of subject being described.
4. The teacher shows an example of descriptive text and asks the students to read the text.

5. The teacher asks the students to list the difficult words in a text and discovers the meaning of the words to enrich their vocabulary. (vocabulary)
6. The teacher asks the students to comprehend the text. After that, the students are asked to explain about the detail information of the text. (content)
7. The teacher asks the students to underline verb in the text, and asks them to make a sentence in order to check the students' grammar. (language use and mechanic)
8. The teacher explains the procedures of collaborative writing technique.
9. The teacher divides the students into some groups that consist of 4 – 5 students.
10. The teacher gives one picture for each group.
11. The teacher asks the students to search and to share information about the picture in group.
12. The teacher asks the students to make their own outline based on the information they found.
13. The teacher asks each of group to write the draft and another group will check the errors in punctuation, capitalization, spelling of their work by peer correction
14. The students give back the paper to their friends.
15. The students check their mistake and a revision.
16. The teacher asks the students to submit their final work to the teacher.
17. The teacher asks one of students to make summarize about the material that have learned.
18. The teacher closes the lesson after greeting the students.

2.9. Descriptive Text

Oshima and Hogue (1997:50) define descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or

person in his or her mind. The purpose of descriptive text is to give an account of imagined or factual events and phenomena (Hyland, 2003: 20). Descriptive text commonly used in personal descriptions, commonsense, description, technical description, informal reports, and scientific reports. Descriptive can occur as a text and it also can be a part of a text in different genre. Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and narrative about the sense of place or character (Knapp and Watkins, 2005: 98).

2.9.1. Generic Structure in Descriptive Text

Every text has its own structure. The generic structure of descriptive text are as follows: (1) Identifications: The first part is used to introducing phenomenon of thing which is describe or provides information about the subject matter; (2) Descriptions: This second part is usually used to described the parts of qualities, characteristic of the subject (Knapp and Watkins: 2005; 98-99) In this part, Emilia (2011: 27) explains that the writer also write some aspects, such as: (a) Description as aspects: list and elaborates the part or qualities of the subject matter; (b) Description of activities: could be behaviors, functions, or uses of the subject described.

This is an example of generic structure of description text written. The title of the text is:

“My Favorite Singer”.

My favorite singer is Bruno Mars. He is American singer. Factually, His name is Peter Gene Hernandez. He usually called Bruno Mars. He was born on October 8, 1985 in Honolulu Hawaii. → Identification

Bruno Mars has brown skin and eyes. He has curly hair, thick mouth, and white teeth. He has a beautiful voice. Beside he is a singer; he is a song writer, record producer, model and dancer. → Description Aspect

Bruno Mars became the best digital selling artist for 2011 for three singles in the top ten including first place with 12,5 million sales the single “just the way you are” and he got many awards. → Description Activities

2.9.2 Linguistic Features of Descriptive Text

Language features of descriptive text have been observed by Knapp and Watkins (2005: 95).

1. Specific Participant (*singer, etc.*) e.g.:
 - a. my favorite **singer** is Bruno Mars.
2. Simple present tense (*has, is, etc.*) e.g.:
 - a. Bruno Mars **has** brown skin and eyes.
 - b. Factually, his name **is** Peter Gene Hernande.

3. Uses “linking verb” (*is*) e.g.:
 - a. He **is** a song writer.
4. Detail noun phrases to give information about subject, e.g.:
 - a. He has curly hair, thick mouth, and white teeth.
 - b. He has a beautiful voice.
5. Relational verbs are used when classifying and describing appearance/qualities and part/function of phenomena (*is, are, has, have*) e.g.:
 - a. *Beside he is a singer; he is a song writer, record producer, model and dancer.*

2.10 Theoretical Assumption

Writing is complex skill because the learners need a good content, organization, vocabulary, grammar, and mechanic when they are writing. Many students have no interested in writing because they have lack of vocabulary, so they are difficult to share their ideas in written form. Therefore, it is better for the teacher to make the learners have good ability in writing.

Moreover, teaching writing requires many techniques that encourage the students to use it as written communication. Collaborative writing technique can be applied in pair or group discussion to engage students’ writing. This technique is able to solve the students’ problems in writing texts. Although some teachers may not be aware, collaborative writing has lots of benefits (Kessler et al., 2012; Leki, 1993; Storch,

2005). Thus, teaching writing through collaborative writing is a suitable technique to improve the students' writing ability. It can be used as a reference for the teacher in improving the students' writing ability because every step of writing process can be followed easier and more flexible by the students.

From the explanation above, it is assumed that collaborative writing technique is an effective to teach writing descriptive text.

2.11 Hypotheses

According to the problem and the aim of the research, the hypotheses of the research are:

1. There is significant difference improvement of students' ability in writing descriptive text after being taught by using collaborative writing technique.
2. The aspect that improved the most after using collaborative technique is grammar.

III. METHODS

This chapter deals with several essential components related with the methodology of this study. They are research design, population and sample of the study, instruments of the study, procedures of data collections, validity and reliability test, data analysis, scoring criteria of writing test, data treatment and hypothesis testing.

3.1. Research Design

This research deals mainly with improving students' writing skill using collaborative writing technique as the real model of the learning in communicating English language since it is often considered as one of difficult skills to be mastered by students.

In conducting the research, the writer used quantitative design as the research methodology. Hatch and Farhady (1982) state that quantitative is a kind of research in which the data used tend to use statistics a measurement in deciding the conclusion. This research aims to find out whether there is any significant difference on students' writing mastery after the implementation of collaborative strategy in descriptive

writing and to investigate language use to improve the most after the implementation of collaborative strategy through learning writing. The design of this research is *one-group pretest-posttest design of pre-experimental design* that is presented as follows:

T1 X T2

The design can further be described as follows:

T1 refers to pre-test that is given before the treatment

X is concerned with collaborative technique as treatment

T2 relates to post-test that is given after the treatment

(Hatch and Farhady (as cited in Setiyadi, 2006: 143))

3.2. Population and Sample of the Study

The population of this study was the first grade students of SMAN 1 Purbolinggo in the academic year of 2018-2019. One class was taken as the sample of this research to be experimental class which was recommended by the English teacher at that school.

This stands to reason that the students of SMAN 1 Purbolinggo still have much lack of writing ability based on preliminary research, and it is reasonable to use one class as an experimental class because that class was recommended from the teacher at that school since the class having lower writing skills than the other classes.

3.3. Instruments of the Study

The instrument of this research was writing descriptive test consisting a description of person. In the pre-test, there are six directions which the topic is about close friend or member family. In the post-test, the directions are five with favorite actor/actress as a topic. The writing test was conducted to find out how far teaching descriptive writing after being given the treatment by using collaborative writing technique as the model of the learning process. This test consisted of introduction including title, number of sentence required, grammar, vocabulary items, organization uses and several clues of vocabulary items.

3.3.1. Pre-test

The purpose of the pretest is to find out the students' mastery of writing before they were given treatment. The test which was used by the teacher is a subjective test in the form of essay. The time allocation is 90 minutes. The topic provided was about the member of family or best friend. Then, in this test, the students were given instructions that the paragraph consisted of 100-150 words. The result of pre-test was compared with the post-test in order to find out their achievement.

3.3.2. Post-test

This test was given to know the students' improvement after the implementation of the treatment. It was done in order to find out how far the students have mastered the writing after being taught through collaborative strategy. The task of the post-test was the same as in pretest. But, in this stage, the topic and the total words were different

with the pre-test. In the post-test, the students are asked to write with the topic about their actor or actress favorite.

Thus, from the explanation above, the instruments of this research is writing test which are pre-test and post-test.

3.4. Procedures of Research

The procedures of the research are as follows:

1. Determining the population and sample. The population of this research was the first year students of SMAN 1 Purbolinggo consisting of 36 students. The researcher chooses one class as the experimental class based on recommendation of the English teacher at that school.
2. Deciding the materials to be taught to the students. The materials were taken from internet and some topics were provided for the pretest and posttest in this research.
3. Conducting pre test to the students. Some topics were given to the students as the writing test. Then, the students were asked to write a composition with the topic given by the teacher. The time allocated was 90 minutes.
4. Giving treatments by teaching descriptive text by using collaborative writing technique. In this step, the procedure of writing descriptive text was used collaborative writing technique was explained by the researcher. Then, the students are asked to make a product of academic writing about descriptive text after the examples are given by the teacher.
5. Conducting post test to the students. In order to see the improvement of students' writing achievement, the post test was conducted in the class after the students

have the treatments. The test is in form of writing test. The students were asked to develop their descriptive text based on the topics which have been given. The post test was conducted for about 90 minutes.

6. Analyzing the test result (pretest and posttest). After scoring the pre test and post test, the data was analyzed by using SPSS version 16.0 software program. In this step of the research procedures, there were five aspects of writing as consideration in giving the score. The five aspects are content, organization, vocabulary, language use and mechanic. In scoring the result, this research will use two raters in order to avoid the subjectivity. The first rater is the English teacher at school and the second rater is the researcher itself.

In short, there some steps of research procedure in this research starting from determining the population and sample, selecting material, conducting pretest, giving treatments, conducting posttest and analyzing the data.

3.5. Validity and Reliability Test

In this sub chapter, the validity and reliability of test are explained in this research. Since students writing ability has been evaluated, writing test is the instrument of this research. Heaton (1991: 137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In this research, the students are asked to write descriptive text. There was writing test in this research. In fulfilling the criteria of good test, reliability and validity of the test should be considered.

3.5.1. Validity

In this research to measure whether the test has good validity, the researcher analyses the test from content validity and construct validity. The validity of the test in this research relates to:

- 1) Content Validity. This validity referred to the extent to which a test measures representative sample the subject matter contents, the focus of the content validity was adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). Content validity was intended to know whether the test items were good reflection of what would be covered the test items were adapted from the materials that have been taught to the students. The test should be so constructed as to contain a representative sample of the course (Heaton, 1975: 160).
- 2) Construct Validity. In this kind of validity, the teacher and the test were actually in line with the theory of what it means to know the language that is being measured; it examined whether the test questions actually reflect what means to know a language.

In writing have five aspects to be measured, therefore if the test has already measure five aspects of writing. This research focused on writing ability in forms of written text; moreover, the pre-test and pos-test measure certain aspect based on indicators of writing descriptive text. It was examined by referring the aspects that were measured

with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics. Therefore, the instrument used in this research was valid.

3.5.2. Reliability

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985). Reliability is defined as the extent to which a test or any measurement procedure produces the same result on giving repeated test. It is the stability or consistency of scores over time or across raters. The researcher used two raters in scoring the students' writing test of descriptive text. Inter-rater reliability determined how consistent both two raters of the instrument are. The instrument of the writing test are used in this research is the pre-test and post-test of writing descriptive text. To measure how reliable the scoring is, this study uses *Product Moment Correlation* with the formula:

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

The design can further be notified as seen below:

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

n refers to number of students

X denotes the rater 1

Y relates to the rater 2

(Hatch and Farhady, 1982; 144)

According to Hinton et al. (2004: 33) the criteria of the reliability are derived as follows:

0.90 – 1.00 relates to reliability is excellent

0.70– 0.90 refers to reliability is high

0.50 – 0.70 denotes as reliability is medium

0.00 – 0.50 points out that reliability is low

After getting the students' final score and calculating the score, the data were calculated by using the formula above. The result of the reliability could be seen in the following table:

Table 3.1. Reliability of the Test

Reliability	Pre-Test	Post-Test	Criteria
	0.95162307705	0.8857372	Excellent Reliability

(Source; Appendix 12 and 14)

The table showed that the mean result of reliability between rater 1 and rater 2 based on the scoring rubric of writing.

3.6. Data Analysis

The data in form of scores were analyzed using quantitative method. the pre-test purposed to measure the initial score of writing ability, and the post-test purposed to measure the improvement of students' writing ability. The formative test would administer to measure the improvement of their writing skill from the pre-test and

post-test. There were some criteria to assessed students writing task. According to Heaton (1998; 146), the scoring criteria of writing were content, organization, vocabulary, grammar and mechanic. Meanwhile, the test were assessed by two rater. The first rater is the English teacher at that school and the second rater is the researcher. Then, the score was calculated by applying the statistical analysis of t-test to examine the differences of pre-test and post-test from experimental class. In addition, the significance of the test was analyzed by using computer programmed of Statistical Product and Service Solution (SPSS) 16.

3.8. Scoring Criteria of Writing Test

Five aspects were evaluated covering content, organization, vocabulary, language use, and mechanic. The researcher used computation as follows:

1. Content is scored as much as 30% from the total sentences supporting the main idea (unity).
2. Organization is scored as much as 20% from sentences using correct grammar.
3. Vocabulary is scored as much as 20% from diction being used correctly.
4. Language use is scored as much as 25% from the total sentences being written in chronological order.
5. Mechanic is scored as much as 5% from punctuation, spelling and capitalization being used correctly.

The criteria of writing score are devised from Heaton (1991; 146) (see appendix 2)

3.9. Data Treatment

Before the writer analyzes the data, it is necessary that the writer has to find out whether the data is random or not or whether the data has normal distribution or not.

There are three kinds of the data treatment in this research:

1. Random Tes. This test is used to ensure whether the data is random or not. One of the assumption should be fulfilled in using T-Test is the data should be taken from random sample in a population. In this research, it is significance if t-value is bigger than t-table ,and the researcher uses the level significant 0.05.
2. Normality Test. In this kind of test is used to measure whether the data is normally distributed or not.The hypothesis is accepted if $\text{sign} > \alpha$. In this case, the research uses the levelof significance of 0.05.
3. Homogeneity Test. This test is used to know whether the data are homogeneous or not. The hypothesis is accepted if $\text{sign} > \alpha$. In this case, the research uses the level ofsignificance of 0.05.

3.10. Hypotheses Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

The hypotheses of this research are as follows:

1. H_0 : There is no significant difference of the students' writing achievement in form score from pretest to posttest after being taught collaborative technique in teaching writing descriptive text.
2. H_1 : There is significant difference of the students' writing achievement from pretest to posttest after being taught collaborative technique in teaching writing descriptive text.
3. The aspect that improved the most after using collaborative technique is grammar.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use mind mapping in teaching writing and for those who want to conduct similar research.

5.1. Conclusion

The objectives in this research are to find out whether there is significant improvement on students descriptive writing after the implementation of collaborative writing technique and knowing collaborative writing technique provide students' writing achievement in terms of language use . In relation to the study it was concluded that:

- 1) There is significant improvement on students writing achievement of descriptive text after the implementation of collaborative writing technique. It can be seen from the result of the test which showed that the students' mean score of pretest was 72.09 increases to 77.23 in posttest, and also the result of hypothesis testing on *Paired Sample T-test* that showed the significant value was lower than 0.05. In other words, it can be said that the implementation of collaborative writing technique successfully improved the students writing skill on descriptive text.

Besides improving students writing skill on descriptive text, collaborative writing technique also improves all aspects of writing which covers content, organization, vocabulary, language use, and also mechanic.

- 2) The aspect of writing which improves the most after the implementation of collaborative technique is language use.

5.2. Suggestion

Considering the finding of the research, researcher would like to recommend some suggestions as follows,

5.2.1. Suggestion for English Teachers

- 1) English teachers are suggested to use collaborative writing as a technique in teaching writing descriptive text, because the researcher found that through collaborative writing, students are able to develop their ideas based on the topic. Besides, they become more active and enjoy the teaching learning process.
- 2) In scoring students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic. This is to turn out the fair and good scoring.

5.2.2. Suggestion for further researchers

- 1) This study was conducted in the senior high school level. But, further researchers can try to find out the implementation of collaborative writing technique in different level such as elementary or senior high school level.
- 2) In this study, descriptive text was employed as media to measure the improvement of students' writing skill after the implementation of collaborative writing technique. Further researchers can try to apply collaborative writing with another kinds of text, analytical exposition text, narrative, and recount text for instances.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use mind mapping as a technique in teaching writing and for those who want to conduct similar research.

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