

**THE USE OF COLLABORATIVE LEARNING (CL)
STRATEGY TO IMPROVE STUDENTS' WRITING
PERFORMANCE AT SMA NEGERI 9 BANDAR LAMPUNG**

Undergraduate Thesis

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ABSTRACT

This study aims to determine whether there is a significant improvement in students' writing ability after being taught with a Collaborative Learning strategy in teaching descriptive text. This study used quantitative research with one group pre-test and post-test design. The sample of this study was thirty-five students in class X.1 at SMA Negeri Bandar Lampung in the 2023/2024 academic year. The sampling technique was cluster random sampling, and data were collected through pre-test and post-test in the form of written tests. Data were analyzed using a paired sample t-test with a significant level of 0.05.

The results of the pre-test average value were 67.68 and the post-test value was 82.47. The gain value obtained was 14.79. This can be seen from the significant value of the test which is lower than alpha $0.00 < 0.05$. The results showed that there was a significant increase between the pre-test and post-test after the students were taught by using Collaborative Learning, especially the Collaborative Writing technique. Therefore, it can be concluded that the Collaborative Learning strategy is effective to improve students' writing performances in descriptive text.

Keywords: *Collaborative Learning Strategy, Collaborative Writing, Descriptive text*

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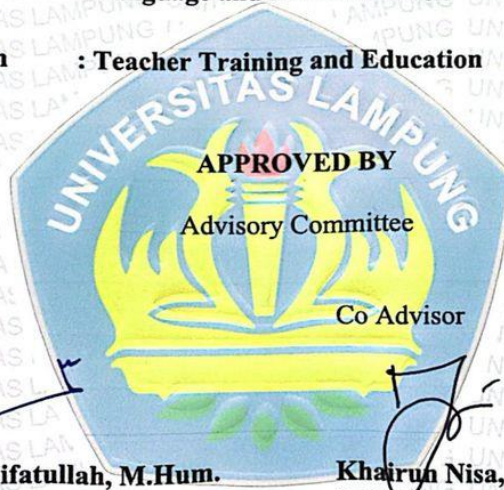
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oran lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa saya pernyataan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

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CURRICULUM VITAE

Giok Fing Liguana, the fourth child of the late Elyan Sari and Hayani Muis was born on October 23th, 2001 in Muko-muko. She has four siblings, named Abing Lukocep, Farida Ana Lukoti, Okti Agu Liu and her little brother, Avin Agigum.

She started her education in kindergarten at Raudatul Athfal. Then, the following year she continued her elementary school at SDN 3 Gumawang. After graduating from elementary school in 2013, she went to SMPN 1 Belitang. Three years later, she completed her junior high school in 2016 and continued her study at SMAN 1 Belitang. She finally graduated from high school in 2019.

A year before she continued her studies as a student of English Department at Lampung University, she decided to take a *gapyear*, by attending a course in Kampung Inggris, Pare, East Java to improve her English skills before she went to college life. By that, in 2020, she was finally accepted at Lampung University.

During college, she actively participated both academic and non-academic activity. She joined one of the outstanding UKM's at the Lampung University, namely UKM-U English Society Unila as general treasurer, by joining English Society Unila, she got many opportunities to participate and won several English competitions both nationally and internationally. She was also chosen to be the Literacy Ambassador of the Lampung University in 2022.

Feeling good about it, she eventually joined an activity that involved other skills besides English, namely teaching. She participated in the *Kampus Merdeka* activity and had the opportunity to take part in an internship at SMA Negeri 9 Bandar Lampung.

MOTTO

“And who puts all his trust in Allah, then He will suffice them.”

Q.S At-Talaq:3

“Everything will pass; your happiness, your sadness are temporary.

Live the moment of your life.”.

Giok Fing Liguang

DEDICATION

Bismillahirrahmanirrahim, by the name of *Allah Subhanahu Wa Ta'ala*, who always blesses my life and gives me strength in each process, this script is proudly and fully dedicated to:

My dearest, parents, “Mama and Ako”

My beloved family

My proud lecturers

My best friends

My almamater, Lampung University

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Numerous good-hearted people assisted and encouraged the researcher as she worked to finish this script. Consequently, the researcher would like to sincerely thank:

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Finally, the researcher believes that her research still needs to be improved. There may be some things that need to be improved in this study. Therefore, comments, suggestions, and constructive feedback are always welcome for better research. The researcher hopes that this study can make a practical contribution to the development of education, for the readers and for those who want to conduct further research. *Aamiin.*

Bandar Lampung, December 2023
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I. INTRODUCTION

Some points are mentioned in this chapter as prior knowledge from the study. Those consist of the background, research question, research objectives, uses of the research, scope of the research, and definition of terms.

1.1. Background

Learning and teaching English skills is a long and complicated process. Various numbers of questions may appear during the process. For example, “What is the best strategy to make sure that the teachers are teaching in the right direction to teach the students?” Some may think that certain things can be pushed aside and prioritized over others. However, as a teacher, we may overlook the most important aspect by focusing on things that are important in the process.

Writing is one of the English language skills that should be mastered by students in studying English besides speaking, reading and listening. Writing skills are essential for effective communication and academic success. However, many students struggle to develop proficient writing abilities, often due to limited opportunities for practice, lack of feedback, and insufficient engagement in the writing process.

Leki and Carson (1994) state that to improve a student's writing ability, much attention is needed by a teacher as approaches teaching writing through providing guidance and feedback. The teacher should encourage and help the students to improve their ability in writing. It needs a variety of activities to be implemented in the classroom so that students can develop their ideas better.

Related to the problems often experienced by students the researcher got the information from the teacher of SMA Negeri 9 Bandar Lampung, which can be caused by several factors, such as: (1) Lack of feedback from the teacher: Feedback

plays an important role in improving writing skills. However, in conventional contexts, teachers often assess students' written assignments individually, leading to one-way feedback that does not appropriately address each student's unique needs and challenges. (2) Insufficient engagement and motivation: writing can be a solitary task, leaving some students feeling disconnected and unmotivated. In traditional classrooms, the lack of social interaction and shared learning experiences can hinder students' enthusiasm for writing. (3) Limited exposure to diverse writing styles and strategies: students benefit from exposure to a variety of writing styles, approaches, and strategies. In traditional classes, students may primarily be exposed to their teacher's writing style, limiting their exposure to alternative methods and perspectives.

Dealing with the problems that are faced by students above, the teacher needs some techniques for teaching writing that can fix the problem by using a collaborative learning approach. In order to solve the problem, here are several solutions that can be done by using a collaborative learning strategy. (1) Collaborative learning environments will provide opportunities for peer-to-peer feedback, allowing students to receive diverse perspectives, suggestions, and constructive criticism. (2) Collaborative learning methodologies encourage active participation, social interaction, and the opportunity to co-create written work. These elements can enhance students' engagement, motivation, and overall enjoyment of the writing process. (3) Collaborative learning provides a platform for students to share their writing experiences, exchange ideas, and learn from one another's strengths and unique approaches to writing.

Collaborative learning is a learner-centered approach where students work together in small groups to achieve a common goal. Cohen (1994) states that in collaborative learning, students attempt to complete a given task collectively in small groups and each of them must contribute efficiently. Graham (2005) also stated the same thing that, Collaborative learning usually involves small groups of learners working together as a team to accomplish a common goal. It involves groups of learners working together to find a solution to a problem. When students learn in groups, they feel more relaxed to share their idea and learn new things from group members.

In the process of working together, they naturally take part in the given task spontaneously with high motivation and they contribute to the group.

Moreover, researchers need more specific techniques in applying collaborative learning strategies, and the technique that is very suitable for applying in teaching writing is collaborative writing. Collaborative writing can create a rich and rewarding learning environment for the development of good writing skills by offering opportunities for practice, peer critique, engagement, and exposure to the different ideas each student comes up with. By utilizing the advantages of collaborative learning, especially collaborative writing, teachers can help students to develop their writing skills and gain the confidence they need to succeed in school and beyond.

1.2 Research Question

In line with the problem above, the researcher specified the following research question:

Is there any significant improvement in students' writing performance after being taught by using the Collaborative Learning (CL) strategy?

1.3 Research Objective

Referring to the problems and research question above, the purposes of the research are as follows:

To find out whether there is any improvement in students' writing skills after being taught by using the Collaborative Learning (CL) strategy.

1.4 The Use of the Research

The research might be beneficial for some purposes both theoretically and practically. The uses of this research are as follows:

- a. Theoretically, it can support the previous studies that prove the use of collaborative learning strategy for teaching writing.

- b. Practically. It may help English teachers to provide sufficient material and activity in teaching writing by applying a collaborative learning strategy.

1.5 Scope of the Research

This research used a quantitative approach to examining the data. It focused on using the Collaborative Learning strategy in teaching writing descriptive text about “an athlete” material. Moreover, the students were asked to write a descriptive text concern on the five aspects of writing stated by Jacobs et al, (1981): content, organization, vocabulary, language use, and mechanics. The students were assessed to work in group during the class. Therefore, the population of the research was the students of SMA Negeri 9 Bandar Lampung with the sample being one of the classes from the first grade of senior high school who have had the material about descriptive text.

1.6 Definition of Terms

There are some terms used by the researcher to give the basic understanding related to the concept, as follows:

Collaborative Learning

Collaborative learning refers to an educational approach in which students work together in groups or teams to achieve shared learning goals. It involves active participation, interaction, and cooperation among learners, who contribute their diverse perspectives, knowledge, and skills to enhance the learning process. Collaborative learning can take various forms, such as group discussions, problem-solving activities, project-based learning, or peer tutoring.

Writing

Writing can be defined as the process of expressing thoughts, ideas, information, or emotions through the use of written symbols and language. It involves the creation and arrangement of words, sentences, and paragraphs to communicate a message effectively to readers.

Effective writing involves not only the ability to organize ideas coherently but also the skill to use appropriate vocabulary, grammar, punctuation, and style. It requires clarity, precision, and consideration of the intended audience. Writing is a fundamental skill across academic, professional, and personal domains, playing a crucial role in conveying information, sharing insights, and fostering understanding.

Descriptive Text

Descriptive writing, according to Anderson and Anderson (2003:26), describes a specific person, place, or thing. It implies a person, a place, or a thing is the focus of a descriptive text. Additionally, they use descriptive text to explain a topic by outlining its features without expressing personal viewpoints.

Collaborative Writing

Collaborative writing is any writing performed collectively by more than one person that is used to produce a single text. Rice and Huguley (1994) stated that collaborative writing is done collectively by more than one person to write is any activity that leads to the completion of a document, including generating ideas, researching, planning and organizing, drafting, revising, and editing.

This chapter has discussed the background, research question, objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

II. LITERATURE REVIEW

Some theories that are considered in a framework are presented in this chapter. Those are the concept of writing, aspects of writing, the process of writing, teaching writing, concept of collaborative learning, advantages, and disadvantages of using collaborative strategy, previous study, theoretical assumption, and hypothesis.

2.1 Writing

Based on the definition of writing, writing is a process of delivering ideas into a good organization of writing work. The writing process is important to know to get an understanding of what should writers do to make good writing. According to Klimova (2013), writing skills allow learners to manipulate the language in a demanding way, as they try to express ideas in the written form. In another word, students are required to expand their ideas into paragraphs by giving their concern to the organization to make their ideas to be well structured.

Furthermore, according to Brown (2001;336), writing is a cognitive process. It is called a thinking process because when the students write, they are developing concepts in addition to considering interesting ideas. In addition, he also said that writing can be scheduled and given an unlimited number of edits before being published.

2.2 Aspects of Writing

When it comes to writing, there are several key aspects to consider. Some aspects should be considered by learners in producing writing work well.

According to Jacobs et al (1981), there are five aspects of writing. They are:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.
2. 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.
3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the word choice or diction to convey ideas to the reader.
4. Language Uses/Grammar refers to the use of the correct grammatical form of a syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanics refers to the use of graphic conventions of the language, i.e., the steps or arranging letters, words, sentences, and paragraphs by using knowledge of structure and some others related to one another.

Based on the statements above, it can be concluded that there are five components or aspects used in assessing writing skills, namely content, organization, vocabulary, language use, and mechanics.

2.3 Process of Writing

The process of writing involves a series of interconnected and often overlapping stages that writers go through to produce written work. Mappe (2000) states that there are four stages in producing a piece of writing, such as: pre-writing, drafting, revising, and editing. The description of each stage is shown as follows:

1. Pre-writing

In this stage, students are involved the activities, such as brainstorming, discussing, fast writing, questioning, interviewing, and encouraging them before they write their first sentence in the first draft. A typical pre-writing in the process approach would be for learners to brainstorm on the topic being provided. In this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

The second step is drafting, students selected among ideas during pre-writing and structure. The result of the brainstorming session provides a plan for the description of the topic. The content considered the writing aspect first.

3. Revising

The third step of the writing process is revising. In this stage, the students review a draft to check content and organization based on the feedback from the students themselves and the teacher or peers. Revision is a process in which writers not only polish their style but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into a final form.

4. Editing

The last step is the final step in the writing process is editing. The students will check their final text for some mistakes they have made based on the feedback given such as grammar, punctuation, vocabulary, and all presentation.

From the explanations above, it can be concluded that four steps can be applied in the writing process, they are: pre-writing, drafting, revising, and editing the draft. In collaborative writing, the students asked to work in group for each step in writing, especially in drafting. The students have to make their list of idea first then elaborate their idea in group in drafting process. Each step has an important role in making good writing as long as the students can understand and follow the instructions of each step. Besides that, the teacher also has an important role in the process of students' writing since language learning cannot be separated from language teaching.

It's important to note that the writing process is not always strictly linear, and students may revisit earlier stages as they work on later stages. Additionally, different students may have their unique approaches and variations in the writing process. The key is to find a process that works best for the students and allows for effective planning, development, and refinement of their written work.

2.4 Teaching Writing

According to Brown (1980:7), teaching is the act of displaying or assisting a person in learning how to do something, allowing them to know or comprehend. For the lesson to be applied to daily activities, the teacher has to help the students fully comprehend the subject matter.

In addition, according to Raimes (1983: 27), teaching writing is a special approach to reinforce learning. It follows that writing instruction is crucial for developing pupils' language proficiency, particularly their writing abilities. To know how to solve issues in the writing class, it is also crucial to understand the types of challenges that students face during the learning process.

2.5 Concept of Collaborative Learning

The concept of collaborative learning is an educational approach that emphasizes learning through group interaction, cooperation, and shared knowledge construction. It involves students actively engaging with their peers to achieve learning goals, solve problems, and deepen their understanding of a subject.

The establishment of collaborative learning as a pedagogical approach to higher education coincided with cooperative learning. While collaborative learning is a group work pedagogy as well, its foundations lie in different epistemological concepts. Social constructivism, which holds that knowledge is socially created through peer consensus, is the basis for collaborative learning. According to social constructivists, reality is created and understood via interactions between persons, shared objects, and activities as they create and experience meaning together, rather than being wholly external and independent of individual ideas.

In other words, collaborative learning can be facilitated through various techniques, such as group discussions, cooperative projects, peer teaching, and collaborative writing. As mentioned earlier, that in this study the researcher used collaborative writing as a technique. It is often implemented in classrooms, online learning environments, and professional settings to enhance engagement, foster

communication skills, and promote deeper learning through social interaction and shared knowledge construction.

2.6 Descriptive Text

According to Pardiyo (2007:33), descriptive literature provides the reader with descriptions of living or non-living objects. In other words, the text can determine whether or not an object is still alive. Barbara (2004:142) further emphasized that the description offers an important point of view because it alters our emotions and broadens our experiences.

The generic structure of a descriptive text is divided into two components, according to Bamanti and Oktaviani (2011:50), they are:

1. Identification refers to the generic part of a paragraph that introduces or identifies the character.
2. The description refers to a part of a paragraph that describes the character.

Language features of descriptive text consist of:

1. Descriptive often use adjectives, numbering, and, classifying. For example; it's really cool, it has very thick fur, etc.
2. The tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.
3. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)
4. The descriptive text also uses adverbs to give information about a character or adjective that is explained. For example; it is extremely high, it runs past, etc.

2.7 Procedure for Teaching Writing Descriptive Text by Using Collaborative Learning Approach

The procedures for teaching writing descriptive text by using a collaborative learning approach with collaborative writing technique are as follows:

Table 2.1 Procedures for Teaching Writing Descriptive Text by Using CL

No	Steps of Writing	Activities	Principle of CL
1.	Prewriting	<p>The teacher asks the students to make their list of idea based on the topic given individually before they working in a group.</p> <p>The teacher divides the students into small groups and ensure that each group consists of a diverse mix of abilities and strengths.</p> <p>The teacher gives the same topic to the students (descriptive text)</p> <p>The groups of students asked to organize their ideas and create an outline</p> <p>The groups divide up the outline, selecting or assigning sections for each student to write initial drafts individually</p>	Collaborative Writing (Reither, J. A., & Vipond. D. 1989).
2.	Drafting	<p>The groups read their first draft, and discuss and resolve any significant disparities in voice, content, and style.</p> <p>The groups combine individual sections into a single document</p>	
3.	Revising	The groups revise their work, checking for content and clarity as well as grammar, spelling, and punctuation	
4.	Editing	The students will do the final writing to their work and make	

		sure that in the editing process, it is already done to check by the teacher.	
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By following these procedures, the teacher can effectively teach writing descriptive text using a collaborative learning strategy in collaborative writing technique.

2.8 Advantages and Disadvantages of Using Collaborative Learning Strategy

Here are several advantages and disadvantages of using the Collaborative Learning Approach:

2.8.1 Advantages

Collaborative Learning strategy offers several advantages as well as collaborative writing technique for improving students' writing skills:

1. **Peer Interaction and Feedback:** Collaborative writing environments foster peer interaction, allowing students to engage in meaningful discussions, share ideas, and provide constructive feedback to one another. This promotes a deeper understanding of the writing process and cultivates critical thinking skills.
2. **Shared Knowledge and Resources:** Collaborative learning encourages the sharing of knowledge, experiences, and resources among students. This facilitates exposure to diverse writing styles, strategies, and cultural perspectives, enriching the learning environment and expanding students' understanding of effective writing practices.
3. **Enhanced Motivation and Engagement:** The social nature of collaborative learning enhances students' motivation and engagement. Working collaboratively on writing tasks can spark creativity, promote active participation, and create a supportive and inclusive learning community.
4. **Development of Communication Skills:** Collaborative learning environments require students to effectively communicate and articulate their ideas to their peers. This develops their oral and written communication skills, which are vital for effective writing.

Collaborative Writing itself involves more than one person to contribute to making the text. Therefore, in the learning process sharing roles and responsibilities is very necessary.

2.8.2 Disadvantages

Collaborative learning in writing is effective to use in the classroom, however, there are still some issues that were discovered in previous studies. According to Deveci's (2018) research, which explores the research of collaborative learning to improve writing performances, issues were discovered, such as the existence of certain students who appeared passive in conversations and relied on their friends, which slightly hampered the success of their collaborative learning projects. The issues in this study are also the same as those in the research on collaborative learning, especially writing done by Bremner (2010) and Meyer (2014), who found that there were issues with collaborative learning and that students lacked motivation and interest in doing so. Therefore, the researcher tried to make an alternative such as in pre-writing activity, the students have to work individually to make their list of idea regarding the topic given before their work in group so that passive students also contributed to the group work. After that, they discussed their work in the group to be put together into a complete text. Hopefully, the collaborative learning can be utilized optimally.

2.9 Previous Study

There are several studies dealing with the topic of this research. In this research, the researcher will take some of them as references.

The first research that used as a reference is the research was from Daud, Hanafi and Laepe (2018) which examines the impact of collaborative learning on students' writing ability and their motivation in writing. The samples used in the study were students of Mts Negeri 1 Konawe. The researcher used a quantitative research method to conduct the study.

The previous researcher used two instruments namely achievement test and motivation questionnaire. The population of this study was all students of class VII

MTs Negeri 1 Konawe consisting of 2 classes, which consisted of 42 students who were taken as the research sample. The data were analyzed by using SPSS16 to measure the impact of collaborative learning on students' writing ability and their motivation in writing at MTs Negeri 1 Konawe.

The results of the study conducted by the researcher also showed that there was a significant correlation between students' motivation and their writing ability. By looking at these results, the researcher assumed that motivation affects students' writing ability and students who have higher motivation tend to have better writing ability.

The researcher said that students' achievement in writing depends on the difficulty level of the text. Thus, it can affect students' achievement if the assigned text is not appropriate for the level of difficulty of the writing. Teachers should be careful in choosing topics for texts and assigning tasks as they relate to students' writing ability. However, motivation itself cannot be ignored in the teaching and learning process. Motivation plays a role in the decision to write. The analysis shows that motivation is one of the factors that influence the improvement of writing ability.

The second finding is about the effectiveness of collaborative learning in improving learners' proficiency in English classrooms. The study was based on an experimental research design. For this reason, 50 students from class 12 in the 2020 academic year were chosen by the researcher, Bhandari, B. L. (2022). Of these, 25 were chosen as the study's sample population—25 for the experimental group and 25 for the control group. Data were gathered using writing ability-related pre- and post-test items. According to the study, students in the experimental group outperformed students in the control group in terms of improvement in their writing performance on the post-test, demonstrating the value of collaborative learning in teaching writing. Those who were engaged in free writing in collaboration with each other created better-written texts than those who wrote writing texts individually by themselves. Thus, collaborative learning contributes to improving students' writing as it assists them in producing the quality of their writing.

Additionally, Latifah, Maria, and, Iin (2020), researched the effectiveness of using a collaborative writing strategy for the writing ability of senior high school students. The research explored the research use quasi-experimental method. The study employed two groups namely the experimental group and the control group. The teaching of English in the schools, however, does not offer a sufficient proportion of writing skills. Writing skills are taken less into account than the other skills in the teaching process. For instance, teachers often ask students to read certain texts and answer the question, rather than ask them to create an essay.

Lastly, Haerlena, Mukhhaiyar, and Hamzah (2020), stated that in their research with the title collaborative writing strategy for teaching writing descriptive text, students had better achievement in writing descriptive text when they were taught by using collaborative writing strategy in their quasi-experimental students compared to students who did not.

On the other hand, the researcher states that collaborative learning strategy as well as collaborative writing technique has a positive effect on students' writing ability. The difference between those researches and this study is that the researcher tried to hold new research in using the collaborative learning strategy through a descriptive text that asked the students to share their ideas with others to see the improvement of students' performances after being taught by using the strategy itself. Creative writing exercises improve students' achievement in writing skills based on the results and let them write more. In terms of education, a collaborative writing strategy was widely adopted to promote collaborative learning.

2.10 Theoretical Assumption

Teaching and learning English will always be useful since English continues to be an important language worldwide, as it is widely used. When learning English, there are four essential skills that learners must master. These skills can be categorized into receptive skills, which include reading and listening, and productive skills, which encompass speaking and writing.

Writing is frequently seen by many students as being the most difficult of their English skills. The complexity of writing, which involves several factors, is the

cause of this challenge. First and foremost, the written work's material needs to be pertinent and well-organized. Second, good writing depends greatly on how the ideas are structured. Furthermore, it is crucial to employ terminology correctly, including the correct tenses, numbers, and pronouns. Finally, it's important to pay attention to and be proficient with writing mechanics like capitalization, grammar, paragraphing, and spelling.

Writing serves as a means of communication through written text or paper. In this assignment, students will express their ideas and feelings through writing, facilitating communication, and sharing information in their groups.

To effectively teach writing and guide students in their learning process, an English teacher should possess a solid understanding of employing suitable techniques and approaches. This understanding will aid in fostering students' writing skills and encouraging self-reflection during the learning journey. In this research, the researcher is going to use a collaborative learning strategy to help students improve their writing skills.

2.11 Hypothesis

Setiyadi (2013) states that a hypothesis is known as a speculation concerning either observed or expected relationships among phenomena. Furthermore, in quantitative research, it is needed to compose the hypothesis based on the problem formulated in the first chapter. According to the problem that was found out in the first chapter, the hypothesis which was proposed in this research is concerned with:

- a. H_0 : There is no significant improvement in students' writing performances after being taught through the Collaborative Learning approach.
- b. H_1 : There is a significant improvement in writing performance after students are taught through the Collaborative Learning approach.

Thus, the theories that have been discussed in this chapter are the concept of writing, aspect of writing, process of writing, teaching writing, concept of collaborative learning, procedures of teaching writing using collaborative learning strategy,

advantages and disadvantages, previous study, theoretical assumption, and hypothesis.

III. METHODS

The research design, variable of research, population and sample, data collection technique, research procedures, research instrument, reliability and validity, scoring criteria, and hypothesis testing are all covered in this chapter.

3.1 Design

The researcher carried out quantitative research using the group pretest-posttest design described by Setiyadi (2013). The purpose of this design was to respond to the study question: is there any significant improvement in students' writing performances after the students are being taught using a collaborative learning strategy. The students were given a pretest before the treatment and a post-test after the treatment in this research. The research design is as follows:

T1 X T2

T1 refers to the pretest that is given before the research teaches using a collaborative learning strategy to measure the students' achievement before they are given the treatment.

X refers to the treatments given by the researcher using collaborative learning to improve students' writing performances.

T2 refers to the post-test that is given after implementing the use of collaborative learning and to measure how far the students improve after they get the treatment.

3.2 Variable

According to Setiyadi (2013), a Variable is a noun that stands for variation within a class of objects, such as gender, achievement, motivation, behavior, or

environment. There are two kinds of variables namely independent variable (X) and dependent variable (Y). In this research, the variables are described as follows:

1. The independent variable is the use of a collaborative learning strategy.
2. The dependent variable is writing performance.

3.3 Population and Sample

Kindy (2016) defines the population of the research as the individuals who are drawn to the research's interest in generalizing the research's findings. The total number of units (individuals, organizations, events, objects, or products) from which samples are chosen for measurement can alternatively be defined as the population. In this research, the population was the students of SMA Negeri 9 Bandar Lampung in the first grade. For the sample, the researcher used cluster random sampling. So the researcher chose students from class X.10 which consists of 36 students.

3.4 Data Collecting Technique

In collecting the data, the researcher used a test as an instrument. Two tests were used:

a. Pre-test

The pretest was given before the treatment to assess students' writing ability before the intervention. The researcher administered the pretest to the class.

b. Treatment

The researcher conducted the treatment for three meetings. Each meeting took 45 minutes. The meeting was divided into three parts, as follows:

Treatment 1: Introducing the material about descriptive text and dividing the class into some groups.

Treatment 2: The students started working in their writing group task to write the text related to the topic that had been given by the teacher.

Treatment 3: The students received some feedback on what they wrote about the topic and did a finishing step (proofreading). Each treatment applied collaborative learning for every meeting.

c. Post-test

After implementing the collaborative learning strategy in the class, the researcher conducted a post-test. This test was given to evaluate the student's writing achievement following the treatment.

3.5 Research Procedures

In conducting this research, the researcher will use the following steps:

1. Determining Problems

The problem was identified by the researcher from students at SMA Negeri 9 Bandar Lampung. Since she joined the program from Kampus Merdeka, namely MBKM there, the problem found was that most of the students still had difficulty expressing their ideas, especially in developing their writing when getting writing assignments. In addition, time constraints result in a lack of feedback from teachers and their friends. As a result, students sometimes copy the text from the internet to submit to their assignments. For these reasons, the researcher tried to use collaborative learning strategies to improve students' writing performances.

2. Population and selecting the sample

The researcher determined the population by choosing one of the classes of the first grade of SMA Negeri 9 Bandar Lampung. The population was chosen randomly from first-grade classes of SMA Negeri 9 Bandar Lampung.

3. Preparing the materials

In accordance with the course objectives in the syllabus of the first-grade students at SMA Negeri 9 Bandar Lampung, the researcher created the materials for the pre-test, treatments, and post-test after determining the population and choosing the sample.

4. Giving a pre-test

The research was given the pre-test to measure students' writing performance before they were given the treatment. The pre-test was

conducted in the form of a writing test. The students in the experimental class were asked to write a narrative text about a specific topic.

5. Conducting treatments

Following the administration of the pre-test to the students in the experimental class, the researcher provided treatments by having the material for students in writing a descriptive text.

6. Giving a post-test

The researcher gave the post-test in order to see the improvement in students' performance in writing a descriptive text. The researcher expected that the students in the students have a better understanding of how to write a descriptive text correctly after they got indirect written corrective feedback. The post-test was conducted in the form of a written test.

7. Analyzing the test results (pre-test and post-test)

The researcher scored and analyzed the pre-test and post-test, by using the SPSS software program. It is to find the means of the pre-test and post-test and how significant the improvement from the data.

3.6 Instruments of the Research

The instruments for this research were writing tests. A writing test was given to the students in order to measure their writing performance by producing a descriptive text about a specific topic.

3.7 The Report of Implementation

The researcher conducted the research in class X.1 of the first grade of SMA Negeri 9 Bandar Lampung from October 30 to November 26, 2023. This research was conducted every Thursday of the week. The class consisted of 35 students. In this research, the class was scheduled for 2.15–3.45 p.m.

1. The First Meeting (Pre-Test)

On Thursday, November 2, 2023, at 14.15–15.45 a.m., the researcher conducted a pre-test as the first step in this research. Before the researcher gave the pre-test to

the students, the researcher was introduced by the English teacher to the students of class X.1. The teacher explained that the researcher was going to do the research. The teacher said that the researcher will help the teacher teach English in several meetings during the research. Then, the teacher left the class and let the researcher handle the class.

The researcher interacted with the students in the classroom. The researcher asked the students what they had learned so far and the problems they faced when learning English, especially in the writing section. In this case, the students gave many opinions about it. After interacting with the students, the researcher gave a pre-test to them. The researcher gave a piece of paper to the students and then the researcher asked them to pay attention to the instructions on the paper one by one. The students could ask the researcher if any instructions were not clear. After the students had understood the instructions, they started to do the pre-test.

2. The Second Meeting (Treatment 1)

The second meeting was on November 9, 2023, at 2.15-1.45 p.m. There were three steps of activities which were pre-activity, whilst-activity, and post-activity.

In pre-activity, the researcher (as a teacher) greeted students in English and checked the students' attendance list. The researcher showed the slide of the presentation about descriptive text (cover) to recall their memory about the material and asked the students to give their opinions related to the topic. The researcher guided them on the way to answer the question in English in order to create an English atmosphere, for example, the researcher asked them "What do you know about descriptive text?". Students answered the questions and the teacher told the students that they would learn about descriptive text. The teacher also asked some questions such as "Have you ever described your idol?". There were many kinds of answers that students delivered. With some of the questions that have been asked, the teacher can draw lines and connect them to start the material.

In whilst-activity, the teacher explained the descriptive text and divided the students into several groups, each group consisting of 6-7 members. Then, the teacher gave the students an explanation of a descriptive text in detail. In this section, the teacher

explained about generic structure of descriptive text and aspects of writing. Then, the teacher explained the aspects of writing (including language features used in descriptive text, content, vocabulary, organization, language use, and mechanics). The topic that was given to the students was "Great Athletes That They Like The Most". First, the teacher showed a picture of "Kevin Sanjaya" as the example of the athlete on the center of the whiteboard and then asked the students to describe "Kevin Sanjaya" that came to their mind when they saw the picture. They also can discuss this with their group. Each student has their own response. Some say "he's handsome", others say "he has many achievements". After seeing their random answer, then the teacher showed them the example of descriptive text about "Kevin Sanjaya" in the right structure.

Finishing that, the teacher can see that the students already got the material well, and are ready to work together in groups and make their own descriptive text in the next meeting.

3. The Third Meeting (Treatment 2)

The third meeting was conducted on November 16 2023 from 2.15-3.45 p.m. In this meeting, there were also three activities. In pre-activities, the teacher checked the attendance list of the students and asked the students about the previous lesson. After that, the teacher asked the students to sit with their group to work together.

In whilst-activity, the students were asked to discuss and choose their favorite athlete to be the topic of the descriptive text of their group. A list of each group's favorite athlete is below:

- a. Group 1: Cristiano Ronaldo – Athlete Football
- b. Group 2: Jonatan Christie – Athlete Badminton
- c. Group 3: Anthony Sinisuka Ginting – Athlete Badminton
- d. Group 4: Leonel Messi – Athlete Football
- e. Group 5: Jordan Poole – Athlete Basketball

After that, the teacher asked the students to find a photo of their chosen athlete and asked the students to print it out, to make it easier for them to describe the athlete. Then, the students started to list ideas from the photo of the athlete they had chosen. Each student has to make their own listing idea. After that, they develop the listing of their ideas into a description sentence about their group's favorite athlete. Each student must have their own writing. Then the teacher asked the students to discuss in their group before they combined their work into a complete description text. While the students were doing their work, the teacher monitored the students and guided the students; since, many students asked about how to put their ideas appropriately, such as the right vocabulary to describe.

After the students finished their group work, the teacher asked the volunteers from each group to present their work in front of the class one by one. In post-activity, the teacher evaluated the students' work orally by correcting the volunteer presentation directly and giving appreciation for their work.

4. The Fourth Meeting (Treatment 3)

The fourth meeting was on November, 2023 at 2.45-3.45 p.m. As usual, in this meeting, there were three activities. In pre-activities, the teacher checked the attendance list of the students and asked the students about the previous lesson. After that, the teacher asked the students to sit with their group to work together. When the students already sat with their group, the teacher asked the students about the difficulties that they found when they worked together in a group. Then, the teacher gave them a score based on their group work last meeting.

In whilst-activities, the teacher explained the mistakes in their work and gave feedback to each group. In writing they usually did not pay attention to the mechanics, such as capitalization, spelling, and punctuation. As a result, the teacher told the students to be more detailed in those aspects. For example: the name of a person should be started by capital. After "." They also have to start the sentence using capital. The students checked their work and gave notes. Besides mechanics,

the students have to check the language use, vocabulary, and generic structure of the descriptive text itself. After the teacher gave the feedback and score, then the students started to revise their work in groups. After they finished their work, the students gave back the paper and collected it as the final result of their writing. In post-activities, the teacher gave the students appreciation for their hard work.

Based on observation since the first treatment, all of the students followed the class actively and were given the responsibility to do their part in their group.

5. The Fourth Meeting (Post-Test)

Same as the last treatment, that handled on November 23 2023 at 14.15-15.45, the post-test was also held on the same day due to the school exam schedule which will be held next week. The researcher gave the post-test to the students after the implementation of the collaborative learning strategy, especially in collaborative writing technique in an attempt to find out the students' progress in writing descriptive text.

In conclusion, the research was conducted in five sessions: pre-test, treatment 1, treatment 2, treatment 3, and post-test.

3.8 Scoring Criteria

There are many scoring criteria from the expert. As stated by Ghanbari, Barati, and Moinzadeh (2012), Jacobs's ESL Composition profile has gained popularity among second language teachers and researchers since its introduction in 1981. For that reason, the researcher used Jacobs ESL as the criteria of the scoring system because it provides a well-defined standard. The scoring rubric has five rating categories with a 100-point scale.

The scoring rubric has five rating categories with a 100-point scale. The score of the test was derived as follows:

- a. Content: 30%

- b. Language use: 25%
- c. Organization: 20%
- d. Vocabulary: 20%
- e. Mechanic: 5%

Table 3.1 Scoring Criteria

Aspect of Scoring Writing Skills	Score	Level	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, through the development of thesis, relevant to an assigned topic.
	26-22	Good to Average	Some knowledge of the subject, adequate range. Limited development of thesis lack of detail, mostly relevant to the topic
	21-17	Fair to Poor	Limited knowledge, few substances, inadequate development of thesis

	16-13	Very Poor	Does not show knowledge of the subject, is non-substance, is not pertinent
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive
	17-14	Good to Average	Somewhat choppy, and loosely organized but the main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to Poor	Not fluent, ideas confused, lack of developmental
	9-7	Very Poor	Does not communicate and is not organized well

Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word choice, appropriate register
	17-14	Good to Average	Adequate range, occasional error of word or idiom form but meaning not obscured
	13-10	Fair to Poor	Limited range. Frequent errors, meaning confused
	9-7	Very Poor	Essentially translation, little knowledge of vocabulary, idiom, and word form
Language use	25-22	Excellent to Very Good	Effective construction, few errors in agreement, tenses, numbers, word order, articles, pronouns, and prepositions
	21-18	Good to Average	Simple construction,

			several errors of agreement, tenses, number, word order, articles, pronouns, prepositions but still in line
	17-11	Fair to Poor	Major problems in simple construction, frequent errors of sentence agreement, tenses, numbers, word order, articles, pronouns, prepositions, deletions, and meaning confused
	10-5	Very Poor	No mastery of sentence construction rules, dominated by errors, not enough to evaluate
Mechanics	5	Excellent to Very Good	Few errors in spelling, punctuation,

			capitalization, and paragraphing
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to Poor	Frequent errors in spelling, punctuation, capitalization, paragraphing, and meaning confused
	2	Very Poor	Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

It can be concluded that the scoring criteria of the test cover the five aspects of writing including content 30%, language use 25%, organization 20%, vocabulary 20%, and mechanics 5% of 100 points.

3.9 Validity and Reliability

3.9.1 Validity

Setiyadi (2013) defined validity as an instrument that has to show well that instrument measures are supposed to be measured. Setiyadi (2013) also stated that there are five types of a valid instrument namely: face validity, content validity, predictive validity, construct validity, and concurrent validity. In this research, the researcher used two types of validity that will provide evidence to achieve the validity of the test. The types of validity are as below:

a. Content Validity

Content validity refers to indicators of the assessment instrument and whether it is fully representative of the material that will be measured. A test has content validity if it covers an appropriate sample of the content structure relevant to the test objectives. That is, the material used must be by the basic competencies in the syllabus of grade ten high schools. This material was appropriated because compiled the material based on the learning objectives in the tenth-grade high school syllabus. In this study, the researcher used a descriptive text that was designed for senior high school students in the first grade. The test was considered valid in terms of content validity based on the module of the *Kurikulum Merdeka* and the objectives in the curriculum of the first-grade students at SMA Negeri 9 Bandar Lampung.

b. Construct Validity

Construct validity refers to the accuracy of an assessment instrument to existing theory and knowledge of the concept being measured. In this study, the researcher measured the result of students' writing with the scoring criteria proposed by Jacobs, et al (1981), that consists of five aspects of writing, namely: content, organization, language use, vocabulary, and mechanic. Those aspects are things that the test had been covered with construct validity.

3.9.2 Reliability

According to Setiyadi (2013), reliability is the consistency of a measuring instrument. Relating to the research instrument, the writing test, the researcher used inter-rater reliability to see the consistency of the test. Additionally, to avoid the subjectivity of the test, the researcher collaborated with the English teacher in SMA Negeri 9 Bandar Lampung. Then, the result of the test from the two raters were compared to determine the reliability. Furthermore, the researcher used *Rank-order Correlation*, a statistical formulation by Hatch and Farhady, 1982:206. In addition, the formula used is as follows:

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

Note:

p : Coefficient of rank order

d : Differences of rank correlation

N : Number of students

1-6: Constant number

The coefficient of reliability can be analyzed using the standard of reliability from Setiyadi (2013) as follows:

- a. 0.000-0.200 refers to very low reliability
- b. 0.200-0.400 refers to low reliability
- c. 0.400-0.600 refers to medium reliability
- d. 0.600-0.800 refers to high reliability
- e. 0.800-1.00 refers to very high reliability

Based on the standard of reliability above, it can be concluded that the writing tests are considered reliable if the tests reach the range of (0.60-1.00).

3.9.2.1 Result of The Pre-Test Score

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

$$P = 1 - \frac{4962}{25(625-1)}$$

$$P = 1 - \frac{4962}{15600}$$

$$P = 1 - 0.318076$$

$$P = 0.681923 \text{ (high reliability)}$$

3.9.2.2 Result of The Post-Test Score

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

$$P = 1 - \frac{4812}{25(625-1)}$$

$$P = 1 - \frac{4812}{15600}$$

$$P = 1 - 0.308461$$

$$P = 0.691538 \text{ (high reliability)}$$

3.10 Data Analysis

This research analyzed the student's writing performance in writing skill in using a collaborative learning strategy.

The researcher has computed the students' scores based on their test results in order to find out the students' increasing writing ability in descriptive text by using collaborative learning using the following steps:

- a. Scoring the pre-test and post-test.
- b. Calculating the mean of the score of the pre-test and post-test.
- c. Concluding to answer the research question. It was developed from the result of statistical computerization which was paired sample T-test in SPSS 27 version.

3.11 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The hypothesis used the Repeated Measures T-Test of the statistical package for Social Science (SPSS) 27.0 version. The formula of the hypothesis is as follows:

$$H_0 = \text{Sig.} < 0.05$$

Notes:

H_0 : There is no significant improvement in students' writing descriptive text after using the collaborative learning approach.

H_1 : There is a significant improvement in students' writing descriptive text after using the collaborative learning approach.

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).

In short, this chapter covers the methods of the research that consist of research design, the variable of the research, population, sample, data collecting technique, research procedures, research instrument, reliability and validity, rubric scoring system, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

After we discussed the introduction, literature review, methods, results, and discussion in the previous chapter, we now come to the last chapter of this study, namely the conclusion and suggestions.

5.1 Conclusion

In the initial chapter, it has been explained that the purpose of this study is to find out whether there is any improvement in students' writing skills after being taught by using the Collaborative Learning (CL) strategy, especially in using the Collaborative Writing Technique. This is also in line with the Research question that is the reference in this study. The results of the findings show that there is a significant improvement after the students' being taught by using the Collaborative Learning (CL) strategy, especially by using the Collaborative Writing technique. It can be seen from the result of the pre-test was 67.68 and the post-test was 82.47 with a gain of 14.79. For this reason, the researcher can assume that the Collaborative Writing technique is effective to be used as an alternative strategy in teaching descriptive text writing to improving students' performance in senior high school.

5.2 Suggestion

Referring to the above conclusions, the researcher provides the following suggestions:

1. Suggestions for English Teachers
 - a. Seeing the significant improvement, the researcher recommends English teachers to implement collaborative learning in the learning process. There are many techniques that can be adjusted to the goals to be achieved. In addition, students also become more active in the teaching and learning process. Because

collaborative learning applies to student centers, which is quite influential on language skills.

- b. Since there are four skills in English, English teachers can try to apply Collaborative Learning to improve other skills besides writing, such as speaking, reading, or listening. However, the researcher suggests using this strategy to improve speaking skills. That way students will be asked to discuss using English during the learning process.
- c. Since Collaborative Learning requires students to work in groups, creates a fun atmosphere in the classroom. Such as interesting topics and also students' freedom to be creative according to the desired goals.

2. Suggestions for future researchers

- a. This study aims to determine the improvement of students' writing ability by using the Collaborative Learning Strategy in writing skills. Therefore, future researchers can try to find out the perception of students in using this technique in the classroom.
- b. The first grade of senior high school students was the subject for this research. Therefore, further researcher may carry out to find out how Collaborative Learning (CL) strategy is used at various levels such as second grade or in the others school's level.
- c. In this study, descriptive text was used as a measurement, future researcher may use other text types, such as narrative text or recount text.

This final chapter has provided the conclusion of the research findings and suggestions for English teachers as well as the next researcher who wants to use the Collaborative Learning strategy especially in Collaborative Writing to teach students in writing skill.

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