

**THE EFFECT OF USING COLLABORATIVE METHOD ON STUDENTS'
WRITING DESCRIPTIVE TEXT AT SMAN 3 KEDIRI**

(A quasy experimental study)

A THESIS

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MOTTO AND DEDICATION

MOTTO:

“Never give up on your dreams. Dreams can come true if you believe in them with all your heart.”

DEDICATION:

I dedication this thesis to:

1. **Allah SWT**, who always provides guidance and convenience in writing this thesis.
2. My parents, **Mrs. Sudarti** and **Mr. Wandoko**, who always give me extra support and love.
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4. The whole extended family that I love.
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ABSTRACT

Key terms: *Writing Skills, Collaborative Method, Descriptive Text*

Managing learning in education by using the right model or method will provide good social skills and high motivation for students. We know that there are many types of strategies in teaching English. However, on this occasion, the researcher wants to examine the effect of collaborative writing in improving students' abilities which can be one of the alternative ways. Some studies show that collaborative writing can increase students' motivation in improving writing skills. whether collaborative method has a significant effect for writing descriptive text in learning. In addition, the purpose of this study in general is to obtain information or an overview of the effects of collaborative writing method in descriptive text in English language learning.

This research uses quantitative methods with a quasi-experimental approach. This research was divided into control class groups and experimental class groups and used data analysis techniques in the form of pretests and posttests. The experimental samples were taken from class XI-B and class XI-C which each class used different treatments. The calculation results showed a significant effect of collaborative writing method on students' writing ability. Evident from the calculation of the control class before treatment, the average score of the control group was 38.00. After the treatment, the average score increased by 17.8 points to 55.80. This means that there is not much significant difference between the control group taught with conventional methods. The experimental group before treatment was 40.85. While after treatment using the collaborative writing method, the average score increased by 38.4 points to 79.25. From the data above, the researcher concluded that the use of conventional methods can develop students' writing skills. Although the value of this conventional method is worse than the collaborative writing method and the average value of this method shows only 38.00 and 40.80 so that the average value of the control group is lower than the experimental group.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is an important skill that every student should master, especially in this digital era. However, unfortunately, few students are interested in writing. In fact, writing has many benefits for students that can help them in developing language skills, critical thinking, and organizing ideas. Alwasilah (2008) says that writing is considered by students and teachers as the most difficult language skill to teach. Furthermore, Dalman (2014) also argues that writing is a creative process of expressing ideas in the form of written language to inform, convince, or entertain.

The lack of ability in writing skills is caused by the neglect of writing exercises and the lack of interest in learning students at school. This condition is related to whether a teacher can develop writing skills. What happens to someone who must teach writing but has never had writing experience? According to Mulyati (in Kusumah, et al., 2008), students should have the ability to write which is reflected in the papers or assignments given by the teacher. Thus, the demand for writing skills for teachers is doubled. In addition to completing their teaching duties, teachers are also required to guide their students in writing skills.

Writing in essence is not just pouring speech into written language. According to Alwasilah (2008), writing is a mechanism of pouring ideas, notions, or knowledge written with the correct structure, coherent between paragraphs, and free from mechanical errors, such as spelling and punctuation. Writing is a person's ability, proficiency, and expertise in conveying their ideas into a discourse so that it can be accepted by heterogeneous readers, both intellectually and socially.

As a language activity, writing has several functions and purposes, including: (1) personal function, which expresses the writer's thoughts, attitudes, or feelings expressed through, for example, diaries or newspapers; (2) instrumental function, which influences the attitudes and opinions of others; (3) interactional function, which establishes social relationships; (4) informational function, which conveys information, including science; and (5) aesthetic function, which expresses or fulfills a sense of beauty.

Based on this function or purpose, it can be said that writing is very useful. Graves (in Yunus, et al., 2009) suggests several benefits of writing, including (1) increasing intelligence; (2) increasing imagination and creativity; (3) fostering courage and self-confidence; and (4) encouraging the willingness and ability to find, collect, and organize information.

The ability to use Indonesian among students and teachers is still far from expectations. Badudu (in Arifin & Hadi, 2001) considers that managing learning in education by using the right model or method will provide good social skills and high motivation for students. Gunarwan (2007) said that students' English language skills are still "far from the fire". In addition, Gereda's (2010) research concluded that students' writing ability in Merauke high school was at a moderate level. The reality shows that students have been given a lot of theory about writing and Indonesian grammar in general, but what they have not gotten is the practice of writing.

In improving the quality of the teaching and learning process, in addition to educators having to be creative, active participation from students is also needed in participating in the teaching and learning process. The classroom atmosphere needs to be planned and built in such a way that students get the opportunity to interact with each other. In this interaction, students will form a community that allows them to love

the learning process and love each other. In a learning atmosphere that is full of competition and isolation of students, the negative impacts include negative attitudes and relationships that will form and kill the spirit of students. This kind of atmosphere will inhibit active knowledge formation. Therefore, teachers need to create a learning atmosphere where students work together in a positive collaboration.

Understanding English as a foreign language starts with learning English through the right skills. It is essential for students to master English in all skills such as listening, reading, speaking, and writing. Writing is a complex process that allows students to explore thoughts and ideas to be more concrete. According to Rass (2005), writing skill is a difficult skill for students to master, as they must balance various things such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. In this case, the researcher will focus on writing skills. Writing is one of the English language skills that must be mastered by English language learners. Through writing, everyone can not only express feelings and ideas, but also can communicate with others and remember facts and ideas. Akhadiah, et al (2001) suggest that writing is an activity of conveying messages using writing as a medium. Writing is also a process of expressing feelings, ideas, thoughts, ideas, and desires in the form of written language. Written language can be used to inform, tell, convince, describe, or illustrate, and entertain, for example, it can be poured in narrative text, argumentation text, persuasion text, exposition text, and description text.

Descriptive text according to Kosasih (2006: 26) is an essay that describes an object with the aim that the reader feels as if he sees the object described himself, while according to Mahsun (2014: 28), descriptive text is a text that has a social purpose to describe an object or object individually based on its physical characteristics. Descriptive text is one type of text that is studied by students in grade XI of Senior High

School. The author conducted experimental research on grade XI high school students about students' ability to write descriptive texts. According to the author, descriptive text is difficult for students to master which may be due to the construction of the text that requires students to be able to describe an object, person, or place. Although it looks easy, students still need guidance to write this kind of text. In short, they know the topic but cannot put it into writing.

Descriptive text is one of the texts that must be mastered by students. This description text has been introduced since grade IV elementary school, because in grade IV students begin to be able to describe something in detail, but in fact there are still many students who still need to be improved in writing description texts, even though they are already at the junior high school level. This is due to the lack of students practicing in writing, for example in the use of spelling, in choosing vocabulary, in the suitability of the title with the content of the essay, and other factors can be caused by the lack of students in paying attention to the teacher when explaining subjects about descriptive text so that in writing descriptive text still needs to be improved.

Writing descriptive text in high school students still needs to be improved, because when encountered in PLP II, especially at SMAN 3 Kediri there are still many students who need to be improved in writing descriptive text. This can be seen from the value of the task of writing descriptive text in class XI students of SMAN 3 Kediri. Based on the observation, in writing description text, it shows that there are still many students who need to improve their understanding in understanding description text. It is also known from the English subject teacher when assessing the descriptive text assignment that those who got high achievement were 10 students, students who got medium achievement were 10 students, and those who got low scores were 15 students.

According to the observations found in the field, it was found that the application of collaborative learning models among students is needed in learning, so collaborative learning needs to continue to be used, especially to motivate and improve learning outcomes. According to Riyadi & Mailinawati (2019), indicators to assess collaboration skills consist of: positive interdependence, face-to-face interaction, individual responsibility, communication skills, skills to work in groups. With these conditions, it can be analyzed for deficiencies in collaborative learning to improve learning deficiencies in the classroom. In accordance with the research findings of Hayatin Nisa (2018) that collaborative learning in the context of education is widely praised as a practice that can develop and improve the quality of the learning process.

Based on some of the explanations above, researchers are interested in using the collaborative writing method and researchers believe that this method can improve students' writing skills. This assumes that the method used makes students feel happy in doing the task. In addition, this method also has unique characteristics in the process, stimulates students' grammatical development, and there is immediate feedback that can make a positive contribution to the development of students' writing skills, especially in writing descriptive texts.

B. Identification of Research Problem

Based on the researcher's experience during the Introduction to School Field (PLP) at SMAN 3 Kediri, it was found that there are still many students who are not able to write English well, understand the linguistic features and determine the general structure of the description text. First, they do not use simple present tense. Second, they do not use conjunctions. Third, they lack vocabulary, so they are confused to pour their ideas into the description text.

C. The Scope of the Study

This study focuses on the effects of using the collaboration method on students writing text descriptions. Students are given material to write text descriptions with a predetermined theme so that researchers can know that the collaboration method has a significant effect on students.

D. The Research Question

Based on the background of the study and scope of the study mentioned above, the problems in this study are formulated as follows:

1. Is the collaborative method effective for SMA N 3 students in writing descriptive text?
2. What is the effect of collaborative method on students writing descriptive text?

E. The Objective of the Study

The objective of the study is formulated as follows:

1. To determine whether the learning of descriptive text writing ability has a significant effect when using the collaborative method.
2. To determine the effect of students' writing ability when using two different treatments.

F. The Significance of the Study

The results of this study are expected to provide the following contributions:

1. From a theoretical point of view

The results of this study are expected to be useful for the world of education, especially in English language learning. The uses are:

- a. Provide input to teachers in schools that can be used to improve the learning process

- b. Providing research contributions in the field of education that have to do with problems in improving the learning process.

2. From a practical point of view

The results of this study are also useful in practical terms:

- a. Provide information or an overview for prospective teachers and English teachers through the effects of using collaborative methods.
- b. Provide input to English teachers about the advantages and disadvantages of using collaborative methods in learning.

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