

**IMPROVING STUDENTS' WRITING SKILL AND ACTIVENESS
USING COLLABORATIVE WRITING TECHNIQUE
AT SMPNEGERI 05 BONDOWOSO
IN THE 2015/2016 ACADEMIC YEAR.**

Ilmiasih, Holifah

University of Muhammadiyah Jember
Faculty of Teacher Training and Education
English Department
Jember, East Java Indonesia

ABSTRACT

Keyword: Writing Ability, Collaborative Writing

Writing is one of the important skills of English language that must be mastered by students. However, many students found it is one of the most difficult skill in English. Collaborative writing is a method can be used in teaching writing skill. This method was applied to improve the students' writing ability.

The problem that should be answered in this research is formulated as follows "How can collaborative writing strategy improve student's ability and active participation in writing recount text?".

Based on the problem above, this research is to know whether this collaborative writing technique can improve the ability and active participation in writing of the grade VIIIB of SMPN 5 Bondowoso. Based on the research problem and the related literature, the hypothesis of this research is described as follows: "collaborative writing technique can improve students' skill and students' activeness in writing recount text of the eight grade students of SMPN 5 Bondowoso in the academic year of 2015/2016.

Kind of this research is classroom action research. The research subject is the eight grade students at SMPN 05 Bondowoso that consist of 23 students. Test is used to obtain the data in order to calculate the students writing score, alpha formula is used. $E = A/N \times 100\%$.

Collaborative writing technique improve students' writing ability and active participation in two cycles from $M=70$ in cycle 1 to $M=75$ in cycle 2 and the percentage of students scored 75 was 60,86% in cycle 1 to 74% in cycle 2. The observation result from 80% teacher organize lesson and class in cycle 1 to 92%, and 45,5 % students activeness in cycle 1 to 76 % students activeness in cycle 2. The difference between cycle 1 and cycle two is the process of collaboration of the students. In Cycle 1, the students are collaborated but they still confused how to write the recount paragraph separately because they never write something collaboratively. Besides, the students were not focus on the aspects of writing, so they make some mistakes on the aspects of writing. In Cycle 2, the students are collaborated by focusing on writing aspects first and introducing material well before. Handout and dictionary are provided to help in enrich vocabulary. The students understand the material and writing aspects in cycle 2 such as grammar, vocabulary, mechanics and organization that should be mastered by the students are better than Cycle 1. It can be concluded that collaborative writing technique is able to improve the students' writing ability and students' active participation.

INTRODUCTION

It is stated in the 2006 School Based Curriculum (KTSP) that writing is one of the language skills that must be taught at Junior High Schools. The teaching of writing is aimed at enabling students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure, and report. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. For especially the eighth grade, it is limited on descriptive, recount, and narrative. In writing recount text, the eighth grade students are expected to be able to write a simple recount text correctly. They should be able to make sentences in the form of past tense and develop main idea into short recount text.

Ideally in writing class, the students should be taught how to write, how to encourage their ideas clearly and correctly, and how to make students are success in processing of construction meaning, receiving, and processing information. The components of English writing skill that should be given and studied in English writing class are vocabulary and grammar.

Unfortunately, the fact has shown that the students are hard to improve their writing ability. They are accustomed to use Indonesian grammar. In the class, we often find the students hardly use English for writing even in the simple sentence. They can write in simple sentence but they do not know the meaning or form of the sentence. It is also evidence that in class, the students have limited time to practice their writing ability.

The minimum score of grade VIIIA at SMPN 5 Bondowoso is 75. Based on the writing test that had given in grade VIIIA of SMPN 5 Bondowoso on April 6th 2016, the mean score in that class is 65. It means that they still have some difficulties in writing recount text. Most of the students' still feel strange and face some difficulties with English lesson especially in developing paragraph for example, how to structure a group of words into a phrase, or make a phrase into clause, a clause into a sentence, and a sentence developed into a paragraph even there are 3 of them cannot start what they want to write. Beside that students commonly are: lack of ideas, less of vocabulary, confusion the grammar and less of self confidence.

Cohen in Hellen (1997:19) said that collaborative writing is strongly supported by a substantial research base in cooperative learning, which can be defined as "students working together in a group small enough that everyone can participate on a collective task . . . without the direct and immediate supervision of the teacher. In these groups, students work together to maximize their own and each other's learning. Smith in Barkley et al (2005:7) added that cooperative learning can be defined as the "formation of small groups that students can work together to maximize their learning process and learning from each other.

Barkley, Cross and Major (2005:380) assert that in Collaborative Writing, student pairs or triads write a formal paper together. Each student contributes at

each stage of the writing process: brainstorming ideas, gathering and organizing information, and drafting, revising, and editing the writing. Working together can help students to learn and perform the stage of writing more effectively.

Therefore, it can be concluded that collaborative writing activity is writing practices of students which teachers may find helpful in their teaching. In collaborative writing process, the students are able to spent short time on writing and revising because they can discuss and negotiate with their peer to solve their problem in collaborative writing process. They also successfully collaborated in groups and developed their own process toward writing.

Collaborative writing is chosen because it has the potential to help both students and their teachers toward the goal of improved student writing. Students are required to joint discuss the topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, and words) in a collaborative writing. By working in groups, students enjoy more opportunity to see how their peers think and create new ideas and they may more appreciate if their tasks are corrected by their friend than their teacher. Moreover, discussion in group can make the learners feel free to try out new ideas. Harmer (2002:261) adds that generation of ideas is lively with two or more students involved than it is when the writers work on their own.

RESEARCH METHOD

The researcher uses a Classroom Action Research. Design of the research is Kemmis and Mc Taggart in Arikunto, 2006 say that there are four stages of each cycle, they are: (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and (4) reflecting of the action. The participants of this research are the students of class eighth SMPN 5 Bondowoso in the 2015/2015 academic year. In this research, the research area is SMPN 5 Bondowoso. The research instruments are writing test and observation checklist.

RESULT

The writing test was administered to measure the students ability in writing a recount text after the first cycle was conducted. In this test, the researcher provided a topic about personal experiences. Then, the students were asked to write a recount text consisting of 8 to 10 sentences (four paragraphs) based on the topic that had been chosen with the time allocation 2 x 40 minutes.

The result of the writing test in the Cycle 1 showed that the mean score of the students' writing ability was 70 and the percentage of students who got score was 60,86%. It means that the standard mean score ($M = 75$), the requirement of students scoring ($E = 70\%$) in Cycle 1 of this research had not been achieved. From the data above, it can be known that Cycle 1 was still not successful. Then, it was continued in the cycle 2, the students writing percentage had reached the criteria of success determined in this research. It means that the researcher was success because the students could achieved the minimum standard score requirement.

After conducting two meetings, the researcher gave a test to find out the significant impact of collaborative writing on the students' writing ability. The test was held on 4th June 2016 from 07:00 – 08:20. The researcher asked the students to write recount paragraph that fulfill the requirement of grammar, vocabulary, mechanics, and organization in writing. The topic was about holiday experience. Based on the test result, 17 students got 75 and 6 students got 75 in writing ability. The calculation of cycle 2 test result is presented in Appendix.

Table 6 : The result of writing test in cycle 2

The mean score of writing test	75,21
The percentage of the students who scored 75	74%

The mean score was 75,21 and the percentage of the students who scored 75 was 74%. It means that teaching writing through collaborative writing technique in cycle 2 could reach the target score (75) and the requirement of students scoring (70%). From the data above it can be concluded that the requirement in this research had already been achieved.

DISCUSSION

Based on the result of the research, it could be said that the use of collaborative writing technique could improve the students' ability in writing a recount paragraph. The statement was supported by Barkley, Cross and Major (2005:380) assert that in Collaborative Writing, student pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, and drafting, revising, and editing the writing. Helen (1997:12) states that when students write alone, they often have a difficult time generating ideas and sustaining a topic; this may be because writing does not provide them with a turn-taking partner, as doing conversation. So that working together can help students to learn and perform the stage of writing more effectively. Therefore, in the implementation of the technique in cycle 2 the students learned from their mistakes in the cycle 1. In the revising, they corrected the aspects of writing together with the group and the researcher as the guidance besides the researcher explained the material more detail. So the students knew what the mistakes of their written text so that they can improve their writing ability in the second test. Harmer (2002:261) adds that generation of ideas is lively with two or more students involved than it is when the writers work on their own. Therefore, we need a technique that is appropriate with the students and also encourage the students' motivation in learning English. The one of technique that appropriates with the students is collaborative writing. This technique also can maximize their own and each other's learning in the teaching learning process.

In the background of the research found that many students still have some difficulties in learning writing. They had problems not only in writing a text or paragraph but also in writing a word correctly. They lacked of vocabulary, lacked of motivation and also lacked of interest in writing English so they found difficulties in learning writing. Teaching paragraph writing using collaborative

writing overcome some problems face by students in teaching learning process of recount writing. This technique can help the students increase their understanding about the materials. Besides, it can increase willingness and new interest, and increase students' motivation in teaching and learning process because they thought that writing recount text is the personal experience and they can only write by their own. But the use of collaborative writing technique can make them write the recount text collaboratively.

In this research, collaborative writing technique tries to build in student's ability to improve their writing, and also the knowledge of vocabulary and pronunciation by doing intensive practice in reading and rewriting. Practicing writing collaboratively gives the opportunities for the development of their writing skill through practicing for several times which focus on the writing aspects.

From the discussion above it can be known that teaching writing by using collaborative writing technique is worth being applied in improving the students' writing ability.

The result of students' observation checklist in cycle 1 is 45,5% active participant. Then, cycle 2 is 76% active participant in teaching and learning process. Based on the result of students' observation checklist in cycle 2 was successful because the target score and the percentage requirement had achieved 75%. From the explanation above, it can be said that the cycle 2 was successful. The researcher made some differences in planning by changing the activity to make students more increase in writing skill, the researcher focus on individually students to make them more confident, and then the students can rewrite the story by their own words by considering the aspects of writing.

Based on the statement above it means that collaborative writing technique can develop the students writing skill. The students has the same chance to deliver their ideas without afraid to make a mistake in writing activity. Collaborative writing technique will run effectively if the activity engages all the students to participate.

CONCLUSION

Collaborative writing technique can improve class VIIIA writing skill at SMPN 5 Bondowoso in 2015/2016 academic year by giving chance to the students to develop them in generating idea, gathering and organizing information, drafting, revising, and editing the writing. Collaborative writing technique can improve class VIIIA students' active participation at SMPN 5 Bondowoso in 2015/2016 academic year. The result of students' active participation in teaching learning process improved in each cycle.

SUGGESTION

Teacher may consider the use of collaborative writing technique in the teaching of recount writing text, because it can motivate students to write their

experience to share to the other. The teacher should plan the time well. They should be careful in allocating the duration in the explanation about writing recount text, and the duration the students writing their experience collaboratively. Using collaborative writing technique as a learning technique helps the teacher and gives much times to the students be active in writing.

The students are suggested to participate in the collaboration process actively, and they must practice their writing not only in class but also in daily activities in order to improve their writing skill and enrich vocabulary.

This research applies Classroom Action Research in conducting collaborative writing technique, and it can improve the students' writing ability. For other researcher who has some problem with teaching writing are suggested to conduct the other research concerning the application of collaborative writing technique to improve the students' writing ability.

REFERENCES

- Anderson, Mark. and Anderson, Kathy. (1998). *Text Type in English*. Macmillan Education: Australia.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta: P.T Rineka Cipta.
- Ary, Donald. (2010). *Introduction to Research in Education*. Eighth Edition. United State: Wadsworth.
retrieved on April, 29 2016).
- Barkley, E. Elizabeth, et. all. 2005. *Collaborative Learning Technique*. First Edition, San Francisco: Jossey-Bass Publisher.
- Brouhgton, et al. (1980). *Teaching English as a Foreign Language*. Second edition. New York: Routledge
- Brown, Douglas H. (2001). *Teaching by Principles, an Interactive Approach to Language Pedagogy. Second Edition*. New York: Longman
- Charles.B. and James.E. (1991). *Active Learning: Creating Excitement in the Classroom*. Higher Education Reports. Washington, D.C.School of Education and Human Development.
- Dictionary, Oxford. (2008). *Oxford Learners Pocket Dictionary*. New York: Oxford University Press.
- Fairbairn, Gavin. (2011). *Academic writing masterclasses: 'shared live editing' in a group*. Journal of Learning Development in Higher Education ISSN: 1759-667X
- Fairbairn, G.J. and Winch. (1996). *Reading, Writing and Reasoning : It's Guide For Students*. Second Edition. Philadelphia: Open University Press.
- Faust, J. L., & Paulson, D. R. (1998). Active learning in the college classroom. *Journal on Excellence in College Teaching*, 9 (2), 3-24. California State University, Los Angeles

- Fatkurochman, Henri. (2015). *Writing Thesis Proposal for graduate (S1) degree*. First Edition. UMM: Malang
- Harmer, J. 1991. *The Practice of English Language Teaching: An Introduction*. New York: Longman Publishing.
- Harmer, Jeremy. (2004). *How to Teach Writing*. New York : Longman
- Helen, Dale. 1997. *Co-authoring in the Classroom: Creating an Environment for Effective Collaboration*. United States of America. National Council of Teachers of English
- Huegli, Vicki. A. (2008). *Strategy for Writing*. Quebec Literacy Working Group Skills for Life Series: Procede
- Huges, Arthur. 2003. *Testing for Language Teachers (Second Edition)*. United Kingdom: Cambridge University Press.
- Langan, John. (2008). *Collage Writing Skill with Readings*. Seventh Edition. New York: McGraw-Hill Higher Education
- Oshima, Alice. and Hoque, Ann. (2007). *Introduction to Academic Writing*. Third Edition. Pearson Education: Longman
- Purwanto, M.Ngalim. (2001). *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT. Remaja Rosdakarya
- Rahmawati, Fitria. (2015). *The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Strategy on Students' Writing ability*
- Ruszkiewicz, John J. And Jay Dolmage. (2010). *How to Write Anything: A Guide and Reference*. United State of America: Bedford/ St. Martin's.
- Tuan, T.L. (2011). Teaching writing through genre-based approach : *Theory and Practice in Language Studies*, Vol 1, No 11 (2011), 1471-1478, Nov 2011. doi:10.4304/tpls.1.11.1471-1478.