

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

THESIS

By

Holifah Ilmiasih

NIM 1210231043



**MUHAMMADIYAH UNIVERSITY OF JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2016**

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

**THESIS
Present to
Muhammadiyah University of Jember
in partial fulfillment of the requirement for
the degree of *Sarjana* in English Language Education**

**By:
Holifah Ilmiasih
NIM 1210231043**

**MUHAMMADIYAH UNIVERSITY OF JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2016**



MOTTO

Education is the most powerful weapon which you can use to change the world

~Nelson Mandela~

AGREEMENT SHEET

This is to certify that the *Sarjana* thesis of Holifah Ilmiasih has been approved by the thesis advisors for further approval by the Board of Examiners.

Jember, July 2016

Advisor I

Henri Fatkurochman SS,M.Hum

NIP. 197302212005011003

Jember, July 2016

Advisor II

Yeni Mardiyana Devanti, M.Pd

NPK. 0408455

APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Holifah Ilmiasih has been approved by the Board of Examiners as the requirement for the degree of *Sarjana* in English Language Education in July 2016.

Board Examiners,

Dr. Hanafi, M.Pd

Chair

NIP. 19670815199031002

Henri Fatkurochman SS,M.Hum

Member

NIP. 197302212005011003

Yeni Mardiyana Devanti, M.Pd

Member

NPK. 0408455

Acknowledged by

Dean of Faculty of Teacher Training and Education

Dr.Mochamad Hatip, M.Pd

NPK. 8702165

PREFACE

Thank to Allah for all His blessing, loves and power to finish my thesis.

My thesis focus on writing ability. It aimed to make the reader understand about how to improve students' recount text writing ability by using collaborative writing. Beside that, it is performed to give teacher point of view that by using collaborative writing can improve on the students' recount text writing ability.

Besides, one of the reason to conduct this research is intend to know how can collaborative writingimprove on students' writing ability at SMPN 05 Bondowoso in the 2015/2016 academic year, starting from the introduction in first chapter, review from related literature in second chapter, research methodology in third chapter, result of the research in fourth chapter, discussion in fifth chapter, and conclusion and suggestion in sixth chapter.

As this thesis is far from being perfect, suggestions and criticism are needed. Finally, It is expected that the result of the study will be valuable for the English teacher, the students, and the future researchers.

Jember, July 2016

The Writer

ACKNOWLEDGEMENT

Praise to Allah, the Merciful, and the Compassionate that the writer can finish this thesis completely entitled “*Improving Students’ Writing Skill by Using Collaborative Writing Technique at SMPNegeri 05 Bondowoso in the 2015/2016 Academic Year*” as a partial requirement for getting Sarjana Degree of English Language Education of Muhammadiyah University of Jember. Therefore, the writer would express appreciation to those who have helped, namely:

1. Dr. Mochamad Hatip, M.Pd, as the Dean of Teacher Training and Education Faculty Muhammadiyah University of Jember.
2. Fitrotul Mufaridah, M.Pd, as the Head of English Department of Teacher Training and Education Faculty Muhammadiyah University of Jember.
3. Henri Fatkurochman, SS.M.Hum as my first advisor who has taught me how to write and thanks for his comment and correction on my writing.
4. Yeni Mardiyana Devanti, M.Pd, as my second advisor, who has taught me how to write and thanks for her comment and correction on my writing.
5. All of the VIIIA students of SMPN 05 Bondowoso for the cooperation during the research.

Finally, the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial to everyone.

Jember, July 2016

The Writer

DEDICATION

1. My father and mother. The expression of infinite gratitude to my father “Asmo” and my mother “Sumiati”, who give me all their loves, affection, attention, and support. There is no word can represent my praise and love to both of you. You taught me every thing about life. You’re my inspiration to do the best in my life, motivation to finish my thesis. I do love you, I could say “May Allah Bless You”.
2. My beloved brother “Ahmad Kamil Fatoni” and “Tajdid Hasan Abdillah”, thank you very much for all the support and your love, your cheerful, your anger, and motivation to finish my thesis.
3. My beloved friends Diah, Nabilah, and Nuril I am also so lucky to have you all. We supported each others to finish this thesis. Thank you all for always support me, I love to laugh together with you guys. Thank you and Success for us. Amen
4. All my friends of English Education 2012, especially B class “BROTHERHOOD”. I will be missing you guys.
5. My Blue Almamater, thank you for the opportunity that has been given.

TABLE OF CONTENTS

COVER	i
TITLE SHEET	ii
LOGO	iii
MOTTO.....	iv
AGREEMENT SHEET.....	v
APPROVAL SHEET.....	vi
PREFACE	vii
ACKNOWLEDGEMENT.....	viii
DEDICATION	x
TABLE OF CONTENT	xi
LIST OF APPENDICES.....	xiv
LIST OF TABLES.....	xv
ABSTRACT	xvi

CHAPTER I INTRODUCTION

1.1 Background of the Research	1
1.2 Problem of the Research	3
1.3 Purpose of the Research	4
1.4 Significance of the Research	4
1.5 The Operational Definition of the Term	5
1.6 Scope of The Research	6

CHAPTER II REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS

2.1 Review of Related Literature	7
2.1.1 Writing Skill	7
2.1.1.1 Aspect of Writing.....	8
2.1.2Collaborative Writing Technique	10
2.1.2.1Procedure of Collaborative Writing Technique	11
2.1.2.2 The Implementation of Collaborative Writing Technique	12

2.1.3 The Relation of Using Collaborative Writing Technique and Writing Skill.....	16
2.2 Action Hypothesis	17

CHAPTER III RESEARCH METHOD

3.1 Kind of the Research	18
3.2 Design of the Research	19
3.3 Subject of the Research	20
3.4 Area of the Research	20
3.5 Procedure of the Research	21
3.5.1 Preliminary Study	21
3.5.2 Planning	21
3.5.3 Acting	22
3.5.4 Observing	22
3.5.5 Reflecting	23
3.6 The Criteria of Success	24
3.7 Instrument of the Research	24
3.7.1 Writing Test	24
3.7.2 Observation Checklist	27
3.7.3 Development of the Research Instrument	28
3.7.3.1 Validity of the Test.....	28
3.7.3.2 Reliability of the Test	30
3.7.3.3 Triangulation	31

CHAPTER IV THE RESULT OF THE RESEARCH

4.1 The Description of Research Setting	32
4.1.1 The Description of Action in cycle 1	32
4.1.1.1 Planning of the Action in Cycle One	33
4.1.1.2 The Implementing of the Action in Cycle One	33
4.1.1.3 The Observing of the Action in Cycle One	35
4.1.1.4 The Reflecting of the Action in Cycle One	36
4.1.2 The Description of Action in cycle 2	37
4.1.2.1 Planning of the Action in Cycle Two	37

4.1.2.2 The Implementing of the Action in Cycle Two.....	38
4.1.2.3 The Observing of the Action in Cycle Two	40
4.1.2.4 The Reflecting of the Action in Cycle Two	40
4.2 Research Result	41
4.2.1 Result of Observation in Cycle 1	41
4.2.2The Result of Writing Test in Cycle 1	42
4.2.3 The Result of Observation in Cycle 2	42
4.2.4 Result of Writing Test in Cycle 2	43
CHAPTER V DISCUSSION.....	44
5.1 Discussion of Improving Writing Skill through Collaborative Writing Technique.....	44
5.2 Discussion of Improving Students' Active Participation through Collaborative writing.....	47
CHAPTER VI CONLUSION AND SUGGESTION	
6.1 Conlussion	48
6.2 Suggestion	49
REFERENCES	50

LIST OF APPENDICES

<i>Appendix</i>	<i>Page</i>
1. Research Matrix	52
2. Students' score of Preliminary Study	53
3. Try out test	54
4. Try out score	55
5. Reliability of the Test	56
6. Names of Students' participants	57
7. Lesson plan of cycle 1	58
8. Writing test of cycle 1	66
9. Writing score of cycle 1	67
10. Observation checklist 1 of cycle 1	68
11. Observation checklist 2 of cycle 2	69
12. The average of observation checklist of cycle 1	71
13. Lesson Plan of cycle 2	72
14. Writing test of cycle 2	79
15. Writing Score of cycle 2	80
16. Observation checklist 1 of cycle 2	81
17. Observation checklist 2 of cycle 2	83
18. The average of observation checklist of cycle 2	84
19. Statement of Originality of Sarjana Thesis	85
20. Curriculum Vitae	86

LIST OF TABLES

1. Observation Checklist	26
2. KTSP Curriculum	28
3. The result of observation checklist cycle 1	40
4. The result of writing test cycle 1	41
5. The result of observation checklist cycle 2	41
6. The result of writing test cycle 2	42

ABSTRACT

Ilmiasih, Holifah. 2016. *Improving Students' Writing Skill by Using Collaborative Writing Technique at SMP Negeri 05 Bondowoso in the 2015/2016 Academic Year*. Thesis, English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.
Advisor (1) Henri Fatkhurochman SS,M.Hum (2) Yeni Mardiyana Devanti, M.Pd

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.