THE EFFECT OF COLLABORATIVE WRITING TOWARDS STUDENTS' WRITING SKILL AT TENTH GRADE OF SMAN 10 TANGERANG IN ACADEMIC YEAR 2020/2021

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ABSTRACT

The aim of this research was to know whether there is a significant effect of collaborative writing strategy at the tenth grade of SMAN 10 Tangerang. This research is quasi-experiment and was conducted by using a quantitative method, with 35 students as the sample which taken non-random by using purposive sampling. The Population was students at the tenth grade of SMAN 10 Tangerang. The hypothesis data was tested using the formula of Wilcoxon Sign Rank. The result of the study showed that effect of collaborative writing gave positive significant effect towards students' writing skill. The reaction of students towards collaborative writing showed a significant result. Their score increased because of students learnt how to produce a genre text (recount text) with their peers who had a score which is above the minimum criteria. Students who had a score below minimum criteria. got guidance from their peers who had score above minimum criteria. Moreover, students had pre-test scores which are below minimum criteria, got increased score of post-tests after getting guidance by their peers. In summary, there was an improvement in students' writing skill after the implementation of learning how to produce text by using collaborative writing.

 Keywords: Writing Skill, Collaborative Writing.

INTRODUCTION

Writing is an act to put thoughts into text. The text is put using any tools on writing media. According to Klimova, (2012:9) writing activity is a way to foster written communication and provide information to the reader for a purpose. The information is collected, or ideas are put into words that can be developed into writing. We can conclude that how important writing skill for students, particularly academic writing considering that it is one of the English assessments at school.

Learning writing skill has many complex learning because a product which is produced by writing needs 5 aspects (i.e. content, organization, grammar, vocabulary, and mechanics) (Brown, 2000). Writing aspects is main component to present a text. Unfortunately, Learning English in Indonesia schools only have one meeting in a week that contains two hours based on Indonesia school syllabus for secondary school. Another issue appears in writing text lesson, that is, most students lack knowledge to be written. Ms. Juni, English teacher in

SMAN 10 Tangerang, said that the students tend to copy from websites or blogs to make the text without mentioning the sources they took. It is caused by the difficulty to determine a theme or combine words into a sentence then sentence into a paragraph. To make a good writing skill based on their thinking they need to explore and discover ideas as they write (Hyland, 2009:80). They must also pay attention to mistakes of writing aspect. They will not be trained to become creative students if they rely on only other writers' writing. To produce good writing, it needs complex steps such as brainstorming, prewriting, drafting, and editing (Markel, 1988:3).

all cases above are a big challenge for English teachers to set how to teach all English skills, so students do not tend to learn one English skill. However, teacher can involve students who have writing skill to guide students have low writing skill. This activity is called collaborative writing. The problem encouraged the researcher to give a solution by testing a technique, that is, whether collaborative writing would give a positive effect towards students' writing.

The collaborative technique can be implemented in two language skill particularly, writing skill. If we discuss writing collaboratively, it will be a specific explanation. Students are encouraged not only to develop their writing skill but also to think critically. Each student promotes a variety of ideas into a writing group project. It will allow students to learn with one another in the formed group (Harmer, 2004:73). It is because collaborative writing strategy can open access to each

mind. Thus, students obtain a communicative learning experience.

Collaborative writing is not about writing by copying from ideas of one of group member and then pasting the writing materials on the writing media, but it is about how construct ideas for each members of group into a text. Storch (2005:154) states that collaborative writing can encourage interaction and co-construction of knowledge. This allows students to spend time exchanging ideas and does not give time for plagiarizing through any sources.

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Besides, the process of learning writing in collaborative writing activity gives opportunity for students have low writing skill to improve their writing aspect problem (Villarreal & Gil-Sarratea, 2019). Students have capable of writing such as knowledge of writing aspects guide students have low writing skill. Thus, learning writing collaboratively need learning interaction. It means, all students must be active to share their knowledge of language and to exchange each idea into a text.

METHOD

The research was conducted at SMAN 10 Tangerang by using quasi-experiment and *one group before after* or *pre-test and post-test group design.* There is no comparison class because it

involves one group created by the researcher (Ari Kunto, 2010:78). Hence, the researcher gave pre-test and treated to one group sample. The last step was giving post-test. The design table will look like:

Table 2.1 Table of Quasi Experiment Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Each of the abbreviation above has definition as following:

O_1: *Students learn with conventional method before they get a treatment*
O_2: *Students learn with Collaborative Writing*
X: Students learn with Collaborative Writing

The population was all students of tenth grade of SMAN 10 Tangerang in academic year 2020/2021 and the Sample was not taken randomly. Therefore, the researcher involved only tenth grade of MIPA 1 based on previous research that related to her research.

The data was calculated by using quantitative method. The researcher collected and compare pre-test and post-test scores to find conclusion, that is, whether collaborative writing can give significant effect towards students' writing skill.

RESULT

There are two kind of text for each test (i.e. pre-test and post-test) to get pre-test score, the researcher asked students to produce a text that contains their holiday during a pandemic due to COVID 19 individually. Students then were treated by using collaborative writing. The lesson taught were recount text. Treatment contained of group activity, that is, students exercised themselves by revising pre-test and producing autobiography text of one of member in each group. All group consisted of 2-3 member after the researcher taught them about recount text. Pre-test, treatment, and post-test were done for 3 weeks.

Students' score of writing skill after taught by using collaborative writing

All students score increased after they were taught by using collaborative writing. The minimum criteria score was 65. The following is the verbal result provided by descriptive statistics one of group pre-test post-test and Wilcoxon sign-rank test table:

Table 3.1 Descriptive Statistics of one group pre-test post-test

Table 3.2 The test result of Wilcoxon Sign Rank

Test Statistics[a]	
	post-test - Pre-test
Z	-4.735b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed-Ranks Test
b Based on negative ranks.

Sources: SPSS Statistics

	Pre-test	Post-test
N	35	35
Mean	76.77	88.39
Std. Deviation	11.085	6.316
Minimum	43	70
Maximum	93	100
Sum	2687	3094

According to the calculation statistical theory of Saphiro wilk, if the Asymp. sig is less than 0.05, so Ha is accepted, and Ho is rejected. Whereas Ha will be rejected, and Ho will be accepted if Asymp. sig is higher than 0.05. based on calculation done by researcher that the pre-test and post-test data showed significant result. It means collaborative writing technique gave effect to students at the tenth grade of SMA 10 Tangerang.

DISCUSSION

The result of teaching writing taught by collaborative writing technique is collaborative writing gave positive significant towards students' writing skill. The score of the post-test was higher than pre-test. Students amounts have pre-test score below the minimum criteria is 5 students and students have score above the minimum criteria is 30 students. The result of the lowest pre-test score is 43 and the highest pre-test score is 93. Then the mean of pretest is 76.77. Whereas all students of class 10 MIPA 1 obtained post-test score above the minimum criteria which is the minimum criteria is 65. The mean of post-test is 88.39, and the standard deviation of pre-test is 11.085 and standard deviation of posttest is 6.316.

From the result of data analysis, the positive effect was evidenced on writing aspect. Students who had pre-test score below minimum criteria got good writing aspect of writing such as content, organization, grammar, vocabulary, and mechanics because of interaction learning in collaborative writing activity. Same positive significant result related to research titled *The effect of collaborative writing in an EFL secondary setting* written by Villarreal and Sarratea. The research showed students' text quality increased although the text produced in post-test shorter than text in pre-test. Both writers recommended collaborative writing to teacher of secondary learners to improve student's writing skill.

CONCLUSION

Based on the hypotheses testing and analysis result, it can be concluded that: The students' score showed positive significant result after learning how to write a text in a group. The number students who got score above 65 extremely increased, that is, all students got score which was above the minimum criteria with good performance of writing. Learning writing collaboratively seems can give beneficial to language teachers who have only 2 hours a week to teach all skills in English considered that writing lesson not only contains learning text theory, but also learning how to produce a text.

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