IMPROVING STUDENTS' WRITING SKILL USING COLLABORATIVE INSTRUCTIONAL STRATEGY

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ABSTRACT

The objective of this research was to find out the effect of collaborative instructional strategy on students' writing skill in English essay writing. This research was quantitative research using quasi experimental design. The population of the research was the entire class of tenth grade students of SMAN 14 Kota Tangerang. The subjects of the research were class X MIA 2 (experimental class) and X MIA 3 (control class) with nonequivalent control group design where the control group and experimental group were not chosen randomly. The experimental class was stimulated by using collaborative instructional strategy and the control class was using conventional method. The instrument used was pre-test and post-test. In the test of hypothesis, it was obtained that t_{count} was 6.779 after being consulted with the t_{table} at the significant level $\alpha = 0.05$ and the degree of freedom was 58, it was obtained that the t_{table} was 1.672. Finally, it was indicated that hypothesis H_o is rejected and H_a is accepted because the t_{count} is higher than the t_{table}. Therefore, it can be concluded that there is a significant effect of collaborative instructional strategy on students' writing skill in essay writing.

Keywords: collaborative instructional strategy, essay writing, writing skill

INTRODUCTION

English is an international language because this language is the most widely used in the world. No other languages have spread around the world so extensively except English, therefore English become a truly international language. Hence, the mastery of English is a must. English is used as a second language in many other countries. In Indonesia, English is one of the main subjects in schools in Indonesia. In English there are four skills that must be mastered, there are listening, speaking, reading and writing. Particularly for writing, it is used in our daily lives for various reasons, it could be to take notes class notes or even to make important documents for business writing purposes.

In writing skill, there are many kinds of writing one of them is essay writing. Ghaith on Fidelia (2014) said essay writing is explore thoughts and ideas, and make them visible and concrete in a complex process. Essay writing is piece of writing which written by the essay author himself. In the process, the essay author is required to write according to what is on his mind. In essay writing, it cannot be mastered easily. It must be studied and practiced continuously. Many students find difficulties in writing essay because they hard in finding and generating the ideas (Sudarmaji et al., 2020). The less of writing skills for expressing ideas and demonstrating knowledge negatively impacts struggling students' ability to maximize content learning opportunities (Mason et al., 2013). Idea is the important thing to begin writing essay. In this skill, students are required to manage their thoughts clearly and effectively (Fidelia, 2014). This is also influenced by differences in understanding in various countries. These skills make it difficult for students because of

differences in academic understanding in various countries (Klimova, 2014).

In providing a material, the teacher usually gives assignments which will be assessed as student achievement. From the achievements we know the progress of students, whether students understand the material the teacher provides or needs more guidance. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Various methods can be used during the teaching process. One method that can be used is collaborative instructional strategy, rather than complete use of the conventional method of teaching that has limitation. It makes students more active in finding learning resources that are increasingly growing compared to conventional method that make students passive in finding ideas and learning resources.

Conventional method also makes the experience of students in writing to be reduced and even limited and makes students' creativity low. Besides, this strategy can improve students' achievement. Writing essays must be united and coherence between one sentence to other sentence, therefore students have difficulty because they find it difficult to find diction. This treatment also help students to make unity and coherent sentences in essays (Kinsler, 1990).

These factors encourage the writer to conduct research on the effect of collaborative instructional strategy in essay writing at the tenth grade students of SMAN 14 Kota Tangerang academic year 2019/2020. The writer conducted the research because as Mrs. Sri Kusmaryatin said as an English teacher at SMAN 14 Kota Tangerang, the English teacher of the tenth grade has not used the collaborative instructional strategy in teaching.

In writing English, the teacher usually just gave the material from books or manuals used as a reference in teaching.

She also said students low motivation in studying English so they less in writing skill, and less in express their ideas. This makes students' creativity low considering the experience of students in writing essays is less. The result of this study will be expected that the collaborative instructional strategy can be one of right strategy in teaching writing.

Writing is one of language skill which has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Tarigan (2008) stated that writing is a skill language used to communicate indirectly, not face to face with other people. Writing is communicating in a verbal way. Writing is also a process of discovering and organizing ideas, putting them on a paper and re-forming and reviewing them. According to Meyers (2005) that writing is a way to produce language, which you do naturally when you speak. Based on the all statement above, writing is a skill to communicate indirectly or not dealing with others, writing is also a process of finding ideas then put his ideas on paper to be reviewed, writing is arranging ideas into text but to be understood, the text must be read and comprehended.

To clarify the definition of writing, some linguists provide several definitions that can help. One of them is stated by Graham & Perin (2007) that in language learning situation writing is perceived as an important skill to master because through writing the students can expand and strengthen their knowledge. Writing can develop students' intelligence and way of thinking because when in process of writing, we activate out brain to make our ideas meaningful to the readers. O'Malley and Pierce (1996) stated that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. Murcia (1992) added, "Writing is the production of the written word that results in a text but the text must be read and comprehend in order for

communication to take place". From the statement above, writing is compiling ideas into text but to understand a text, the text must be read and understood.

Kostrova & Kulinich (2015) argues that academic writing is culture and tradition bound in every country, which presents difficulties from the point of view of education integration. This indicates that writing is difficult because it requires preparation / design and thinking hard in the process to make good text and make the reader understand the meaning of the text made. Kolin (2010) stated that writing is the graphic representation of a language that follows some systematic order that can be grasped by the reader. It has some processes to make a good text.

Writing has some purpose, according to Raimes (1983) first, writing helps students to learn because it reinforces the grammatical structure, idioms and vocabulary that have been teaching by the teacher. Second, students also have a chance to be adventurous with a language, to go beyond what they have just learned to say, to take risks. Third, in the process of writing, they necessarily become very involved with the new language. From the statement above, purpose of writing such as strengthening vocabulary, provides the opportunity to know the language and become familiar with the new language and it all helps the students to learn.

Essay writing is piece of writing which written by the essay author himself. Essay writers can create their own works. In essay writing contains a collection of paragraphs that have facts, opinions, and ideas in a topic. In essay writing essay author can expressing their ideas and their opinion. Ghaith on Fidelia (2014) said essay writing as a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. It means essay writing makes essay writers' ideas real in a work. The essay author must be able to invite the reader to feel what the writer feels so that the

content in the essay becomes more real. According to Fidelia (2014) in this skill students are required to manage their thoughts clearly and effectively. This skill encouraged essay author to think creatively in developing ideas and making essays as a place to develop their creative ideas.

Brown (2000) stated that writing needed a thinking process. This is explained that writing requires high concentration and good focus. Brown (2000) also assumed that "The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize coherently, how to use discourse makers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product." Students also can learn how to write a sentence per sentence that is related to each other in one main idea. Organize supporting sentences in some kind of logical order and ideas connected by using appropriate transition signals. Re-checking the contents and grammar of the essays that have been written into one topic that can be read and understood in the final products.

In any essays there are parts of essays, namely introduction, body, and conclusions. The introduction is in the first paragraph about introducing the topic. In this section there is usually a sentence that draws the attention of the reader to be curious about the contents of the text. What will be discussed in the essay is called the main idea. Paula, Edwards, & Dermott in Macbeth (2010) stated that the main idea is usually at the beginning of the paragraph, generally at the end of the first paragraph, or in the conclusions of the essay, or even in both.

Overall, this skill is to train writers to think critically and creatively so that students dare to say their opinions. This skill also develops ways of writing, and adds vocabulary. According to Saad &

Ahmed (2015) in social, learning, and language contexts writing is very important to improve critical and creative thinking, writing style, vocabulary, and allowing students to use their own opinions.

This is a derivation of the concept of cooperative learning. Collaborative instructional strategy is a teaching strategy where the teacher is directly involved and students work in groups to maximize learning. According to Jacob (1999) it is a student learning strategy activity in a small group (minimum of two people), each of which has an unequal level of ability to improve their mastery of the lesson. Graham & Perin (2007) stated that collaborative is the teaching strategy uses instructional settings where students work together to plan, arrange, revise, and edit their work. Each group member has the responsibility of carrying out the learning process by learning what is taught and helping their group friends to learn and understand the lessons they are getting. It makes students more active in finding learning resources that are increasingly growing and help students expressing their ideas. This strategy requires effective communication and collaboration between teachers and students and involves students in real-world tasks and thinking of new information for prior knowledge (Adaobi Fidelia, 2014).

Graham & Perin (2007) stated that collaborative arrangements have a positive quality where students help each other with one or more aspects of their writing. Schroeder (2006) added collaborative writing is an instructional arrangement in which students work together in writing process. In doing the writing process such as plan, draft, revise, and edit, students are expected to be able to work with peers or study groups. Students can exchange opinions and help each other in each process. This is also said by Lassiter (2014) in the pre-writing stage in collaboration writing students are asked to share ideas together, and this can be done

also on revisions and reviews. Similarly, Nirmala and Ramalia (2017) found that peer editing provides good contribution to enhance students' writing skill. They argue that collaboration helps students get ideas in the process of writing. Collaborative also gives students the courage to argue by writing their opinions on essays and can make each sentence become unity and coherent in the subject essay as said by Kinsler (1990) that "This treatment found to increase the use of statement sentences and unity and the coherence of the subjects' essay."

The use of collaborative strategy has the advantage that are providing convenience for teachers to manage their time to be quality in interacting with students and providing great opportunities for students to exchange ideas and opportunities to learn from one another as stated by Peregoy & Boyle (2011). Besides, this strategy can also increase student independence by actively participating in groups. This is proven because collaborative strategy prioritizes interaction on the approach. In implementing this strategy, the teacher acts as a facilitator who gives assignments and manages the class to stimulate students to learn and monitor when students collaborate with a group of friend.

RESEARCH METHOD

This research was conducted at SMAN 14 Kota Tangerang on Jl. Pembangunan, Batu Ceper, Tangerang. It started from July to August 2019. The school was chosen because there was a problem related to the students writing skill. The writer conducted the research for five meetings. The method of this research used quasi-experimental method. In collecting data, the writer used test namely pre-test and post-test. The pre-test is given before the treatment is done, and post test is given after the treatment is done to distinguish between students' achievement in control class and in experiment class. After collecting the data from pre-test and

post-test, the writer was sum and found the result. Finally, the writer was found out whether there is an effect on students' writing skill or not.

The population of this research was the tenth grade students at SMAN 14 Tangerang. According to (Sugiyono, 2017, p. 117) "population is a generalization region consisting of objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions". There are eight classes which divided into two majors; science and social. Science class has four classes and Social class has four classes. Each class consists of 29-33 students.

In this research, the writer was took two classes as the sample of the research using random sampling technique Based on the writer's knowledge and teacher's recommendation, the writer was choose X Science 2 and X Science 3 class which each consists of 30 students as the sample of the research. According to Arikunto (2010) "Samples are partially or representative of the population studied".

Furthermore, in this research was tested the data of analysis assumption includes testing of data normality and data homogeneity. In this research, the writer used the Kolmogorov-Smirnov (K-S) to know the data is normally distributed or not. Whereas, to know the data homogenous or not, the writer used one-way ANOVA. This test intends to test the similarity of two variants of a normally distributed population.

RESEARCH FINDINGS AND DISCUSSION

The writer showed the result of the analysis in this research used SPSS 21 version. The result of the analyzing data can be seen as follows:

Table 1 Descriptive Statistic of experiment Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	70	84	76.00	3.629
Post-test	30	70	85	80.37	4.148
different score	30	0	14	6.63	3.672
Valid N (listwise)	30				

The data showed the minimum score in pre-test and post-test is same that was 70. The maximum score in pre-test was 84 and in post-test was 85. The average score in pre-test was 76.00 and in post-test was 80.37. The standard deviation in pre-test was 3.629 while in post-test was 4.148.

Table 2 Descriptive Statistics of Control Class

Cr	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	65	75	70.60	2.472
Post-test	30	71	77	74.93	1.437
Difference Score	30	1	10	4.33	2.339
Valid N(listwise)	30				

Based on the result of control class it was found that minimum score in pre-test was 65 and in post-test was 71. The maximum score in pre-test was 75 and in post-test was 77. The average score in pre-test was 70.60 and in post-test was 74.93. The standard deviation of pre-test was 2.472 and post-test was 1.437.

The Test of the Analysis Assumptions
Test of Normality

In this test, the researcher used the Kolmogorov-Smirnov test with SPSS version 21 was used to determine whether the sample studied from the population was normally distributed or not. Based on

the data collected as indicated on the description of the data, before testing and analyzing the data, it must first quality for normality the test. If the significant value > 0.05 then Ho is accepted and Ha is rejected, otherwise if the significant value is < 0.05 then Ho is rejected and Ha is accepted. The complete result of the normality test can be seen in a table as follows:

Table 3 Test of Data Normality

One-Sample Kolmogorov-Smirnov Test

		Post-test Experiment	Post-test Control
N		30	30
Normal Parameters[a,b]	Mean	80.37	74.93
	Std. Deviation	4.148	1.437
Most Extreme Differences	Absolute	.220	.185
	Positive	.132	.129
	Negative	-.220	-.185
Kolmogorov-Smirnov Z		1.204	1.014
Asymp. Sig. (2-tailed)		.110	.255
a. Test distribution is Normal.			
b. Calculated from data.			

Based on the table above, it can be seen that the number of samples included in this research is 60 students. The data of experimental class has a significant value of 0.110>0.05, which means Ho accepted. While, in the data of control class has significant value of 0.255>0.05 which means Ho is accepted or data is normally distributed.

Test of Homogeneity
The purpose of the test of homogeneity was to know variance of samples was homogeneous or not. This test was used one-way ANOVA SPSS 21.

Table 4 Test of Homogeneity of Variances

Test of Homogeneity of Variances

Post test			
Levene Statistic	df1	df2	Sig.
18.851	1	58	.000

Based on the table above it can be seen the significant value 0.000<0.05 which means that the variance of experimental and control class was not significant or not homogeneous.

Data Analysis

Table 5 Test of Hypothesis

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
post test	Equal variances assumed	18.851	.000	6.779	58	.000	5.433	.801
	Equal variances not assumed			6.779	35.860	.000	5.433	.801

The test was done by using SPSS 21. The test used was Independent Sample T-test, then the calculation results were compared with t_{table} (1.672). t_{table} is obtained after calculating the degree of freedom (df). If the calculation more than 1.672 then the hypothesis is accepted, but if the calculation less than 1.672 then the hypothesis is rejected.

Based on table above, it can be seen that t_{count} was 6.779. Then the result are

compared with the t_{table} (1.672) with df = 58 and the significance level $\alpha = 0.05$ after comparing $t_{count} > t_{table}$ (6.779>1.672), so that Ho is rejected and Ha is accepted. Therefore, it can be concluded that there is significant difference of the result of students who were taught by using collaborative instructional strategy and those who were taught without using it. The result of hypotheses is alternative hypotheses (Ha) is accepted and the null hypotheses (Ho) is rejected. Therefore, it can be concluded that collaborative instructional strategy is more effective with writing skill especially in essay writing because the strategy can increase in expressing ideas and think creatively.

CONCLUSION

Based on the formulation of the problem, the research objectives, the hypotheses testing and the analysis result, it can be concluded that there was a significant effect of collaborative instructional strategy on students' writing skill. This can be seen in the results of the hypothesis test that is $t_{count} > t_{table}$ (6.779>1.672).

Collaborative instructional strategy has significant effect on students' achievement in writing especially narrative essay. From this research, it can be seen that there is different situation when using collaborative instructional strategy in teaching and learning process. Collaborative instructional strategy is good strategy that can be used by the teacher. Students became active in developing ideas and arrange the topic into essay because they work together in a group. In other word, collaborative instructional strategy can improve students' writing skill especially in essays.

IMPLICATION

Collaborative instructional strategy has significant effect on students' achievement in writing especially narrative essay. From this research, it can be seen that there is different situation when using collaborative instructional strategy in teaching and learning process. Collaborative instructional strategy is good strategy that can be used by the teacher. Students became active in developing ideas and arrange the topic into essay because they work together in a group. In other word, collaborative instructional strategy can improve students' writing skill especially in essays.

SUGGESTION

Based on the conclusion and implication above, some suggestions are proposed below:

1. For students
   Students are suggested to have a creative, active and can make a good cooperation with each student and close the gap with teacher in classroom activity.
2. For teachers
   Teacher should be more creative in developing the technique or strategy of teaching to improve students' skill and achievement, and also close the gap between teacher and students in classroom activity.
3. For the next researcher
   The writer already mentioned the weaknesses of finishing this research. Hopefully the next researcher could conduct similar research by minimizing the weaknesses

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