The Use of Collaborative Method in Teaching Writing Using Short Stories

*Noviana Ikhsana Rambe[1],
[1] **Institute University Islam Syekh Yusuf Tangerang, Indonesia**

Irmala Sukendra[2],
[2] **Institute University Islam Syekh Yusuf Tangerang, Indonesia**

Syifa Fadhilah Hamid[3]
[3] **Institute University Islam Syekh Yusuf Tangerang, Indonesia**

Corresponding author: ✉ novianarambe1103@gmail.com

ABSTRACT

Writing is the ability to articulate and express ideas or emotions that arise in the mind in the form of words, phrases, and paragraphs. Throughout the writing process, some students have expressed that learning to write feels tedious and unimportant to them. When teaching writing, there are numerous strategies that must be employed to promote written communication among students. Collaborative writing is a strategy that can be employed in pairs or groups and has been proven to be effective in addressing students' writing challenges. A short story is a type of concise fiction, considering the events portrayed, the content of the story, the number of characters, and the word count used. This research aims to determine the influence of the collaborative method using short stories on the improvement of students' writing skills in one of the the SMK PGRI in Tangerang Kota. The variables in this research are the collaborative short story method and writing skills. This research falls under the Quasi-Experimental category and employs a quantitative approach. In this study data was collected from a sample of 70 students. The research hypothesis was tested using the Wilcoxon test, and the conclusion drawn is that there is an influence of the collaborative short story method on students' writing skills.

Key Words: Collaborative Method, Short Story, Teaching Writing

INTRODUCTION

The The Writing is one of the English skills that students should learn alongside speaking, listening, and reading. According to Abidin Dr. et al., (2012) Writing is the process of putting ideas or thoughts into written language, which is accomplished in steps that make up a full system. Similarly, Wikanengsih, (2013) argued that writing skills are a linguistic concern that requires attention because they have a significant impact on life. Based on Bos & Leare (2013), the most challenging skill to master for most English learners is writing. Writing abilities are very significant in the school curriculum, since they serve as a means of receiving and verifying education in a variety of topics, as well as important learning outcomes (MacAchtur et al., 2016). The goal of

writing is for the writer to generate or convey ideas to the reader on paper to provide information and knowledge to everyone. Whenever the reader understands the meaning of the words and sentences, it indicates that communication between the writer and the reader was successful. Based on the results of interviews conducted by the author with an English teacher (Mrs. W) at One of the SMK PGRI in Tangerang Kota on May 14, 2023. (Mrs. W) said, "Students struggle with their writing skills, finding it challenging to effectively contextualize words within paragraphs due to limited vocabulary. Additionally, they often lack the inspiration and enthusiasm for writing. Many of them believe they cannot write because they struggle to string words together cohesively and perceive writing as uninteresting. Throughout the writing process, some students expressed that learning to write felt tedious and unimportant to them. This might be attributed to my teaching methods, despite incorporating games in our sessions. In the future, Novi could explore alternative approaches to spark their interest in writing." According to some of the problems presented by the teacher, students do not have the ability to write because of their lack of vocabulary. The First Saleh & Ibnian, (2010), past study has revealed beneficial strategies for increasing students' writing engagement, such as the usage of the story mapping methodology. When teaching writing, many strategies must be used to encourage written communication among students.

Collaborative writing is one such strategy that can be used in pairs or groups and has been shown to be useful in resolving students' writing problems. Even though some teachers are ignorant of it, collaborative writing has various benefits, as proved by studies by (Kessler & Greek, 2012), (Leki & Carson, 1994). As a result, using collaborative writing as a way of teaching writing can improve students' writing abilities and serve as a great reference for teachers looking to improve their students' writing skills, because students can follow each stage of the writing process more easily and flexibly. Collaborative learning, according to (Feng Chun, 2006), is learning in which small groups of students work together to maximize their learning outcomes. Collaborative writing methods are an effective approach for teaching writing because they allow students to collaborate in pairs or teams to produce written works. When working in groups, students can gain exposure to their peers' thought processes and generate new ideas. Additionally, group discussions can create a less stressful environment in

which students feel more comfortable exploring innovative ideas.

Furthermore, (Rollinson, 2005) claims that collaborative writing promotes the development of social and emotional skills such as stress management, time management, and attitude improvement. At this stage, researchers employ collaborative methods and short stories as a media of learning to lessen students' writing challenges. Writing utilizing short story media, according to the study, will improve students' interest in writing since students are allowed to envision what is on their minds and put it into writing. In relation to some of the explanations provided above, the researcher wishes to demonstrate the use of collaborative methods in teaching writing using short stories in class X at one of the Vocational High Schools in Tangerang.

1. Writing
   a. Definition of writing

Writing is seen as a tough skill to learn and teach. However, it is a communication tool that is frequently employed in the advancement of information and communication technology. Writing is one of the four key components of language learning. Writing can be defined as the ability to express ideas or feelings that arise in our minds using words, sentences, and paragraphs. The writer must be able to persuade the reader of the significance of his text. As a result, the writer must provide all parts of precise information.

   b. Ther Purpose of writing

The main purpose of writing is as a means of indirect communication. Al-Halhouli et al., (2015) states that some of the purposes of writing are, "To tell something, to give instructions or directions, to explain something, to convince and to summarize". The purpose of writing, it can be said, is as a means of indirect communication or to inform the reader about what the writer has in mind. When people write, it's usually to express themselves and to inform their audience. The unique purpose of writing is to clarify writing to convey information or messages to listeners so that they can be understood properly and on target.

   c. The Characteristic of Writing

Before writing, the writer must understand the elements, be able to choose the right words, and concentrate on what he wants to express. Besides that, the structure and rules of language must be considered in writing something, and if some of these components are appropriate, the writing

was easier to read and understand in this way.

d. Assessment of Writing

Budiarta (2021) states that English teachers need to assess what they have instilled in students as informative feedback. In the sense that it can measure effectiveness in dealing with problems faced by students. Fristiara (2018), assessment is an important part of the process of finding weaknesses and strengths in written products, which affect students' success in understanding the material. that writing evaluation is the most significant component of the process of identifying writing faults and strengths that affect students' success in mastering the topic. In simpler terms, the author employs assessments to recognize strengths and areas for improvement, tailor their teaching based on identified requirements, assess the effectiveness of learning tasks, offer input, keep track of performance, and communicate advancement.

2. *Short Story*
a. Definition of short story

A short story, according to Diani et al., (2019), is a literary work that comprises a concentrated narrative of only one significant event. Short tales differ from novels not only because they have fewer words or pages. The plot is also intentionally kept brief to make the story lighter. However, the substance is still substantial and simple to grasp. short story is an exploratory medium because in it there are important components that can help the development of two basic skills in English, namely the ability to read and write. By writing based on imagination and focusing on making narrative texts, students are educated to be able to write with high inventiveness and imagination so as not to fixate on simple things.

b. Benefit of Short Story

The use of short stories can help foster students' motivation in exploring vocabulary understanding because, in compiling ideas and thoughts, students need to expand their vocabulary so that they can be expressed properly and used appropriately. In addition, using short stories can make students' imaginations unlimited, and they can easily compose paragraphs. Therefore, short stories can be used as learning media in the teaching and learning process in the classroom.

c. Using short story in teaching writing

Short stories can be used as a rich source of input to help students with their writing challenges, according to Kirkgz (2012), who conducted a

study on their integration in classrooms. The use of short stories can help students improve their writing skills. It is evidenced by the results obtained that students could reflect on their views and thoughts through writing based on personal experiences they have experienced before. In addition, short stories motivate themselves in pouring and sharing stories through writing by using their inventiveness they can use writing skills to tell stories based on real stories or through their unlimited imagination in expressing ideas, ideas, and views on something.

3. *Collaborative Method*
a. Definition of Collaborative

According to Laal & Ghodsi (2012), collaborative learning is a teaching strategy in which students work in groups to solve an issue. Learning to write through collaborative learning can aid students in understanding course material by allowing them to form groups and use a variety of skills to collaborate to solve problems related to learning objectives. There are five considerations that should be taken to organize the class while using collaborative methodologies. To create a text, students collaborated with their partners or in a group. Collaborative technique is the technique that makes students not only pay attention to their writing skill but also to others writing skill. Students pay attention to the writings of their group members and correct each other's writing since they work together. The round table technique involves students penning one or two words or sentences in response to a prompt before passing the paper to others who do the same.

b. The advantages of collaborative method

According to Fox's psychological viewpoint, group work and collaborative learning have two key motivational advantages. It strongly relates to students' need to interact with one another, and when they converse and collaborate, they may become more engaged with the concepts and reality of the subject than when they simply listen to the teacher's instructions (Helsanita, 2014). The advantages are generating interactive language, offering an embracing affective climate, promotes learner responsibility and autonomy, and a step toward individualizing instruction (Helsanita, 2014).

Moore (2012), summarize the advantages of collaborative learning, the list covers:
   a. Higher level thinking abilities, student satisfaction with the learning experience, a positive attitude toward the subject, less

success divergence, a learning orientation rather than a performance orientation, critical thinking, and discourse are all examples of improved learning and achievement.

b. Female students' skills in speech communication, empathy, social interaction, self-management, and leadership have all improved.

c. Increased accountability and engagement: active participation in learning exploration, student ownership of learning, and student retention.

d. Better relationships: shared accountability, the classroom as a community, knowledge of diversity, good relationships between people of different races, and familiarity and interaction between students and staff.

c. The disadvantages of collaborative method

Helsanita, (2014) said that the following list of drawbacks of collaborative learning includes: It does not naturally encourage individual learning and can encourage dependence on powerful group members, it can make it more difficult for the teacher to manage because it can easily result in free-rider effects where some group members fail to participate effectively and depend on the effort of others.

4. Teaching writing using collaborative method

Based on Oxford, (1997), several methods of teaching collaborative have been summarized and explained as follows:

a) Problem solving

In the problem-solving method, students are divided into several small groups and the teacher was given a motion of problems which was then discussed by students and their groups within a specified time frame. After a few minutes of discussion and finding answers to existing problems, students are asked to report and present the results of their findings in solving existing problems.

b) Peer evaluation

In this method students are given the opportunity to evaluate the work of other groups. After the teacher assigns the task to the group, the group can analyze, critique, and evaluate the task and then present the findings to the teacher and all his classmates. In addition, the teacher

also gave his views on the task and the presentation of the group.

c) Think-pair-share

In this method, the teacher gives questions to students then the students are given a few minutes to think of possible appropriate answers. After that the student went to another friend to share the questions and possible answers he had thought of. After discussion, the student answered the question confidently and shared it with his classmates.

d) Simple jigsaw

In this method the teacher gives an assignment or topic that is divided into four parts. Then the teacher distributes it to one of the group leaders and then the group leader assigns the task or topic to its members and tries to complete it as best as possible and help other groups who find it difficult to complete it.

5. *Conceptual Framework*
   Figure 1a. Conceptual Framework

Writing allows us to share our experiences and expertise. Writing is the ability to pour and express ideas or sentiments that occur in the mind in the form of words, phrases, and paragraphs.

Figure 1b. Conceptual Framework

An important step in any research is the development of a conceptual framework. Concepts are abstractions from reality so that they can be communicated and form a theory that explains the relationship between variables. The purpose of defining a term or concept is to simplify the meaning of a word or an idea about an idea so that others can read and

understand the intent as the author intended. In this study, the researchers used two correlated variables, writing using a collaborative method. In this situation, the researcher offers a solution using collaborative approaches and short stories as media. The collaborative method divides them into groups, and then they collaborate on their writing with their group mates to give each other ideas and input so that the writing they produce is good. In collaborative writing, students participate equally in developing texts, plans, and proposals for compiling texts together, and cooperatively solving difficulties that arise during writing (Nykopp et al., 2019).

6. Research Hypotheses

The researcher hypothesis can be formulated:

(Ha): There is a significant improvement of using collaborative method in teaching writing using collaborative method at Tenth grade one of SMK PGRI Kota Tangerang

(Ho): There is no significant improvement of using collaborative method in teaching writing using collaborative method at Tenth grade one of SMK PGRI Kota Tangerang.

METHODS

Research design

Students in the experimental and control class were given tests known as the pre-test and post-test in this study. The test was designed to be a material for measuring the influence of employing collaborative approaches in the experimental class over the control class, which does not utilize collaborative techniques. The following is a description of the research design model:

Table 1. Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental class	Q1	X	Q2
Control class	Q3	-	Q4

Description:
Q1: Pre-test in the Experimental Class
X: Treatment for Experimental Class using Collaborative Method
Q2: Post test in the Experimental Class
Q3: Pre-test in the Control Class
Q4: Post test in the Control Class

Table 2. Assesment Criteria

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	30-18	• Relevant to the points of the dictated- text • Match the purpose of a narrative text
	Good to average	17-14	• Mostly relevant to the points of dictated- text but lacks detail of information • Match the purpose of a narrative text
	Fair to Poor	13-10	• Inadequate development of the points of the dictated-text • Almost match the purpose of a narrative text
	Very Poor	9-7	• Does not relate to the points of the dictated-text or not enough to evaluate • Does not match the purpose of a narrative text
Organization	Excellent to very good	20-18	• Well-organized of a narrative text
	Good to average	17-14	• Loosely organized of a narrative text but main ideas stand out
	Fair to Poor	13-10	• Ideas confused or disconnected
	Very Poor	9-7	• No organization or not enough to evaluate
Language use	Excellent to very good	30-18	• Few errors of agreement, tense, articles
	Good to average	17-14	• Several errors of agreement, tense, articles, pronouns and prepositions • Meaning seldom obscured
	Fair to Poor	13-10	• Frequent errors of agreement, tense, articles, pronouns and prepositions • Meaning obscured or confused
	Very Poor	9-7	• Dominated by errors • Does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	20-18	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization
	Good to average	17-14	• Occasional errors of spelling, punctuation, capitalization
	Fair to Poor	13-10	• Frequent errors of spelling, punctuation, capitalization • Poor handwriting
	Very Poor	9-7	• Dominated by errors of spelling, punctuation, capitalization • Handwriting illegible or not enough to evaluate

Research site and participants

This study was carried out in the style of quasi-experimental research. The population for this study is in one of the SMK in Kota Tangerang for the 2022-2023 academic year. There are 267 students in all, divided into eight classes. Because the sample is

representative of the population, the researcher used X TJKT 1 as an experimental class of 37 students. and class X TJKT 2 as a control group of 36 students. The decision to choose class X TJKT 1 and 2 is because both classes fall into the category of below-average achievement index. This statement is supported by the class scores during school exams, semester exams, daily assessments, and final school exams.

Data collection and analysis

The researcher divided their subjects into two classes in this study: experimental and control. The first class was designated as the experimental class, and the second as the control class. Students in the experimental class were treated using collaborative strategies. The rest of the people in the control group, on the other hand, received no treatment. Students in the experimental and control class were given tests known as the pretest and posttest in this study. After collecting data based on observations at school, researchers were conducting the data analysis using an independent t-test.

Test Of Instrument Validity and Reliability

The assessment criteria in that case are word organization, vocabulary, and mechanics. After being compiled,

researchers consulted with supervisors 1 and 2 at UNIS Tangerang, namely Ms. I and Mrs. S in ensuring that the instrument is valid and can be used. Then, the test of Instrument Reliability shows that the instrument is valid, if the instrument is valid, it can be said that the instrument has been reliable.

Technique of Collecting Data

Pre-test and post test data gathering approaches were used in this investigation. An essay was utilized as the evaluation technique in the writing assessment. The researcher developed an essay tool to assess students' grammatical, language, mechanics, organization, and content abilities in writing short stories.

1. Independent Variable (Collaborative Method)

    a. *Conceptual Definition*

    The collaborative method is a learning approach that focuses on processes, behaviors, and conversations related to collaboration between teams, namely individuals with individuals. (Vos et al., 2010). It helps students solve a problem by combining several ideas or ideas so that they are in harmony and can solve the problem at hand.

    b. *Operational definition*

    In the collaborative method, students are asked to work in

groups to compile ideas, edit, and write the idea into a wholeness in the focus of students' writing skills (Anggraini et al., 2020b). Another opinion states that in the collaborative method students play a role in making a paper together and are divided into several roles, first the brainstorming or idea section, then collecting ideas and ideas and making a writing scheme, after that the section Composing the paper, then revising some things that are seen as inadequate, and finally editing the paper and making sure the paper is better than before. (Barkley et al., 2005)

2. Dependent Variable (Writing Skills)

a. *Conceptual Definition*

Students' procedural writing ability refers to the ability of students to create or write procedural texts correctly. It can show, through the program text they create, how to do things that conform to the standards of a good program text, such as the correct use of common structures and correct grammatical patterns, vocabulary, usage, and mechanisms. (Maharani et al., 2018)

b. *Operational Definition*

In this technique, students are divided into small groups and then use the collaborative method to compile a short story. Team members are divided into several focuses, namely the drafting team, revision, idea collection, and checking grammatical errors. (Brown et al., 1989)

Technique of Data Analysis

a. The test of normality

Normality testing is carried out to determine whether the distribution of data occurs normally or not then the test normality criteria in this study were as follows:

Ho is accepted if sig > α = 0.05
Ha is accepted if sig < α = 0.05
Notes:
Ho: The data are normally distributed
Ha: The data are not normally distributed

b. The test of Homogeneity

The homogeneity test was carried out to determine whether the experimental and control group was homogeneous or not, in this study, researchers used SPSS.

$$F_{count} = \frac{maximum\ variance}{minimum\ variance}$$

Criteria in this test is:
Ho is accepted if sig > α = 0.05
Ha is accepted if sig < α = 0.05

The Statistical Hypotheses

1. Determining of Statistical Hypotheses

   Based on the results of previous hypotheses research, it is necessary to calculate the hypotheses statistics as follows:

   a. Ho: $\mu1 = \mu2$

   This means that there is no significant influence on the use of collaborative short story methods on improving students' writing skills.

   b. Ho: $\mu1 \neq \mu2$

   This means that there is no significant influence on the use of the short story method on improving students' writing skills.

2. Determining Statistical Test

   In data analysis, researchers used statistical calculations of Wilcoxon test data to determine the difference in student scores before being given treatment and after being given treatment through pre-test and post-test.

3. Determining the Criteria of the Test

   - If Assymp sig (2-tailed)>Sig, it means that Ha is rejected, and Ho is accepted.
   - If Assymp sig (2-tailed) <Sig, it means that Ha is accepted, and Ho is rejected

FINDINGS AND DISCUSSION

Findings

Descriptions of the Data

This research was carried out at one of the SMK in Kota Tangerang. In its implementation, researchers used 2 classes from class 10 as research samples, namely class X TJKT I and X TJKT II. In determining the research sample, class X TJKT I acts as a control class and class X TJKT II is an experimental class that was be observed in depth by researchers.

Then in this observation, the two classes or samples were given different treatments in the learning process, in class X TJKT I as a control class was be given a conventional method based on problem-based learning and class X TJKT II was be given a collaborative method treatment using short stories in learning writing skills.

Before researchers carry out research at school, research instruments that have been prepared need to be validated first by experts, then researchers make validation tables which was then be given to lecturers on campus and teachers at school so that they are valid, and researchers can continue to the observation stage at school.

Although given different treatments, in the assessment after learning researchers use the same

method. The researchers use command questions to create free essay short learning medium in class using collaborative methods in improving

Table 3. Descriptive Statistics Analysis

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	
										Std.
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Error
Pretest Control	34	25	40	65	1625	47.79	8.366	69.987	1.087	.403
Pretest Experimental	36	35	40	75	1975	54.86	10.384	107.837	.384	.393
Post Test Control	34	25	50	75	2065	60.74	6.412	41.110	.350	.403
Post Test Experimental	36	30	50	80	2395	66.53	7.542	56.885	.079	.393
Valid N (listwise)	34									

stories with themes that have been determined by researchers as teachers in the classroom. This was done to determine the influence of short stories and collaborative methods on improving students' writing skills.

After being given treatment to find out the results of using the treatment prepared by the researcher, the researcher conducts an assessment, namely in the form of a post test at the end of the observation to find out the comparison of the pretest results that have been carried out before the researcher starts observation. Then analyzed using SPSS 22 and it was found that there was a significant increase in the use of short stories as a

students' writing skills.

### *The Students' Writing Skills in the Experimental Class*

Data presentation of the students' writing skills can be seen in statistic descriptive table below.

Data in the experimental class obtained that the minimum value at the time of the pretest was 40 and the maximum value was 75, while when the post test was carried out there was a significant increase from the minimum value obtained was 50 and a maximum of 80. Then in the control class the minimum value obtained at the time of the pretest was 40 and a maximum of

65, while at the time of the post-test the minimum value in the control class increased to 50 and the maximum to 75. From the description, that there is a significant increase in the use of collaborative methods using short stories in the experimental class.

Based on the figure, the mean in the control class pretest is 47.79 and at the time of the post test is 60.74. which means there is an increase of 12.95%. Then the average score obtained during the experimental class pretest was 54.86 while at the time of the post-test the average value obtained was 66.53. which means there is an increase of 11.67%.

Figure 3. Students' Score
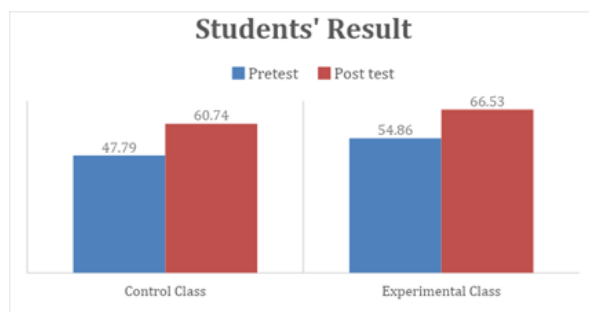
Based on the table, the mean in the control class pretest is 47.79 and at the time of the post test is 60.74. which means there is an increase of 12.95%. Then the average score obtained during the experimental class pretest was 54.86 while at the time of the post-test the average value obtained was 66.53.

which means there is an increase of 11.67 %

The results of the data obtained prove it that there is an improvement in the learning process in the classroom using the collaborative method with short stories.

The Test of Analysis Assumptions

1. Test of Normality

Table 4. Normality Result

		Kolmogorov-Smirnov[a]		
	Class	Statistic	df	Sig.
Score	Control Class	.252	34	.000
	Experimental Class	.164	36	.016

Source: IBM SPSS 22

a. Lilliefors Significance Correction

The results from the table, it was found that the sig value of the control class was 0.000 and the experimental class was 0.016 then based on the normality test criteria if the sig value was below 0.05 then the data was abnormal, then if the number of samples was more than 30 then the test used was a normality test using Kolmogorov-Smirnov. The results of the data obtained prove it that the data of this study is abnormally distributed because the sig of the control class 0.000<0.05 then in the experimental class the sig value of 0.016<0.05 then based on the results of the decision of the normality

test criteria this research data is abnormally distributed.

2. Test of Homogeneity

Table 5. Homogeneity Result

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
2.635	1	68	.109

The reference for the homogeneity test criteria for homogeneously distributed data is when the sig is greater than 0.05. The table's result indicates that the obtained sig value is 0.109, which means that the data is homogeneously distributed.

The Testing of the Research Hypotheses and Discussions

1. Wilcoxon Text

Table 6. Rank Wilcoxon Text

Ranks		N	Mean Rank	Sum of Ranks
Post-test Experimental – Pre-test Experimental	Negative Ranks	0ᵃ	.00	.00
	Positive Ranks	36ᵇ	18.50	666.00
	Ties	0ᶜ		
	Total	36		

Source: IBM SPSS 22

a. Post test Experimental < Pre-test Experimental
b. Post test Experimental > Pre-test Experimental
c. Post test Experimental = Pre-test Experimental

The values in the table indicate a score of 0 in the post-experimental negative ranks, which means that 36 students obtained increased scores from the pretest to the post-test. In addition, the ties obtained are 0 which means there is no equal value between pretest and post-test.

Table 7. Rank Wilcoxon text

Wilcoxon Result Test Statisticsᵃ	
	Post-test Experimental – Pre-test Experimental
Z	-5.319ᵇ
Asymp. Sig. (2-tailed)	.000

Source: IBM SPSS 22

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

Then the final decision of this analysis is that the sig value amounts to 0.000 which means Ha is accepted because based on the Wilcoxon test criteria if the sig value is less than 0.05 then Ha is accepted, and Ho is rejected. The result of this test a significant increase in the use of short stories and collaborative methods as learning methods and media.

Discussion

In the implementation of the research, students gradually experienced developments in writing skills starting from decreased grammar errors, and increasingly broad vocabulary. Based on the data normality test, it was found that the data was abnormally distributed

because the sig value in the control class was 0.000 and the experimental class was 0.016 and was drawn from the normality test criteria if the sig value was $<.0.05$ then the data was abnormally distributed. Therefore, it states the data is abnormally distributed as $0.000<0.05$ and $0.016<0.05$.

The non-parametric hypothesis test used was the Wilcoxon test and data results were obtained that were positive scores of 36 which meant that as many as 36 students experienced an increase in scores at the time of the post-test compared to the pretest. Then by paying attention to the value of Assymp.sig (2-tailed) obtained results with a value of 0.000 which based on Wilcoxon's test criteria if the value of Assymp.sig (2-tailed) > 0.05, Ho is accepted, and Ha is rejected which means there is no effect from the use of collaborative methods on improving students' writing skills. Meanwhile, the value of Assymp, sig (2-tailed) $0.000 < 0.05$ results in Ha being accepted and Ho being rejected, which means there is an influence on the use of collaborative methods on students' writing skills.

CONCLUSIONS AND SUGGESTION

Based on the results of calculating the statistical data obtained, it was found that the value of student learning outcomes has increased since using the short story variable treatment as a

learning medium in class. The short stories used for students have an impact on students' writing skills. This conclusion is derived from the results of descriptive statistical analysis, where there is a significant increase in student scores from the pretest to the post-test.

The results of observations conducted at school also indicate that the use of short stories as teaching materials stimulates more active and creative learning motivation. This is because students can express their ideas and imagination in the form of short stories in writing. This is a direct implementation of narrative text material as a variable in the research hypothesis about improving students' writing skills.

Thus, according to the research data and analysis tests from the normality of data and research hypotheses. Therefore, the use of collaborative short story methods has a significant influence on students' writing skills. This is shown from the results of the hypothesis test using the Wilcoxon test on SPSS 22, namely the value of Assymp.sig (2-tailed) obtained is lowest then minimum criteria of Wilcoxon test, In this case, Ho is rejected, and Ha is accepted, which means there is a significant influence when utilizing collaborative methods with short stories as a learning medium to enhance students' writing skills.

Based on the conclusions and results of the research that has been described, the researcher summarized several suggestions for school components, namely:

1. For Teachers

Researchers recommend good collaboration between teachers and students for success in the teaching process. It was better for the teacher if they used the right techniques in teaching writing. Appropriate technology stimulates student interest in the subject matter. Researchers recommend that teachers use collaborative writing to teach writing, especially procedural texts.

2. For Students

Students need to explore their potential in the ability to write using English and pay close attention to what is conveyed by the teacher when in class.

3. For School

Schools need to provide media needs or props used in the learning process in class so that each material provided has its own characteristics with the media used to attract students to learn about it.

4. For Readers

In this study, it was found that an improvement in students' writing skills using the collaborative short story method can be used as a reference for the next researcher who wants to research with the same variables and goals.

REFERENCES

Abidin Dr., M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, *8*(2), 119–134. https://doi.org/10.5539/ass.v8n2p119

Al-Halhouli, A., Alshare, A., Mohsen, M., Matar, M., Dietzel, A., & Büttgenbach, S. (2015). Passive micromixers with interlocking semi-circle and omega-shaped modules: Experiments and simulations. *Micromachines*, *6*(7), 953–968. https://doi.org/10.3390/mi6070953

Anggraini, R., Rozimela, Y., & Anwar, D. (2020b). The effects of collaborative writing on efl learners' writing skills and their perception of the strategy. *Journal of Language Teaching and Research*, *11*(2), 335–341. https://doi.org/10.17507/jltr.1102.25

Azizah, R., & Hamid, S. F. (2022). The Effectiveness of Comic Strip in Improving Students' Vocabulary and Reading Comprehension. Journal of English Language Teaching,

Linguistics, and Literature Studies, 2(1).

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative Learning Method*. https://download.e-bookshelf.de/download/0002/5216/40/L-G-0002521640-0003712114.pdf

Bos, B., & Lee, K. S. (2013). *Problem-Based Instruction and Web 2.0: Meeting the Needs of the 21st Century Learner*. https://www.researchgate.net/publication/268819024

Brown, K., Kristine, & Hood Susan. (1989). *Writing matters: Writing skills and strategies for students of English.* https://books.google.com/books?hl=id&lr=&id=wUxJuG8DSPEC&oi=fnd&pg=PA6&dq=writing+skills&ots=SmSXC488E1&sig=XPoyphqfuH4EO7ghCH7VOY5J-9g

Diani, D. R., Nurhayati, N., & Suhendi, D. (2019). Pengembangan lembar kerja peserta didik (lkpd) menulis cerpen berbasis aplikasi android. *Basastra: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *7*(2), 1–13. https://doi.org/10.20961/basastra.v7i2.37800

Feng Chun, M. (2006). *Training Modules on Integrating ICT For Pedagogical Innovation*. https://en.unesco.org/sites/default/files/ict-enhanced_innovative_pedagogy_in_tvet_in_the_asia_pacific.pdf

Helsanita, N. (2014). *The Effectiveness of Collaborative Learning in Improving Students' Abililty in Reading Descriptive Text (A Pre-Experimental Study of the Seventh Grade Students of SMP Pelita Harapan, South Jakarta).* https://repository.uinjkt.ac.id/dspace/bitstream/123456789/24646/3/NOVERA%20HELSANITA-FITK.pdf

Kessler, & Greek. (2012). Collaborative writing among second language learners in academic web-based projects. *Language Learning &technology*, *16*((1)), 91–109. https://www.researchgate.net/publication/259640402_Collaborative_Writing_Among_Second_Language_Learners_in_Academic_Web-Based_Projects

KIRKGÖZ, Y. (2012). Incorporating short stories in English language classes. *Novitas-ROYAL (Research on Youth and Language)*, *6*(2). https://www.academia.edu/9424112/INCORPORATING_SHORT_STORIES_IN_ENGLISH_LANGUAGE_CLASSES

Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia-Social and Behavioral Sciences*, *31*, 486–490. https://www.sciencedirect.com/science/article/pii/S1877042811030205

Leki, I, & Carson, J. G. (1994). Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL Quarterly*, *28*(1), 81–101. https://www.jstor.org/stable/3587199

MacAchtur, C. A., Graham, S., & Fitzgerald, J. (2016). Handbook of writing research. *Guilford Press*. https://psycnet.apa.org/record/2015-51875-002

Maharani, C. (2019). *Towards Students' Procedure Text Writing Ability at the*

First Semester of The Twelfth Grade of MA Al- Hikmah Bandar Lampung in the Academic Year of 2018/2019. 1–86. https://jurnal.pendidikanbiologiuka w.ac.id/index.php/JIBUKAW/articl e/download/200/54

Maharani, C., Kurniawati, D., Pd Co-Advisor, M., Sayid Wijaya, M., & Pd, M. (2018). The Influence of Collaborative Writing Technique Towards Students' Procedure Text Writing Ability at The First Semester of The Twelfth Grade of Ma Al-Hikmah Bandar Lampung In The Academic Year of Submitted as A Partial Fulfillment Of Requirements For S1-Degree. https://core.ac.uk/download/pdf/2 95429422.pdf

Moore, A. (2012). *Teaching and learning: Pedagogy, curriculum and culture*. Routledge. https://doi.org/10.4324/9780203134 061

Nykopp, M., Marttunen, M., & Erkens, G. (2019). Coordinating collaborative writing in an online environment. *Journal of Computing in Higher Education*, *31*(3), 536–556. https://doi.org/10.1007/s12528-018-9203-3

Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, *59*(1)), 23–30. https://doi.org/10.1093/elt/cci003

Saleh, S., & Ibnian, K. (2010). *The Effect of Using the Story-Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL* (Vol. 3, Issue 4). www.ccsenet.org/elt

Vos, L., Dückers, M. La, Wagner, C., & Van Merode, G. G. (2010). *Applying the quality improvement collaborative method to process redesign: a multiple case study*. http://www.implementationscience. com/content/5/1/19

Wikanengsih. (2013). Model Pembelajaran Neurolinguistic Programming Berorientasi Karakter Bagi Peningkatan Kemampuan Menulis Siswa SMP. *Jurnal Ilmu Pendidikan Universitas Negeri Malang*, *19*(2). http://dx.doi.org/10.17977/jip.v19i2 .4210