

## **THE EFFECTIVENESS OF COLLABORATIVE WRITING TO IMPROVE THE STUDENTS' WRITING SKILL**

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### **ABSTRACT**

This study aims to determine whether collaborative writing is effective to improve students' writing skills or not and to know students' perceptions of collaborative writing. This research was conducted at SMAN 3 Majene. The samples of the research were 40 students from grade X or tenth grade. The researchers employed mixed research methods. Researcher used tests to collect data about the ability to write descriptive texts and interviews as research instruments to collect data about the extent of the influence of collaborative writing on motivation and self-confidence in learning. The data analysis technique uses Statistical Product and Service Solution (SPSS) 20 to analyze quantitative data and qualitative descriptive analysis techniques to analyze qualitative data and the results of this study indicate that there is an effect of collaborative writing on learning motivation. Based on the results of the N-Gain score test which were analyzed using SPSS, it showed that the average N-Gain score for the experimental group (collaborative writing) was 52.5034. It is categorized less effective category with a minimum N-Gain value of 36, 17% and a maximum value of 66.67%, it indicates that the effect of collaborative writing on students' learning motivation is able to improve students' writing skills with category less effective. Thus, this collaborative writing is recommended to improve students' writing skills.

**Keywords:** Collaborative Writing, Writing Ability, Descriptive Text

### **INTRODUCTION**

**T**eaching writing as productive skills requires teachers to direct students to produce their expression in written form and needs more elements of skills such as using appropriate words, proper sentences and correct spelling that is different from speaking. When students speak, they can gesture, use facial expressions ask questions or fumble their way through it, but when they write, they have to communicate with actual visual words.

According to Irawansyah (2016) writing is a process of expressing ideas or thought in words. The words written are composed within sentences and paragraphs. In addition, Orianda (2013) argued that writing is not only a way to express ideas, but also a way to acquire the ideas when it is put on the paper. In other words, the ideas are acquired in writing.

Ramadhani (2013) contends that the process of writing in classroom can be classified into four

stages namely planning, drafting (writing), revising (redrafting), and editing, as well as three additional stages placed on students by the teacher, namely responding (sharing), evaluating, and post-writing.

Additionally, after conducting the interview with the English teacher at SMAN 3 MAJENE as preliminary study, it was found that the teacher said that the average students had difficulties in English subjects, especially writing. The teachers also say that there are numerous students difficult in writing because of several factors such as vocabulary, grammar, and word compilation. The teacher tried to solve the problem but the effect was not enough to improve students' writing skills.

Therefore, the researcher applied the collaborative writing method as a solution to overcome the problems. According to Nunan in Sipayung (2015), collaborative writing was essentially a social process through which writers looked for areas of shared understanding. Furthermore Higgins, et al in Sipayung (2015), define that collaborative writing is a process to foster reflective thinking, especially if the learners are drawn in the gesture of explaining and defending their ideas to their peers.

Based on the above considerations, the researcher has interest to undertake experimental research under the title the effectiveness of collaborative writing to improve the students' writing skill at the tenth grade of SMAN 3 Majene.

## **REVIEW OF LITERATURE**

Some studies have been conducted by some researchers. Firstly, Pramono (2014), found that there is the effect of collaborative writing methods in teaching writing. This research used pre-experimental design with one group pretest-posttest design. The subject in this research is the second grade of MTs Assyafi'iyah Gondang which consists of one class as well as the population. The instrument used in the study was a test. Analysis of research data using the T-test. The results of his research showed significant results between the results of the pretest and posttest score. The post-test mean value is higher (74.85) than the pre-test (50.82). The t-test value is higher than the t-table value ( $40.22 > 1.694$ ). The conclusion is the Collaborative Writing method is effectively used in responding to descriptive text writing.

The second research was Soraya (2016) found that, collaborative writing strategy is more effective than metacognitive writing strategy in writing lesson. This research used queasy experimental research; the population of the research was the eighth grade of a junior high school in Wonosari in the academic year of 2013/2014. The sampling technique used was cluster random sampling.

However, this study concerns on the involvement of students' teams. A collaborative writing was intended to improve the tenth-grade students' writing skills in senior high school of 3 Majene.

## **METHOD**

### **Research Design**

The research design was a sequential explanatory design as its research design. According to Creswell (2011), an explanatory strategy in mixed methods is a sequential combination of quantitative and qualitative methods, where the research is carried out with quantitative methods using quasi-experimental research design in the first stage. This design is applied because the researcher comparing two group. It is comparing between experimental class and control class. The research was conducted on February until Mei 2019 in SMA Negeri 3 Majene. The sample of this research was X IPS which consists of 40 students.

### **Research Procedures**

#### ***Pre-test***

Before being given treatment, both experimental groups and control groups were given tested (pre-test). A pre-test is a form of a test, which the researchers told the student before starting a lesson. The benefits of the pre-test are to know the initial ability of students on the lessons conveyed. By knowing the initial capabilities of these students, teachers are able to determine how to deliver the lesson to be in touch.

#### ***Treatment***

After giving the pre-test, the researchers introduced and applied the strategy by giving treatment. In this treatment, the researcher introduces and explains about collaborative writing.

#### ***Post-test***

And post-test is a form of the test given after the lesson/material has been submitted. in short, the post-test is the final value when the material that is taught that day has been given which one researcher gives the post-test with the intention of whether the student has understood and understanding the material that has recently been given that day, the benefits of the post of this test are to obtain an overview of the ability achieved after the end of the delivery of the lesson.

### **Data Analysis Technique**

To know the significant difference between reading the students taught using collaborative writing methods, the SPSS 26 calculation used. There are several steps to determine t-test by using SPSS. The steps of data analysis present below:

- a. The data copied on data view in SPSS
- b. The data from Microsoft Excel was adjusted on <Variable View> such as changing name, width,decimals, and column appropriate needed of the researcher.
- c. The last, choose <Analyze> in toolbar after that choose <paired sample test>, then last choose <N-Gain Testing>.

## FINDINGS AND DISCUSSION

### Finding

#### *Students Writing Skill*

The researchers used SPSS version 26 to evaluate the frequency of the data both before and after the test. The frequency description is used to determine how many times the students' scores show. The table below shows the frequency of data in both the pretest and posttest. The results of the study will be explained as follow table 1.

**Table 1. The Frequency Distribution of Pretest in Eksperimetal and Control Group**

No	Criteria	Score	Experimetal group		Control group	
			F	P (%)	F	P (%)
1	Excellent	90-100	0	0%	0	0%
2	Very good	80-90	0	0%	0	0%
3	Good	70-79	3	15%	4	20%
4	Fair	56-69	6	30%	6	30%
5	Poor	41-55	10	50%	9	45%
6	Very poor	≤40	1	5%	1	5%
Total			20	100%	20	100%

**Table 2. The Frequency Distribution of Post-Test in Experimental and Control Group**

No	Criteria	Score	Experimental group		Control group	
			F	P(%)	F	P (%)
1	Excellent	90-100	0	0%	0	0%
2	Very good	80-90	11	55%	4	20%
3	Good	70-79	9	45%	5	25%
4	Fair	56-69	0	0%	11	55%
5	Poor	41-55	0	0%	0	0%
6	Very poor	≤40	0	0%	0	0%
Total			20	100%	20	100%

The table below shows statistical description data on the pretest and posttest experiments. The data depict information about the classification of “very good” in experimental group was the highest which showed more than 50% and Good was nearly 50%. Excellent, Fair, Poor, and very poor were seemingly unidentified in this group. Meanwhile, the post-test of the control group showed that 55% of students were still in “Fair” level in writing. The results of the study will be explained as follows table 3.

**Table 3. Descriptive Statistic Pre-Test and Post-Test Experimental Group**

Statistics	Pretest	Posttest
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_____		

N	Valid	20	20
	Missing	0	0
Mean		68,8000	78,9500
Std. Deviation		7,63372	5,59582
Variance		58,274	31,313
Range		22,00	20,00
Minimum		60,00	70,00
Maximum		82,00	90,00

The result on the Table 3 can conclude that there are 20 students in experimental group. It shown that mean score of pre-test is 68.80, it means that the average score of 20 students are got 68. The standard deviation is 7.6337. The highest pre-test score of experimental group is 82, and the lowest score is 60.

Meanwhile, the result score of post-test can conclude that there are 20 students in experimental group. It shown that the mean score is 78.95, it means that the average score of 20 students are got 76 the standard deviation is 5.5958. The highest post-test score in experimental group is 90, and the lowest score is 70.

**Table 4. Descriptive Statistic Pre-Test and Post-Test Control Group**

Statistics		Pretest control	Posttest control
N	Valid	20	20
	Missing	0	0
Mean		57,9000	68,8000
Std. Deviation		11,50240	7,63372
Variance		132,305	58,274
Range		45,00	22,00
Minimum		34,00	60,00
Maximum		79,00	82,00

Based on the Table 4, it showed that there are 20 students in control group. It showed that the mean score of pre-test is 57.90 it means that the average score of 20 students are got 57. The standard deviation is 11, 50. The highest pre-test score of control group is 79 and the lowest scores of 34. Meanwhile, the mean score of post-test is 68.80 it means that the average score of 20 students are got 68. The standard deviation is 7, 6337. The highest post-test score of control group is 82, and the lowest scores is 60.

The normality test was carried out on two classes, namely the experimental group and the control group. The normality test was used to determine whether the data from the two sample groups came from a normal population distribution or not. The normality test was carried out with

SPSS Statistics 26 with the following requirements: if sig. (2-tailed) a value greater than 0.05 means the data is normally distributed. But if sig. (2-tailed) the value is less than 0.05, meaning that the data is not normally distributed (Raharjo, 2014).

**Table 5. Test of Normality**

Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	pre_control	.154	20	.200*	.962	20	.581
	post_control	.176	20	.104	.882	20	.020
	pre_experiment	.154	20	.200*	.926	20	.128
	post_experiment	.126	20	.200*	.944	20	.287

The table 5. test of normality using Kolmogorov-smirnov, test showed that the sig. value of the pre-test control group 0,107 then the sig. value of the post-test control group is 0,113 and the sig. value of pre-test experimental group is 0,008 then the sig. value of post-test experimental group is 0,062. Therefore, the sig. value of the pre-test control group is greater than 0, 05 (0,107 > 0, 05) then the sig. value of the post-test control group is greater than 0, 05 (0,113>0, 05) and the sig. Value of the pre-test of experimental group greater than 0, 05 (0,008 > 0, 05) then the sig. value of the post-test of experimental group greater than 0,05 (0,162 > 0,05) it means that the sample of both groups were normally distributed.

The paired sample test aims to determine whether the application of collaborative writing techniques has an effect on the writing ability of first grade students of SMAN 3 Majene. In this case, the researcher conducted a paired sample test to find out whether there was a difference in the average scores of the experimental group students and the control group students in writing descriptive text.

**Table 6. Paired Sample Test**

**Paired Samples Test**

	Paired Differences	95% Confidence Interval of						
		Mean	Std. Deviation	Std. Error	the Difference		T	Df
Pair 1 pre test control - post test control	-10,900	8,188	1,831	Lower	Upper	-5,953	19	,000
Pair 2 pre test eksperiment - post test eksperiment	-23,250	5,552	1,242	Lower	Upper	-18,727	19	,000

Paired sample test results were analyzed by using SPSS. The values of the pre-test, post-test of the experimental group and the control group showed that Sig. (2-tailed = 0.000) <0.05, it can be concluded that the results of the paired test of the students' mean pre-test scores were different

from the post-test mean scores in writing descriptive text.

Based on the table 7 value of the N-Gain score test in the form of percent (%) and the descriptive output table, the researcher can make a table of the results of the N-Gain score test calculation below.

**Table 7. The Results of The N-Gain Score**

No	Experimental group N-Gain score (%)	No	Control group N-Gain score (%)
1	41,18	1	30,19
2	56,86	2	25,49
3	55,56	3	44,44
4	51,92	4	14,63
5	50	5	17,5
6	50	6	24,53
7	66,67	7	54,55
8	53,49	8	38
9	50	9	21,57
10	50	10	-8,57
11	56	11	25,49
12	40,48	12	4,76
13	53,49	13	23,08
14	40	14	11,76
15	46,81	15	32,43
16	36,17	16	13,33
17	60	17	24
18	65,91	18	37,93
19	63,04	19	23,08
20	62,5	20	24
<b>Mean</b>	<b>52,5034</b>	<b>Mean</b>	<b>24,1098</b>
<b>Minimal</b>	<b>36,17</b>	<b>Minimal</b>	<b>-8,57</b>
<b>Maximal</b>	<b>66,67</b>	<b>Maximal</b>	<b>54,55</b>

Based on table 8. the results of the calculation of the N-Gain score test show that the average value of the N-Gain score for the experimental group (writing collaboration) is 52.5034 which is included in the less effective category, with a minimum score of 36.17% and a maximum value of 66, 67%. While the average N-Gain score for the control group (conventional method) of 24.1098 is included in the ineffective category, with a minimum value of -8.57% and a maximum value of 54.55%. It can be concluded that the alternative hypothesis (Ha) is accepted in the less effective category with a value of 52.5034 however, collaborative writing is able to improve students' writing skills with an average value of 52.5034 compared to the conventional method with an average value of 24.1098. The null hypothesis (H0) is rejected. it can be concluded that the use of the Collaborative Writing method is effective in improving the writing skills of class X IIS SMAN 3 Majene students.

***Students Perception About Collaborative Writing***

The researchers conducted interviews on March 15, 2019 and started at 09.00 to 09:40. The researchers conducted interviews with 6 students and only one day researchers took interview data.

Based on students' perception about collaborative writing, the researcher concluded that all students agreed that collaborative writing is useful in writing descriptive texts or other types of texts, and can also improve vocabulary and grammar. For example, student Lidia said that interactions are useful to vocabulary development. Group interactions are beneficial because they help them correct mistakes and remember things they may have forgotten when working alone.

Student Didin considered that group interaction was more effective for improving vocabulary and grammar. Overall, students' opinions about collaborative writing are always connected with the development of second language writing (grammar, vocabulary and language skills). The six students think that writing using the collaborative writing method can positively increase self-confidence and motivation to write. Student Rahmadi stated that student he felt more confident when he expressed his opinion and then his group friends accepted his opinion.

Students were also interviewed about the results of the evaluation and according to student R it would be unfair if the evaluation results were generalized in one group because according to him there were some students who had no contribution in doing the assignment. Therefore, the evaluation results should be linked to the belonging of each contributing member rather than the group.

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Overall, students think that the evaluation results should be divided based on the results of student contributions.

## **Discussion**

### ***Students' Writing Skill of the First Grade at SMAN 3 Majene***

In this study, the researchers used the collaborative writing method to determine whether there was a significant effect on student achievement in writing descriptive texts in class X SMAN 3 Majene. Before applying the collaborative writing method, a pre-test was given to both groups, and the data in the experimental group were: the highest score was 75, the lowest score was 40, and the average score was 55.70. The data shows that the students' scores are still low.

After doing the collaborative writing strategy, the writer gave a post-test to the students to get their score. The data obtained in the post-test of experimental group are: the highest score was 90, the lowest score was 70, and an average score was 78.95. The data shows that the collaborative writing strategy improved students' writing skill in the teaching and learning process, especially in writing descriptive text.

Furthermore, to find out the significant differences between the use of collaborative writing methods and conventional methods in writing descriptive texts, the researcher analyzed the data by applying the paired sample T-test formula. Paired sample T-test results were analyzed by using SPSS. The pre-test and post-test scores of the experimental and control groups showed that Sig. (2-



tailed) = 0.000 < 0.05, then the T-test value was smaller than Sig. value 0.05. Then, it can be concluded that there was a difference in the average value of students. After that, the researcher conducted N-Gain testing to find out the effectiveness of collaborative writing in improving students' writing skill. The results of the calculation of the N-Gain score test show that the average value of the N-Gain score test shows that the average N-Gain score for the experimental group (collaborative writing) was 52,5% and more higher than 40 % means the using of collaborative writing is effective with less effective category. While the average of N-Gain score for the control group (conventional method) was 24.1098 or 24.2% is included in the ineffective category. From the result of N-Gain score test analysis, it can be concluded that the collaborative writing method is able to improve the students' writing skills, especially descriptive text.

In this research the data analyze by using SPSS and continued with testing hypothesis, it was found that the alternative hypothesis  $H_a$  was accepted and  $H_o$  was rejected. It means that the using of collaborative writing strategy was effective to improve students' writing skill in descriptive text.

#### ***Student's Perception About Collaborative Writing***

In the teaching and learning process, the collaborative strategy used in teaching play an important role in increasing students' interest and motivation, to take as many lessons as possible so that learning objectives can be achieved. Trimbur in Lassiter (2014) the purpose of collaborative learning is to initiate in-depth conversations between pairs or small groups, then between groups in the class, and then between the class and the teacher. In addition, Ratih Inayah (2019) says that, the collaborative writing process is proven to help teachers empower students' writing skills and develop students' abilities to work with others so as to reduce selfish behavior.

Based on the results of interviews with the six students, they all agreed that collaborative writing can help them improve their writing skills, which is in line with previous research. conducted by Zuraida (2018), showing that the collaborative writing method is effective for improving students' writing skills in writing descriptive texts. Latifah, ulfa, rachmawati (2020) state that Students who are taught by using collaborative writing have better writing abilities than those who are taught using a traditional technique. It was discovered that collaborative writing technique had a considerable impact on writing ability. As a result, students prefer to collaborate while writing since one person may be excellent in certain elements, such as grammar, but not in others, such as vocabulary. As a result, members of the group complement one another and work together to produce better summaries.

Participants also stated that they shared ideas and learned from each other, as mentioned in previous studies. Shehadeh (2011) by writing, students can exchange thoughts, ideas, suggestions, sentences. these interactions increase their vocabulary, improve their grammar, and overall language skills. When one of the group members makes a writing error, the others will give their suggestions and opinions so that the final writing will be better. Discussing a problem with the

group helps them think deeply until they finally find a solution to the problem that they are facing. therefore, they will get various benefits in the writing.

The majority of students agree that collaborative writing provides motivation and confidence in writing. This finding confirms previous research. Sehadah (2011), and Alawaji (2020) that collaborative writing can increase their level of confidence and motivation in writing. When one member receives positive feedback on his contribution or the suggestions submitted are accepted by group members it increases the level of confidence and motivation of students in writing. However, one student had a different view of increasing self-confidence and motivation. RL student claimed that collaborative writing did not affect motivation and self-confidence. for him, a group with more competent students made him feel insecure. this is supported by the statement of Alawaji (2020) stated that contrary to the majority of studies, participant C claimed that collaborative writing might affect their motivation negatively. Therefore, teachers are required to remind their students about how to socialize properly and politely even though these students have better skills.

All of students did not agree if the collaborative writing assessment was assessed based on the group because they felt that the group assessment was unfair. It was supported by previous research, Prior (2010) said that there was no statistically significant correlation between group and individual assessment scores. this shows that group assessments must be carried out clearly which is linked to the learning outcomes of the module.

## **CONCLUSSION**

As the conclusion, the use of the collaborative writing strategy was effective with less effective category in improving writing skills of the X IIS students of SMAN 3 Majene.

Based on the results of interviews. There was one student claimed that collaborative writing did not affect motivation and self-confidence. for him, a group with more competent students made him feel insecure. It was related to the result of N-gain score analysis which the researcher found that the using collaborative writing strategy was effective with less effective category. But the majority of the students revealed that the collaborative writing method can make them interested, motivated, increase their confidence level and want to pay attention to the learning process. This shows that the influence of collaborative writing is quite effective in the teaching and learning process. Thus, teachers of senior high school should apply this collaborative writing to improve their students' writing skill.

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