

# **THE EFFECT OF COLLABORATIVE WRITING STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT SMAN 7 BULUKUMBA**

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## **Abstract**

This study aims to determine the effect of implementing collaborative writing strategies on student achievement in writing with the main objective: to determine whether there is a significant effect of collaborative writing strategies on student achievement in writing recount texts at SMAN 7 Bulukumba. This research was conducted using a quasi-experimental research design. The population of this research is class X students of SMAN 7 Bulukumba. Two classes were taken as samples of this study. Class X.Mia 1 was the experimental group and class X.Mia 2 was the controlled group. The experimental group was taught using the Collaborative Writing strategy, while the control group was taught using the conventional method. The data collection instrument was a written test. The results showed that the use of Collaborative Writing strategies increased students' achievement in writing recount texts. Evidenced by a significant 2-tailed level for the t-test, namely  $0.005 < 0.05$ , which means  $H_1$  is accepted and  $H_0$  is rejected. This means that there is a significant effect of using Collaborative Writing strategies on student achievement in writing recount texts. Therefore, it is suggested that English teachers apply a collaborative writing strategy to students' learning achievement in writing. Based on the observation of teaching experience it is said that students are more enthusiastic to participate in learning. They have the motivation to write. They are also able to create positive relationships when they work collaboratively in groups. That's because they have many pairs of eyes for writing correction. In addition, students are allowed to give and receive direct feedback on the language used in their writing. Thus, the teaching-learning process becomes more interesting and students enjoy a better writing process in recount texts.

**Keywords:** Recount Text, Students' achievement, Collaborative Writing

## **INTRODUCTION**

**E**nglish is one of the languages that has been globalized. This is because English is the most commonly used language (Nishanthi 2018), and this language is employed as an international language and plays an important role in many areas (Yulfi & Aalayina, 2021). The importance of English influences many things, such as in the field of education.

We realize the importance of English, as a foreign language to be taught in Indonesia to communicate, and in the English language, there are productive skills consisting of speaking and writing, and receptive skills consisting of listening and reading. Productive language skills are skilled or able to create meaningful language codes in both oral and written communication. Meanwhile, receptive language skills are skilled or able to re-translate language codes into meaning in both oral and written communication (Sreena & Ilankumaran, 2018).

Reading and writing are two skills that are the main focus of literacy, reading is included in the realm of knowledge, and writing in the realm of skills are two things that are very closely related. Thus, writing is more time-consuming than reading, even if it is for advanced writers. The process of learning to read and write should occur together and the process will be easy for students who have mastered spoken language (Santoso, 2018).

Writing is a complicated skill that expresses the language in letters, symbols, or words. In other words, it is the process of arranging the words into a sentence to be related to the context (Utami, 2020) Writing is the most essential element for humans. Writing is one of the necessary skills because it plays an important part as a communication tool. When we write we need a specific ability to express the message in written communication (Ningsih, 2020).

The researcher is concentrating on writing since it is one of the four language abilities that are crucial to learning and communication (Sari, F. P., 2020). The ability to write well requires a higher level of complexity and difficulty since it calls for the mastery of both conceptual thinking and judgment in addition to grammatical and theoretical methods. Everybody may express their thoughts and feelings through writing, and it also serves as a means of communication and information retention. The process of putting thoughts and ideas into written form necessitates that people learn how to write in English. Language use, grammar, structure, spelling, and punctuation are some of the factors that affect writing (Sharma, 2021).

Writing recount text is one of the challenges faced by students. The most difficult thing to do is describe someone or something because that has to be defined by the rule (Sartika et al., 2021). Based on the preliminary study was conducted on Friday, 9 August 2022, by interviewing one of the teachers in SMA 7 Bulukumba. The researcher found that the teacher's opinion about writing student achievement is that learning activities do not go as expected. The reality given in class, when the students were assigned the task of writing English was as follows: as many as 60% of students did nothing for reasons 1) students did not know grammar in English and 2) lack of vocabulary in English. About 40% write but their writing is not by

the rules for writing English texts. This happens because; 1) students' habits of translating Indonesian sentences into English and 2) when writing students pay less attention to proper grammar in English. 3) students do not have enough concepts, and ideas to write.

The preliminary study also found the phenomenon that X class students had problems in writing recount texts, such as: 1) they did not know how to start or express their ideas, 2) they limited understanding of words and grammar, and 3) they were not interested in completing the tasks given by the teacher, just cheating on his friends. Students said that the factors that made them lazy to study were that the teacher only gave modules to complete, did not explain the lesson, only directed students to collect the modules before the exam, and did not.

The right method must be used to develop students' writing skills, namely collaborative writing (Ningsih, A., 2020). Collaborative writing strategy is a writing teaching technique that supports students to work together in pairs or groups to produce good results (Latifah & Ulfa, 2020) one of the methods the teacher can use in teaching recount text is collaborative writing. Students collaborated in teams to communicate ideas; generate text in response to teacher instructions, and then co-correct each other's work. It is a writing style suitable for advancing group work, critical thinking, peer learning, and engaging students towards the final result. This is an opportunity for group members to communicate meaningfully and make decisions together. There are four processes for applying this technique: drafting, correction, information, and evaluation, all of which require students' involvement.

Based on the students' explanations and difficulties in writing recount text, researchers are interested in conducting research related to recount text writing with a collaborative strategy for class X students of SMA Negeri 7 Bulukumba.

### **Review of Literure**

There are several reviews related to research findings from researchers previously:

Yuliana's research (2020) focused on writing skills and learning motivation. This study aims to determine the significance of collaborative writing techniques on writing skills and students' motivation in junior high school. Her research uses a quantitative approach with a Quasi-Experimental design to find answers to the research problem. The results of the analysis based on the SPSS 21 statistical program were calculated, and there is a significant effect on students' writing skills using collaborative writing techniques.

Rizki et al., (2020) conducted a study to determine whether or not there are differences in the writing abilities of students who are taught with Collaborative Learning. His research used a quasi-experimental design. The instruments of this research are writing tests (pre-test and

post-test), observation, and interviews. The results of his research indicate that the results of the calculation of the gain score indicate that the significance value is less than. It means that there is a difference between students who are taught by Collaborative Learning and those who are taught using the Scientific Approach.

Saputra et al., (2018) conducted a study that focus on increasing students' ability and participation in writing descriptive texts through Collaborative Writing Strategies. His research uses quantitative data taken from students' writing scores, to find out how Collaborative Writing strategies can improve students' writing abilities. Activities in the strategy improve students' ability and participation in writing descriptive texts.

Finally, Arifin & Anwar (2018) conducted a study to determine whether or not collaborative writing is an effective strategy for improving students' writing skills in descriptive texts. The research uses a quasi-experimental design that applies collaborative writing strategies as a method to improve students' writing skills in descriptive texts. the results of the study show that there is a significant difference between the mean pre-test and post-test scores. Collaborative writing strategies are effective in improving student's writing skills and have a high interest in descriptive texts.

The findings of this previous study are used as a reference for researchers and as a comparison. Based on the previous research above, it can be concluded that there are some similarities with this research which focuses on the effect of collaborative writing strategy and the differences are the scope, location, and research subject, this research focused on how to teach recount text using collaborative writing strategy. This research is expected to provide a solution to the problems faced by students so far, especially the problem of the low ability of students to write recount texts.

## **METHOD**

In this study, the researcher examined used a Quasi-Experimental research technique. In this design there were two groups, the first group was given treatment and the other group was not given treatment. The group that was given the treatment was the experimental group, and the group that was not given the treatment was the control group. This design contains pre-test, treatment, and post-test (Gay & Mills, 2019).

In this study, the researcher used total sampling to take research samples. This study used two classes as samples. The researcher used X Mia 1, which consists of 22 students, and X Mia 2, which consists of 22 students, as respondents. So, the total sample of this research is 44

students. They were the experimental class and the control class. X Mia 1 was the experimental class and X Mia 2 was the control class.

An instrument was used to collect the data to know the significance of the student's writing recount text.

The researcher used the students as participants in the test and used a writing test in an essay form to measure the student's ability in writing recount text. then the students were asked to write a recount text. The data was taken from the students' writing scores. The researcher controls the class during the test going on.

**FINDINGS AND DISCUSSION**

The primary data in the researcher's research came from class X student respondents at SMAN 7 Bulukumba. There are two classes, namely X.Mia 1 and X.Mia 2. There are 22 students in X.Mia 1, and 22 students in X.Mia 2. X. Mia 1 is the experimental group, and X. Mia 2 is the control group. Then, the researcher gave tests to students to get data about student achievement in writing recount texts. The tests used were post-tests after being given treatment and pre-tests. The purpose of this study was to determine student achievement in writing recount texts. Complete data on student achievement in writing recount texts for the experimental group taught using the Collaborative Writing strategy can be seen in the table.

The student's scores in the pre-test and post-test of the experimental group and control group at students of SMAN 7 Bulukumba :

- a. Achievement in writing recount text in the experimental group through Collaborative writing strategy.

Table 1. Achievement in writing recount Text

| No | Respondents | Experimental Class |           |
|----|-------------|--------------------|-----------|
|    |             | Pre-test           | Post-test |
| 1  | S1          | 40                 | 60        |
| 2  | S2          | 60                 | 74        |
| 3  | S3          | 40                 | 80        |
| 4  | S4          | 40                 | 80        |
| 5  | S5          | 50                 | 79        |
| 6  | S6          | 65                 | 80        |
| 7  | S7          | 70                 | 80        |
| 8  | S8          | 50                 | 80        |

|    |             |       |       |
|----|-------------|-------|-------|
| 9  | S9          | 60    | 70    |
| 10 | S10         | 55    | 70    |
| 11 | S11         | 75    | 80    |
| 12 | S12         | 50    | 55    |
| 13 | S13         | 50    | 70    |
| 14 | S14         | 60    | 80    |
| 15 | S15         | 40    | 80    |
| 16 | S16         | 60    | 80    |
| 17 | S17         | 55    | 75    |
| 18 | S18         | 65    | 75    |
| 19 | S19         | 55    | 80    |
| 20 | S20         | 65    | 60    |
| 21 | S21         | 40    | 75    |
| 22 | S2          | 70    | 80    |
|    | Average     | 55.23 | 74.68 |
|    | Description | Poor  | Good  |

Based on the table above, it can be concluded that the pre-test and post-test results of the experimental group increased after being given the collaborative strategy treatment. Before being given treatment the average score of students at the time of the pre-test was 55.23, whereas after being given the treatment the average score of students at the time of the post-test was 74.68. It can be concluded that there was an increase after being given treatment.

b. The Result of the Pre-test and Post-test of control

Table 2. the result of control class Achievement

| No | Respondents | Control Class |           |
|----|-------------|---------------|-----------|
|    |             | Pre-test      | Post-test |
| 1  | S1          | 50            | 50        |
| 2  | S2          | 50            | 50        |
| 3  | S3          | 80            | 80        |
| 4  | S4          | 65            | 65        |
| 5  | S5          | 80            | 80        |
| 6  | S6          | 70            | 80        |

|    |             |       |       |
|----|-------------|-------|-------|
| 7  | S7          | 79    | 79    |
| 8  | S8          | 70    | 70    |
| 9  | S9          | 74    | 74    |
| 10 | S10         | 60    | 60    |
| 11 | S11         | 75    | 75    |
| 12 | S12         | 75    | 75    |
| 13 | S13         | 50    | 50    |
| 14 | S14         | 65    | 65    |
| 15 | S15         | 70    | 70    |
| 16 | S16         | 75    | 75    |
| 17 | S17         | 75    | 75    |
| 18 | S18         | 70    | 70    |
| 19 | S19         | 80    | 80    |
| 20 | 20          | 50    | 50    |
| 21 | S21         | 80    | 80    |
| 22 | S22         | 80    | 68    |
|    | Average     | 57.05 | 69.14 |
|    | Description | Fair  | Good  |

The results of the pre-test and post-test of the control group using existing methods can be seen in Table 7. The average score of students at the pretest was 57.05 and the average score at the post-test was 69.14.

## **CONCLUSION**

Based on the results of data analysis, research findings, and discussion in the previous chapter, the researchers concluded that there was a significant effect of teaching writing using collaborative writing strategies on students' writing achievement. Teaching using collaborative writing strategies gives better results than using conventional methods. This is evidenced by the test results which show that there is a significant difference between the students' pretest and posttest. There is an increase in student achievement after being given treatment using collaborative writing strategies.

Collaborative writing has many advantages as a functional unit of collaborative learning. Students work together to teach each other, and they alternate between student and teacher roles. This technique combines elements of both a motivational and a cognitive approach to collaboration. This technique also encourages cognitive processing of material using activities that are strongly related to achievement. Based on these statements, it can be concluded that collaborative writing techniques have several advantages, such as: (1) They can encourage

effective learning; (2) They can combine motivational and cognitive approaches to collaboration; (3) They can promote cognitive processes through a structured approach to teaching and learning in the context of tutoring; and (4) they can improve student achievement and student self-confidence.

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