THE EFFECT OF COLLABORATIVE WRITING STRATEGY IN WRITING DESCRIPTIVE TEXT

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Abstract

The purpose of this study's to determine whether there's an influence in the collaborative writing strategy on the students of writing descriptive text for class X SMK Swasta Umum Sentosa in the academic year 2022/2023. This type of research is a quantitative research with a research design of two groups, pre-test and post-test. The population in this research is all class X which consist of two classes. The research sample consisted of two classes (class Xth AK 1 and Xth AP) which were taken in a random. In class Xth AP as an Experimental class using a collaborative writing and class Xth AK 1 as a control class using conventional learning. After the learning was given, the post-test was obtained with an average result of 80,94 for the experimental class and 54,0 for the control class. The result of the t-test obtained t'count = 19,4> t-table = 0,067811, then Ha is accepted, this obtained there is an influence on student learning outcomes using a collaborative writing on the result of students writing ability of descriptive text for class Xth SMK Swasta Umum Sentosa.

Keywords: Effect, Collaborative Writing strategy, Descriptive Text

INTRODUCTION

Language is very important in human life throughout the world, and language is used to communicate effectively. Dialogue between unequal human beings is made possible through the use of language, which can be used to convey thoughts, facilitate thinking techniques, and reasoning skills. Acquisition of language knowledge of interest in college, based on the language school unit stage curriculum, is for students to be able to communicate effectively in a variety of situations. Talents are divided into 4 categories: writing, reading, speaking and listening.

English is a global language that has an important position in the international world. In some countries the language of power is the respected language used for trade, government education and verbal exchange around the world.

In Indonesian, English is a foreign language that is taught as a subject in Elementary Schools, SMP, and High Schools. English means a foreign language that is used with medium efficiency pedagogy in schools, not a few students think that English is one of the most difficult subjects. Today, education is one aspect that must be completed. The government has tried to improve the quality of education.

One of the four English language learning skills that students need to be proficient in is writing. Because it takes stages to complete, writing is regarded as the most challenging English language skill to learn. When composing texts, students must follow a few processes.

They must arrange, plan, go over, and finally edit what they have written. Both mental and physical effort are needed. Ideas are expressed physically, while thoughts are expressed mentally by expressing opinions, ideas, and ideas on how to express them, and then organizing them into sentences, paragraphs, and text.

Writing skills need to be developed in the world of education to train students to think critically in responding to everything. In the 2013 curriculum, one of the skills that need to be developed for class X SMK students is writing texts, namely observation reports, complex procedures, narrative, descriptive, anecdotes. Negotiation. Students are not only required to understand what a descriptive text is but also require students to have good social skills and attitudes in learning to compose descriptive text.

Writing is important for every human being to learn and know. Writing is considered a productive skill that aims to help students in express thoughts and ideas that are in his mind. Some people sometimes cannot convey their ideas by speaking directly. So, they need to write what they want to convey after compiling the words they have in mind so that the reader will know feelings or ideas of the author that cannot be expressed directly. When someone write every day while composing words and find difficult words, the dictionary is the first choice for help and it will increase vocabulary and knowledge about writing.

Research from interviews with English teachers and class X students at SMK Swasta Umum Sentosa in September - October 2023 revealed that pupils were less enthusiastic in writing activities, suggesting that the writing process at SMK Swasta Umum Sentosa is not optimum. It is well known that during the composition of a descriptive paragraph. Students struggle to generate ideas that can be expanded into a finished piece of writing. At SMK Swasta Umum Sentosa, teachers teach students how to create descriptive texts by letting them choose the topic they want to write about. Nevertheless, despite receiving organized instruction on how to produce descriptive writings, children have not been able to master terminology.

Based on this research, one of the recommended strategies is a collaborative writing strategy. Collaborative writing strategies have been taught as very powerful strategies for school students to write in class. Collaborative writing strategies are the most reliable, most adaptable, and most commonly used strategies for generating thinking among today's students. in its maximal form, the collaborative writing strategy remains as it appears. Students' thoughts can float and appear by themselves in their heads so they start writing because of this. Because of this, collaborative writing strategies are a useful approach to developing written thinking that is easy to apply.

Furthermore, strategy is the process of creating a plan or objective to accomplish specific objectives in order to make money. The authors of this study only concentrated on using collaborative writing strategies when writing descriptive texts, but there are many different types of strategies used in English teaching, including KWL, Number Head Together, Index Card, Diary, Brainstorming, Think Pair Share, Everyone is Teacher Here, right and wrong strategies, collaborative writing, Active Knowledge sharing, Crosswords, Jigsaw, and others.

Through collaborative writing, students can strengthen their writing, critical thinking, and decision-making abilities in a realistic learning setting. Therefore, the Collaborative Writing technique was selected since it is thought to encourage students to write more, particularly in the case of descriptive pieces.

METHOD

Sugiyono (2001:57) states that the Khairunas, R (2019) 191 sample is a component of the population. Examples of population include the number of people living in a given area,

the number of workers in a particular company, the number of pupils enrolled in a particular school, and so forth. Samples drawn from the general population sample can therefore be used to represent the entire representative.

Sampling changed into finished via easy Random Sampling. The primary characteristic of this sampling is that every element of the whole population has an identical chance of being selected. The trick is to use the Lottery.

According to Sugiyono (2001:57) Simple random sampling technique is a way of taking samples from members of the population which is performed randomly without regard to the strata in that population.

The instrument of data Collection is the Test Question Instrument, In conducting this research, this study used essay tests. As stated by Ngalim Purwanto, (1991: 35) said that the test requires the ability of students to really understand the problem and realize their ideas through written language, so that the type of essay test is more of a strength test. This study aims to improve the ability to write descriptive text through collaborative writing strategy, several images are displayed to increase creativity in writing. Test questions will be given to students, to find out whether the questions to be given are valid and reliable. These questions were tested on class X students of SMK Swasta Umum Sentosa. The questions given are in the form of essay tests. Testing this question was carried out to obtain valid and reliable questions so that in the end valid and reliable research results were also obtained.

Tests employing narratives will be used to obtain data. Pre-test and post-test are the two sections of the test. The purpose of the pre-test is to gauge students' comprehension of a subject that will be covered in a traditional classroom setting. The purpose of the post exam is to determine whether the subject was understood after being taught via co;;aborative writing strategy. In this study, students took an assessment in the form of an essay using descriptive text in which they gave answers by writing descriptive text.

Validity of the Test

As the test's metric, validity and reliability must be met. In order to determine the test's validity and reliability, the researcher aligns the instrument with the subject's aim, as stated in the senior high school curriculum.

The researcher additionally modified the test to include the Standard Competence - Base Competence (Standard Kompetensi Kompetensi Dasar) that students are expected to meet in accordance with the curriculum in order to bolster the test's validity.

Reliability of the Test

Sukardi (2007:122) stated that a test's dependability is determined by how consistently it measures any given test. Reliability is the name of a research tool that can be used to determine what to measure and when to utilize it.

Technique of Collecting Data

The technique of collecting data will applied in this research.

1. Pre-test

Both the experimental group and the control group will examine student learning outcomes. An initial check is given to find out whether the prior knowledge or basic ability of the sample changes to be homogeneous in general. This check is carried out before the start of the strategy. After that, the research compiled and assessed the answer sheets.

2. Treatment

Students will receive treatment accompanied by a pretest. Preparations are introduced to experimental corporation and manipulation corporations using various academic strategies. The experimental group will tell students how to make narrative texts using brainstorming method, while the control group will teach students how to make narrative texts without using brainstorming method. After completing the pre-test, two group received treatment for 3 meetings.

3. Post-test

A post-test will be given to determine the effect of presentation on both groups. The teacher will distribute the only objects in the test become the same as those in pretest. The purpose of the same check is to establish the reliability and validity of the check.

Technique of Data Analysis

If a test measures what it is supposed to measure, then it is valid. The most popular technique for assessing the mean difference between two groups is to measure the test first using the validity and reliability test in accordance with the preceding formulas, and then measure the test using the 1-test. For instance, if the variables are normally distributed within each group and the variation in scores between the two groups is not consistently different, the t-test can be applied even with very small sample sizes.

RESULT AND DISCUSSION

a. Result

September 2023 is the date of this research. Tests including pre-test and post-test were used to collect data. In both assessments there is one essay question and three different types of questions regarding descriptive text. This research was conducted at SMK Swasta Umum Sentosa. The sample consisted of 32 students of class X AP as the experimental group and 33 students of class X AK 1 as the control class. Tests are given to students. The research data is intended to find out whether there is an influence of the Collaborative Writing Strategy on students' writing descriptive text. The results of collaboraive writing strategy were included in the data.

This table below shows the students' score in pre-test and post-test in the experimental group and control group at SMK Swasta Umum Sentosa.

Table 1. The Students' Writing Ability Score Pre Test and Post Test in Experimental Class

	Students' Name	Scores of Pre-test	Scores of Post-test
1	NG	60	80
2	RFM	75	85
3	FM	65	80
4	JS	65	80
5	JS	70	85
6	RTB	60	80
7	CBS	65	70
8	HLR	70	80
9	SDS	60	80

10	JS	70	85
11	DNLS	75	85
12	CBS	65	80
13	SPS	60	80
14	RFWS	70	83
15	DRA	75	85
16	TAP	60	85
17	RBS	70	85
18	AP	65	80
19	DNM	70	80
20	MJM	60	75
21	AD	45	75
22	MAS	50	80
23	IPS	65	85
24	BS	60	80
25	F	55	85
26	AP	60	85
27	SP	65	80
28	NC	65	75
29	ND	60	85
30	AD	60	80
31	WK	60	85
32	DA	65	85

The aforementioned data demonstrated that pupils' pre-test scores were lower than their post-test scores. The pre-test mean score for the pupils was 63,42. Following the use of the Collaborative Writing Strategy, it grew by 17.52%, and the post-test mean score was 80,94.

Table 3. The Students' Writing Skill Score Pre Test and Post Test in Control Class

No	Students Name	Score of Pre-Test	Score of Post-Test (Y)
1	MSS	30	55
2	WS	40	60
3	CS	45	60
4	SWM	35	45
5	TR	30	45
6	ESS	30	50
7	MFS	40	50
8	MS	20	45
9	KSS	35	45
10	JNT	30	45
11	DSM	40	65
12	JST	40	50
13	AS	45	50
14	NPLT	35	45
15	FM	40	45

16	IMP	30	40
17	TSS	35	60
18	EPS	30	40
19	RJS	35	40
20	HSS	40	65
21	MS	40	50
22	JS	45	55
23	EOV	35	40
24	FA	50	65
25	ALW	40	60
26	RF	50	55
27	YP	35	60
28	RP	30	65
29	RS	50	60
30	PYS	55	65
31	DP	60	70
32	HK	30	60
33	FS	45	65

The aforementioned data demonstrated that pupils' pre-test scores were lower than their post-test scores. The pre-test mean score for the pupils was 39,0. Following the implementation of the Collaborative Writing Strategy, there was a 15% improvement and a mean score of 54,0 in the post-test.

2. Discussion

It is evident that the pupils scored higher on the post-test than they did on the pre-test. It indicates that the pupils' use of the collaborative writing technique is successful. In the meantime, the experimental group's mean score difference between the pre- and post-tests is 613. This indicates that students' writing abilities are impacted by the collaborative writing technique.

After the research was completed and the data was tallied, the experimental group scored higher than the control group, indicating that the students were able to write descriptive texts and that they were aware of the linguistic elements of well-written descriptive texts. This indicates that pupils' writing abilities are improved by the collaborative writing technique.

CONCLUSION

Based on the findings of the investigation and the analysis that was provided in the preceding chapter. Students encountered a number of difficulties when writing descriptive texts in the preceding chapter, including:

1. The teacher has taught descriptive text, but student achievement in writing descriptive text is low,

2. lack of vocabulary mastery.

Given this problem among students, research was carried out using a collaborative writing strategy in writing descriptive texts. There are significant differences in learning outcomes between students who learn to write using a collaborative writing strategy and students who do not use a collaborative writing strategy.