

## TEACHING STUDENT'S WRITING SKILL BY USING COLLABORATIVE WRITING STRATEGY IN DESCRIPTIVE TEXT AT NINTH GRADERS OF SMP PLUS DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022

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### ABSTRACT

In learning English, writing is one of the important skills that must be learned for students in junior high school. One good strategy that can be used by teachers in English classrooms is the collaborative writing strategy. Collaborative writing strategy is one good strategy to express their ideas and be applied in written form. The research problem is: 1). How is using collaborative is using collaborative writing strategy in descriptive text. 2). what the advantages and disadvantages using collaborative writing strategy in descriptive text. The objectives of this study are: (1) to describe the implementation of the collaborative writing strategy in writing. (2) To find out the advantages and disadvantages for students when the teacher applies the collaborative writing strategy in teaching writing descriptive texts. This study uses a qualitative method that uses descriptive qualitative to analyze data. This research was conducted at ninth graders and ninth grade English teacher SMP Plus Darussalam Blokagung. The findings in this study using collaborative writing in teaching descriptive text have some advantages and disadvantages for students and teachers in teaching descriptive text. First, this strategy can improve writing skills. Secondly, students can easily write descriptive texts in their own words. Third, increase students' feelings and motivation. Also the disadvantages is first, the teacher cannot distinguish between students working on assignments individually or in groups. Second, it is difficult for teachers to know the abilities of each student. Third, it cannot be used with a large number of students.

**Keywords:** *Writing Skills; Collaborative Writing Strategy*

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### A. Introduction

According to Tarigan (2008:16) language is the ability to pronounce the sounds of articulation or words to express, express or convey thoughts, 2 ideas and feeling. The definition clearly shows that talking with regard to the pronunciation of words that aims to deliver what will be delivered either feeling, idea or ideas for listeners to understand what the speaker. English is a second language learned at school after Indonesian language.

According to Utami (2013:2) Writing is the expression of language in the

forms of letter, symbols, or words. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message type into a computer. On the other hand, according to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

According to Barkley (2012:256) Collaborative writing technique is the technique that student pairs or triads write a formal paper together. Each student contributes at each stage of the writing process, brainstorming ideas, gathering and organizing information, and drafting, revising and editing the writing. Working together can help students to learn and perform the stages of writing more effectively. So, this technique helps students stay focused on the goal, which is to work together to produce a good writing.

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Writing descriptions through collaborative writing is considered to be the right choice to solve the problem of learning to write descriptions, based on the fact that students have the potential to progress and develop. With the potential that is owned and accompanied by experience, students will be able to build their own knowledge. It is hoped that by using collaborative writing in learning, students will find it easier to develop ideas, thoughts, and ideas that will be poured into writing descriptions. In addition, the teaching and learning process will be livelier and more enjoyable.

Teaching writing is not an easy practice. It needs good cooperation between students and teachers in the learning process. Based on the curriculum 2013, there are several texts that must be mastered by students in junior schools. Among them are

descriptive, narrative, procedural, etc. So, descriptive writing is one of the texts that must be studied and taught at SMP Plus Darussalam Blokagung. Each text has a distinct social function, schematic structure, and language features.

Based on the researcher's experience in teaching practice at SMP Plus Darussalam Blokagung, students have many problems in writing. First, students lacked ideas and it was difficult to organize their ideas logically. Because they think writing needs more work in terms of composition and language to make it true. Second, students are deficient in vocabulary. They cannot express their ideas into paragraphs, develop topic sentences and add supporting ideas. Then, low motivation. They are too lazy to do their writing exercises given from the teacher. They will do it hastily if the assignment will be collected by the teacher even, they will cheat their friend's answer. The opinion of Tarigan (1990:187) as most teachers cannot present written material in an attractive, inspirational and creative way even though the teaching techniques chosen and practiced by teachers in the implementation of writing learning greatly affect student achievement. Strategy is one of the methods that must be used by teachers in teaching writing. Useful to help students be interested in the lesson the teacher will explain. There are several strategies for teaching writing. One of them is the collaborative writing strategy.

Considering the conditions of the students' writing ability and the importance of having a good writing ability, the researcher thinks that there should be an effort to improve it. One effort that can be used is by using collaborative writing. Collaboration in writing means more than putting students in pairs or groups in doing the activities. They work together with the other members of the group to reach the goal.

The researcher chose SMP Plus Darussalam Blokagung. Exactly of ninth grade with 21 students as the object for this to solve the research problem because the teacher implemented strategies that increased students' interest in the learning process and it will be easy to develop ideas especially in writing descriptive texts. Researchers found information from the English teacher that the teacher had implemented a collaborative writing strategy in teaching and the learning process. Researchers conducted this research because it is very important for teachers to teach students to use good strategies

to make students enjoy class, interesting for lessons and easy to develop their ideas in written form.

## **B. Research Method**

The research design used in this study is a qualitative descriptive research method. The purpose of qualitative research is to explain a phenomenon as deeply as possible by collecting the deepest data, which shows the importance of depth and detail of the data being studied. So, in practice, the number of research objects is usually less because it focuses on data depth, not quantity data.

This research has been carried out at SMP Plus Darussalam Blokagung. The research subjects were all class members who were involved in research on teaching and learning English in the ninth grade. They are ninth grade English teachers and ninth grade students at SMP Plus Darussalam Blokagung. There are 21 ninth grade students here. The teacher in this class uses collaborative writing strategies in the learning process

To get in-depth data, researchers use triangulation or combined data collection techniques. Triangulation technique is data collection using various methods for the same source. These methods include: interviews, observation, documentation.

In analyzing the information, the researcher uses an interactive learning model which consists of three steps as proposed by Miles and Huberman (1992:16) namely information reduction, information presentation, and drawing conclusions. The components of the analysis are interrelated during the research process.

## **C. Research Finding and Discussion**

### **1. Implementation of Writing Learning using Collaborative Writing Strategies**

In the process of teaching and learning activities students using appropriate and interesting strategies is one thing that must be considered by the teacher. Collaborative writing strategy is used by the researcher in this thesis. By understanding the use of strategies and sources of material used, it will be easier for tutors to apply them to students.

a. Preparation Stages

- 1) Teacher prepares everything related to writing classes, specifically descriptive text lessons. Then teacher straightens the rows of students so that they can sit in a row neatly, arranging all the learning components
- 2) Teacher prepares what needs will be used for learning. includes descriptive text, learning aids such as study tables, markers, erasers, projectors and other components related to what material will be delivered.

b. Opening Stages

- 1) Teacher explains what material will be conveyed and gives examples
- 2) Teacher explains how to write properly and correctly
- 3) Teacher provides readiness for students by occasionally asking about the material that has been delivered by the teacher. with the aim of evaluating students orally.

c. Core Stages

- 1) Teacher divides the group of students into several groups.
- 2) Teacher gives some examples of descriptive text to the students, One group one descriptive text with a different title for each group.
- 3) Teacher instructs the students to gather with their respective groups to start a discussion.
- 4) Teacher appreciates students by giving students the opportunity to present their results in front of their friends.
- 5) Teacher evaluates students from with written and oral test.

d. Closing Stages

- 1) Teacher gives students the opportunity to present the results of their respective discussions
- 2) Teacher checks the results of the student's discussion by looking at the correlation of the descriptive texts they make.
- 3) Teacher corrects the grammar they use.
- 4) Teacher provides direction and evaluation of how to write descriptive text properly and correctly.

Based on observations, the teaching writing used in this research is language teaching with the direct method. This class adopts this method so that the class can write effectively. The direct teaching method is specifically designed to develop students' learning of procedural knowledge and declarative knowledge that is well structured and can be learned in stages. The teacher gives a real-world simulation by giving several descriptive text titles and asking students to state their respective arguments, and describe according to these titles so that they become good descriptive texts. Class procedures are divided into opening, brief explanation, discussion, presentation, evaluation.

Based on the analysis, the technique used in the writing class is Discussion and Presentation. The discussion and presentation technique used by the researcher in this study is in accordance with the theory presented by Sukardi (2008:220). Supporting observation, the goal is to form students able to write about what material they have received. To support the interview, the competency targets, writing skills, grammatical rules, word choices that are relevant to the level of writing ability are described. The learning techniques in the writing class at SMP Plus Darussalam Blokagung are as follows:

a. Discussion

Sukardi (2008: 220): Group discussion is a meeting of two or more people, which is shown to exchange experiences and opinions, and usually results in a joint decision.

In addition, the discussion also aims to solve problems, answer questions, add and understand students' knowledge and make decisions. In general, the discussion also aims to gain a clearer and more comprehensive understanding of something, in addition to preparing and finalizing a joint decision.

Discussion is one of the techniques used in learning to write at SMP Plus Darussalam Blokagung precisely in ninth grade. So that researchers are interested in researching how the learning process here. By looking at the techniques used by the teacher, students feel compelled to be more active and can think critically in doing the assignments given by the teacher. Based on the results of supported interviews, this discussion is usually also used in writing classes.

Based on the research conducted in this class, discussion can make students think creatively in describing the material that has been given by the teacher according to their respective titles. Students are more enthusiastic about compiling this task with their respective groups. they will add new vocabulary at each given meeting. Because this learning technique can directly make students always look for replacement vocabulary to make the expected sentences.

## b. Presentation

Furthermore, the technique used in learning to write at SMP Plus Darussalam Blokagung is Presentation.

According to Sukardi (2008: 220), who defines presentation as speaking, conveying his ideas or ideas orally in front of an audience. Because it is delivered orally, it is not surprising that the delivery process will look active in front of the audience and it is indeed required to be active, so that the audience does not get bored while following our presentation. Therefore, Dewa Ketut Sukardi mentioned that it is very important to have public speaking skills in an interesting way, and not boring. How the speaker conveys the material without having to make the audience sleepy. The purpose of a presentation is to convey an idea, convince the listener and convey information.

The presentation technique referred to in this study is that students can do the assignments given by the teacher well. Namely the task of describing the theme of tourist attractions and people using a collaborative writing strategy. Then students can present their respective assignments in front of the class at random. With this technique students indirectly have to master the material that has been given by the teacher.

## 2. Improving Student's Skill in Writing

Based on observations made by researchers at SMP Plus Darussalam Blokagung, In taking the value of the assignments given by the teacher to the students in the SMP Plus Darussalam Blokagung, the teacher uses the categorization of Brown (2007:352). The scoring rubric used in this study uses 4 types of levels, namely Excellent, Good, Fair, Poor.

As for the assessment is done based on the results of the group discussion of the students themselves. That is, in learning this descriptive text by using a collaborative writing strategy which incidentally is a task that requires good and balanced cooperation with the group mates. So the assessment is taken according to how many sentences they compose in the descriptive text. one sentence equals 10 points. so 10 sentences get a value of 100 points. the teacher limits the students to only 10 sentences in the discussion task, if it is more than that, the students will get additional marks from the teacher himself. Based on the research data, the researcher was directly given by the english teacher in the class. The results obtained can be seen that the lowest score of students is 65 and the highest score is 90.

### 3. Summary of Implementation using Collaborative Writing Strategies

Based on the data above, it can be concluded that the application of collaborative writing strategies can improve students' writing creativity. Judging from the response or feedback from students which of course has an important influence on the results of the value that will be obtained by students later. With interesting and creative learning strategies from the teacher, they enjoy developing their own ideas more. As a result, it can provide maximum results for students. According to Mrs. Adel, after using the collaborative writing strategy, this strategy is very suitable for effective writing learning.

### D. Conclusion.

In applying the collaborative writing strategy, the teacher applies this strategy to descriptive texts for learning. First the teacher divides the students into 7 groups, each group consists of 3 students. Then the teacher determines the topic of each group. Each group begins to outline their plans for compiling and gathering information to support their work. Each group should have an idea about their writing and the concept of its content. Each group actively cooperates with their group and writes based on their own ideas, the result of this process is the first draft. Then, each student reads the work to determine whether what they wrote is appropriate or not. Next, students find the best

version of the revised draft and the final version is submitted to the teacher. If some of them are confused, they can ask questions or if they don't know the vocabulary they can open a dictionary. The last is the teacher evaluation, the teacher provides feedback, comments and corrections to his writing. by means of the teacher giving students the opportunity to present the results of their discussions in front of their friends.

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