

**THE IMPLEMENTATION OF COLLABORATIVE WRITING METHOD  
IN TEACHING WRITING FOR EIGHTH GRADE STUDENTS  
AT MTs MUHAMMADIYAH WANGON, BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
University of Prof. K. H. Saifuddin Zuhri Purwokerto as a Partial of  
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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2023**

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*Assalamu'alaikum Wr.Wb.*

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*Wassalamu'alaikum Wr.Wb*

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Genuinely declare that this thesis is not plagiarism. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references by other people or institutions have been appropriately cited.

If later in my statement is not valid, I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor's degree).

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**APPROVAL SHEET**

This thesis, entitled:

**THE IMPLEMENTATION OF COLLABORATIVE WRITING METHOD IN  
TEACHING WRITING FOR EIGHTH GRADE STUDENTS AT MTs  
MUHAMMADIYAH WANGON, BANYUMAS REGENCY**

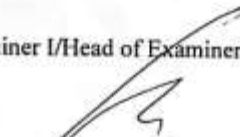
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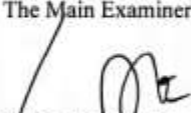
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## MOTTO

*“Verily, with the hardship, there is relief.”*

- Q.S Al-Insyirah Ayat 6 -

*“The problem and the worries you created in your head are only illusions.”*

- Mark-



## **DEDICATION**

*This Thesis is dedicated to My Beloved Family*

*My parents Anto Saputro and Tri Adiyati*

*For your endless love and support.*



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Praise and gratitude to Allah SWT, who bestowed His mercy and grace until I completed my thesis entitled "The Implementation of Collaborative Writing in Teaching Writing for Eighth-Grade Students at MTs Muhammadiyah Wangon". This thesis was submitted to UIN Prof. K.H Saifuddin Zuhri, Purwokerto to fulfill the requirements to obtain a bachelor's degree in education (S.Pd).

While accomplishing this thesis, and studying at UIN Prof. K.H Saifuddin Zuhri Purwokerto, the writer has received a lot of direction, guidance, motivation, and assistance from various sources. On this occasion, the writer expresses her highest gratitude and appreciation to the honorable:

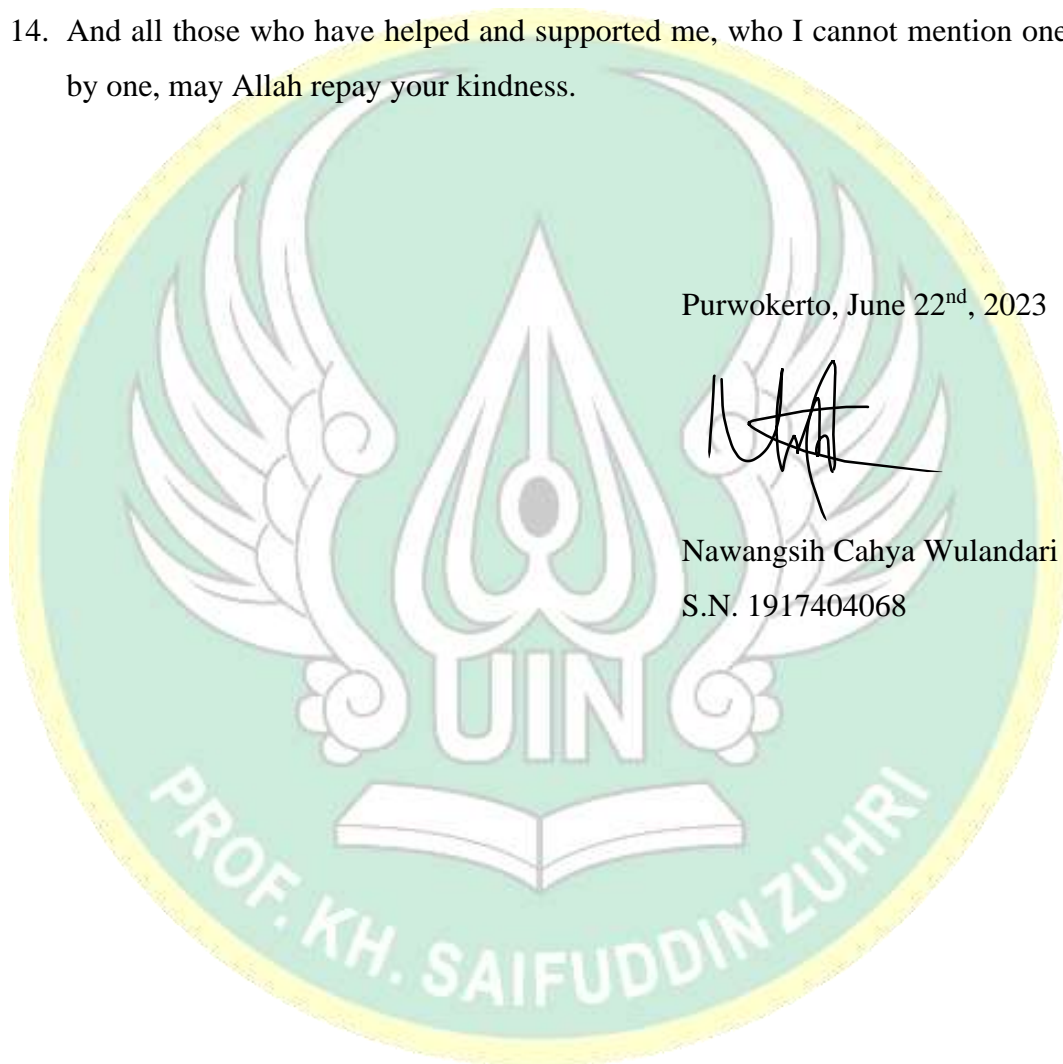
1. Prof. Dr. H. Suwito, M. Ag., as the Dean of the Faculty of Tarbiya and Teaching Training of UIN Prof. KH. Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.Ag., as the 1<sup>st</sup> Vice Dean I of the Faculty of Tarbiya and Teaching Training of UIN Prof. KH. Saifuddin Zuhri Purwokerto.
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Purwokerto, June 22<sup>nd</sup>, 2023



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**ABSTRACT**

Writing is an essential skill in the modern era. However, many students have low ability in writing. Factors that cause low students' writing skills were the lack of students' understanding of learning to write, and they are having difficulty finding ideas or imagination to write. One method that can improve this ability is collaborative writing. This method is the process of two writers or more to produce written document. Based on the interviews with the teacher, this method has been proven effective in its implementation three years at MTs Muhammadiyah Wangon. It can improve students' writing skills and make students play an active role in the learning process. Because no research examines in depth how to implement it in this school, this study aims to examine the implementation of Collaborative Writing in teaching writing for eighth grade students at MTs Muhammadiyah Wangon and to find out its advantages and disadvantages. Descriptive qualitative is used in this research. The data in this study were collected using observation, interviews, and documentation. The data analysis techniques were data reduction, data analysis, and conclusion. The results show that the teacher used the procedure of collaborative writing according to Barkley. The steps were idea generation, drafting, reading, revising, editing, best copy, and evaluation. The teacher modified it according to the circumstances. The advantages of this method were: it can encourage students to learn from each other, improve writing abilities, express ideas, and teach tolerance. The disadvantages of this method were: the possibility of opposing opinions and crowded situations.

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

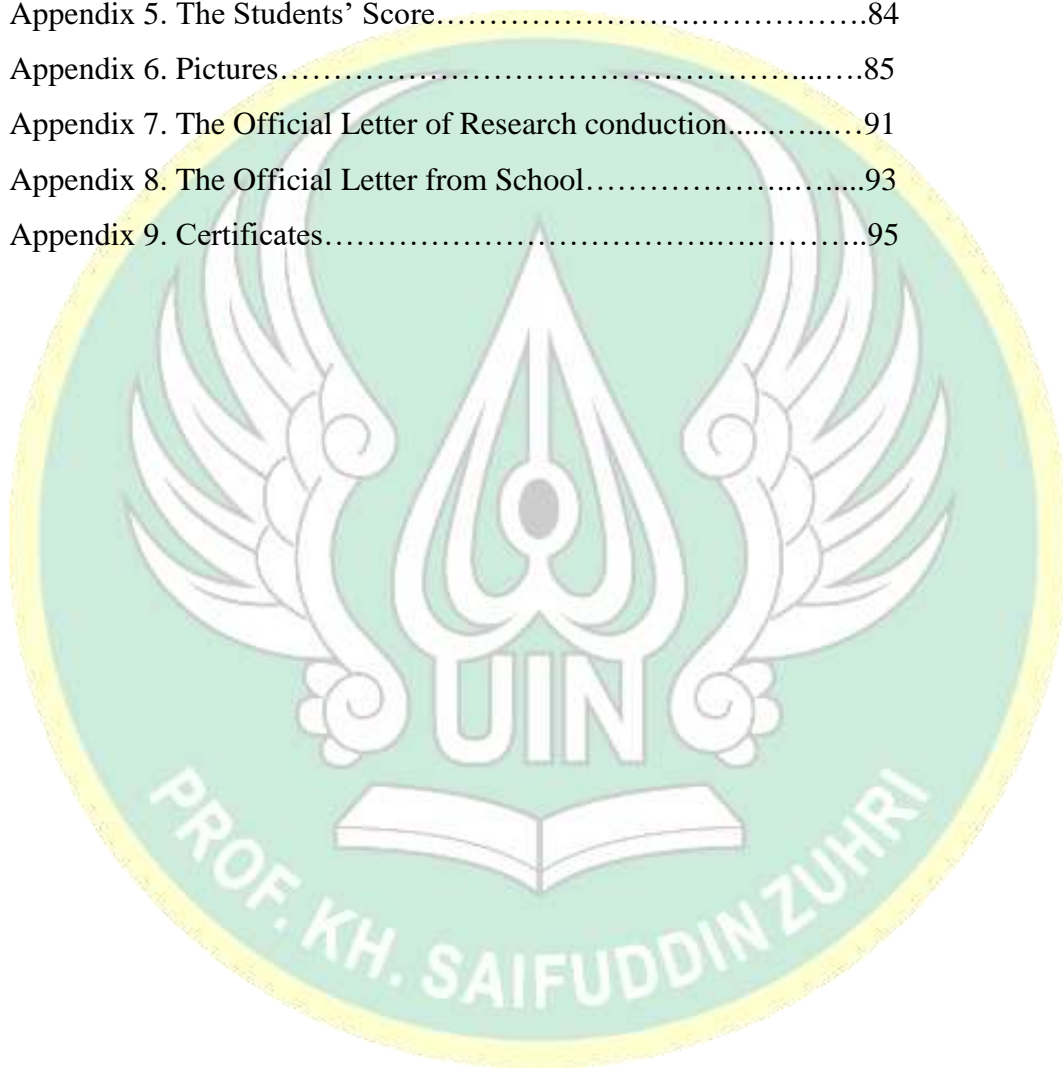
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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Writing has an important role in modern society, including mediums for communication, careers, and history. As a medium of communication, even chatting or creating captions on social media is an activity in the modern era, which requires writing skills. In careers, writing will typically be required for any employment. As historical, writing can serve as an accurate record of events (Setiyawan, 2020). Thus, writing is a crucial skill that humans need to possess. However, Indonesian students' writing skills are the lowest in Asia (Ismail, 2015). The Factors that cause low students' writing skills, such as the lack of students understanding of learning to write, students having difficulty findings ideas or imagination to write and students having difficulty conveying ideas. Graves (2008) states that someone is reluctant to write because they are unsure of what to write or because they lack the necessary writing skills. The students do not understand how to make word choices and combine words (Widiana & As Sabiq, 2021). According to Indriastuti (2019) Problems that often occur in writing, especially in foreign languages, are caused by several linguistic aspects (eg: the use of vocabulary, grammar, spelling, and punctuation that are difficult for students to master).

Collaborative writing is one method teachers can use to overcome problems in writing. Abidin (2012) defines collaborative writing as learning to write that utilizes the experience of composing essays together as a basis for composing essays independently. According to Sukirman (2016), collaborative writing is a teaching method in which students are asked to collaborate in pairs or groups to generate good writing. It can be concluded that collaborative writing is a method of practicing writing together in a group or pair.

By applying collaborative writing, it is possible to increase motivation and enthusiasm for students. This is supported by various research results, including Pham (2021), Pramono (2014), and Harlena *et al.* (2019), according

the results of their research show that collaborative writing is effective as a learning method, their research indicated that the students exhibited enthusiasm for collaborative writing, they added more ideas to the essay. They were able to share and learn from each other's writing styles, which improved the quality of their work. Furthermore, collaborative writing could increase motivation in writing, also create new experiences for students of knowledge, skills, and competencies for the students themselves.

Based on preliminary research, interviews with the English teacher were conducted on 20-27 October 2022. Before using collaborative writing, students experienced several problems with linguistic and non-linguistic. In linguistic problems there are lack of vocabulary, grammar, and organization then for non-linguistic problems such as motivation, ideas, and contents. Then to overcome these problems, the teacher chose the collaborative writing method. During the three years of its use, many advantages were experienced by the teacher. Collaborative writing gave more enthusiasm to students in writing and makes it easier for students to learn how to write because they can exchange ideas with different opinions and provide opportunities to learn vocabulary from each other. After the implementation, the students became active in the learning process and improving their writing skill.

Mts Muhammadiyah Wangon as a location for research because the school has used the collaborative writing method, and the school, has experienced several benefits after using the collaborative writing method. Collaborative writing was chosen for this study because many studies show that the collaborative writing method is effectively applied in teaching. Based on the explanation above that collaborative writing in MTs Muhammadiyah Wangon provides many benefits, and because no research examines more deeply how to apply collaborative writing at MTs Muhammadiyah Wangon, therefore this research will examine "The Implementation of Collaborative Writing in Teaching Writing for Eighth Grade Students at MTs Muhammadiyah Wangon".

## B. Clarification of Key term

This conceptual definition aims to minimize the occurrence of misunderstandings in the discussion of research problems and to focus the study of the discussion before further analysis is carried out, the operational definitions are :

### 1. Collaborative Writing

In collaborative writing, students work together to plan, draft, reflect, and revise their composition. Working collaboratively on writing was identified as one of several teaching methods that could help learners to develop as writers. Several studies provide convincing arguments to encourage students to write collaboratively. Collaborative writing offers opportunities to practice literature review, academic reading, and writing, as well as to stimulate reflection, knowledge sharing, and critical thinking (Hadjerrouit, 2011). According to Bishop (1995), Collaborative writing helps learners to combine their strengths rather than focus on their weaknesses. Reid (1993) suggests collaborative writing efforts can increase motivation, risk-taking, and tolerance among learners. According to Lai (2002), working on a writing project with more than one person boosts the authors' combined knowledge, where one person lacks intelligence. Others may be strong and vice versa. In conclusion, the collaborative writing method is one of the effective teaching writing methods because creativity can be encouraged when multiple exchange ideas with one another and help improve the quality of student writing skills.

### 2. Teaching Writing

Writing is a process of expressing ideas in written form so that the reader knows the author's intent. Teaching writing is the interaction in the classroom between students and a teacher that results in written output. Teaching writing is the process of training students' ability to write various writing genres. The basic purpose of teaching writing is to develop linguistic, communicative, and cultural competencies (mal). Firstly, linguistic competence shows that in writing classes, a foreign language is

used to write, to prepare students to realize that English is an international language. Secondly, communication competence is revealed when students organize their ideas into writing, explain their points of view, and express their attitudes in writing. Then thirdly, cultural competence requires students to express their views clearly and analyze facts and events.

### **C. Research Questions**

Based on the background of the study, this research formulates the following questions:

1. How did the teacher implement collaborative writing method in teaching writing for eighth-grade students at MTs Muhammadiyah Wangon?
2. What are the advantages and disadvantages of collaborative writing method in teaching writing for eighth-grade students at MTs Muhammadiyah Wangon?

### **D. Research Objectives**

The research objectives in this study are as follows:

1. To describe and analyze how the teacher Implements collaborative writing method in teaching writing for eighth-grade students at MTs Muhammadiyah Wangon.
2. To describe and analyze the advantages and disadvantages of collaborative writing method in teaching writing for eighth-grade students at MTs Muhammadiyah Wangon.

### **E. The Significances of the Research**

The following are some of the implications that might be expected from this study:

#### **a. Theoretical Significances**

The findings of this study are intended to contribute to general understanding in the field of education. Furthermore, it can enrich the knowledge of English education program students for related research or



serve as an example for future research, particularly when implementing collaborative writing methods.

b. Practical Significances

1) For Teachers

Hopefully, this research can add information to teachers about appropriate learning methods, increase knowledge about the weaknesses and strengths of the learning methods used, and increase knowledge of learning difficulties experienced by students in learning.

2) For the School

Hopefully, this research can provide information to schools about collaborative writing methods, so that it can be a reference for selecting appropriate learning methods in teaching.

3) For Further Researchers

The findings of this study are expected to assist in increasing knowledge about learning methods by using collaborative writing and can serve as guidelines and references for further research.

**F. Previous Studies**

This research used various previous theses and publications as reference material while producing this thesis. As a result, when discussing these issues, the researcher will summarize an earlier study that already exists as a foundation for theory, comparisons, and references. The following is a list of the materials used to conduct the literature review:

The first study conducted (Sipayung, 2016) entitled "The Implementation of Collaborative Writing Method to Improve Students' Writing of Descriptive Genre at SMP Negeri 3 Percut sei Tuan on Grade VIII at the Academic Year 2015/2016", and the result of this study shows that collaborative writing method improves the students' achievement on writing descriptively because through implementing this treatment students can work collaboratively, share their knowledge and assisting each student for their problem. In the second research carried out by (Hanifah *et al.*, 2019) entitled "Implementing

Collaborative Writing to Teach Writing for Non-English Major Students", the result of the research is with collaborative writing, students participated actively in this course, and around 81.7% of groups succeeded in doing collaborative work with their friends. The Third research conducted by (Apriliana, 2022) entitled "The Effect of Using Collaborative Writing Method on Students' Writing Skill", based on the results of this study, that collaborative writing method can increase students' interest in the learning process, can improve students writing skill because the score is higher than using conventional teaching writing. Students can take pleasure in and confidently progress through the writing learning process. The fourth research was conducted (Rosdiana, 2016) titled 'Overview of Using Collaborative Method to Increase Students' Writing Ability', according to this research, with collaborative writing, correcting text becomes easier, because students can have a new perspective when proofreading. Hence, the more people analyze the writing, the higher the probability that errors will be identified, and corrections will be made. Creativity can be encouraged when multiple writers exchange ideas with one another. One author may propose an idea, and another may expand and supplement it. The fifth research conducted by (Pramono, 2014) titled "The effectiveness of Collaborative Writing Method in Teaching writing at MTs Assyafi'iyah Gondang", this study results were Collaborative writing method enables students get to do their work easier and is effective summarizing leads to increase in students learning.

From the various research references above, what distinguishes this research is the focus, location, and object of research. In this research, the writer leads the implementation of collaborative writing in teaching writing for eighth students at MTs Muhammadiyah Wangon. Therefore, this research deserves to be carried out.

## **G. Structure of The Research**

The discussion in this thesis consists of five chapters and the discussion between one chapter and another chapter is interrelated or an inseparable

relationship with one another. The descriptive discussion in this study is as follows:

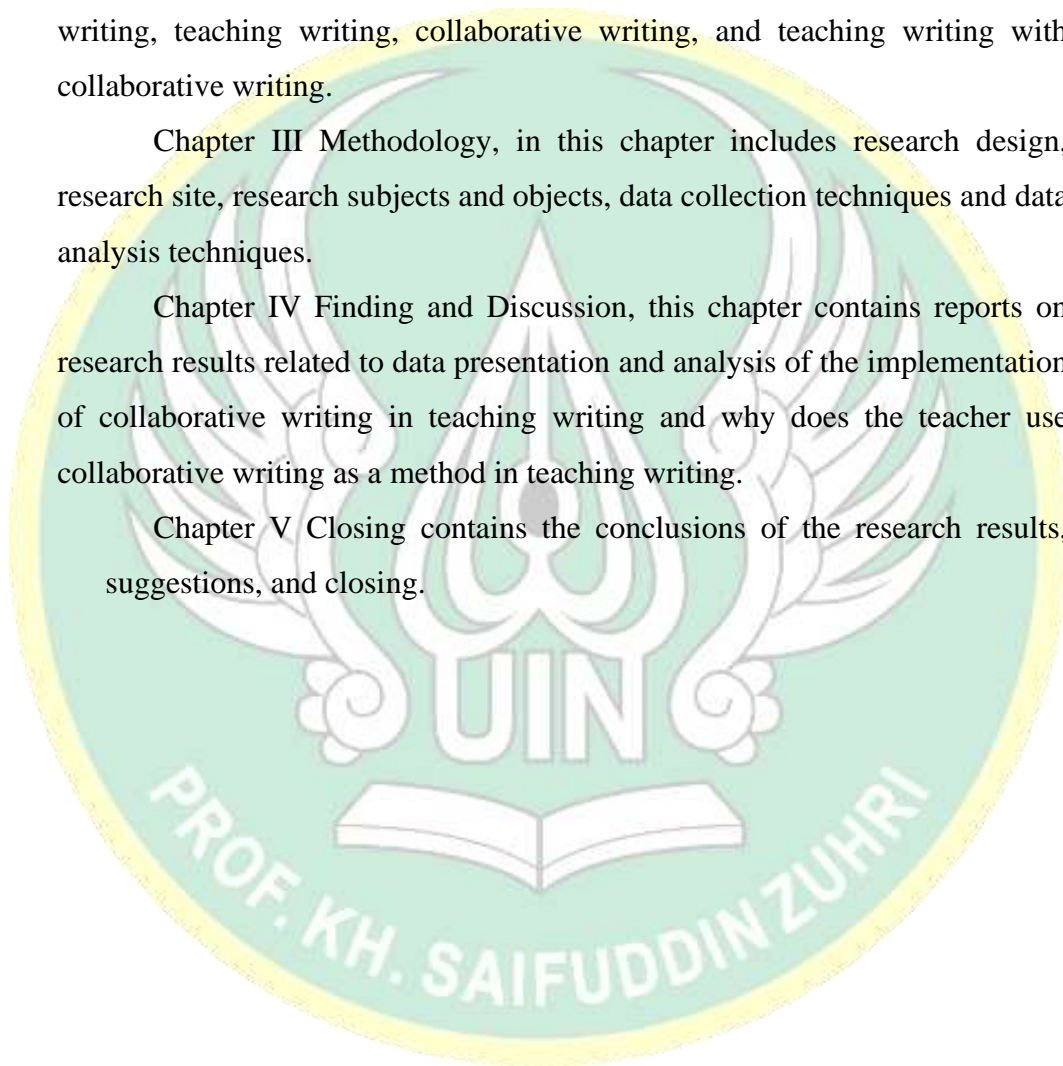
Chapter I Introduction contains background research background, clarification of key terms, research questions, the objectives of the research, the significance of the research, previous studies, and organization of the paper.

Chapter II Literature Review, in this chapter consists of the theory of writing, teaching writing, collaborative writing, and teaching writing with collaborative writing.

Chapter III Methodology, in this chapter includes research design, research site, research subjects and objects, data collection techniques and data analysis techniques.

Chapter IV Finding and Discussion, this chapter contains reports on research results related to data presentation and analysis of the implementation of collaborative writing in teaching writing and why does the teacher use collaborative writing as a method in teaching writing.

Chapter V Closing contains the conclusions of the research results, suggestions, and closing.



## CHAPTER II

### TEACHING WRITING WITH COLLABORATIVE WRITING

This chapter presented some previous studies and relevant theories about teaching writing with collaborative writing.

#### A. Writing

##### 1. Definition of writing

Writing is the method for creating ideas, thinking about how to express them, and simply organizing them into statements and paragraphs (Nunan, 2003). Writing has an important role in modern society because it is essential for achieving career, goals, and as a medium for communication. Writing is an active and productive language activity that requires encoding activities, namely activities to produce or convey language to other parties through language. Productive language activities are activities that convey ideas, thoughts, or feelings by the speaker, in this case, the writer, in writing activities, the writer must utilize graphology, language structure, and vocabulary through many and regular exercises and practices. Writing activity is one of the manifestations of skills the last language mastered by language learners after listening, reading, and speaking (Nurgiyantoro, 2001). Furthermore, Nurgiyantoro (2001) also stated that when compared to other language skills, writing skills are more difficult for language learners to master. This is because language skills require mastery of various other aspects outside of language to produce a coherent and complete essay. From the several definitions of writing above, it can be concluded that writing is an activity to transform thoughts or ideas into symbols that others can read and understand.

##### 2. The function of writing

In principle, the main function of writing is as an indirect communication tool. Writing is crucial for education because writing can help students to learn, express ideas, and formulate conclusions. It can also encourage students to think critically. Writing encourages students to produce new

ideas creatively, deepen their responsiveness or perception, solve problems they face, and arrange sequences for experiences.

The functions of writing according to Sabarti *et al.* (1994), are as follows:

- a. The author can recognize his abilities and potential.
- b. Writers can be trained in developing various ideas.
- c. The author can absorb, search, and master more information about the topic written.
- d. Writers can be trained in organizing ideas systematically and expressly disclose.
- e. By writing, writers are encouraged to continue to learn actively.
- f. The author is an inventor as well as a problem solver.
- g. With the writer's planned activities, the writer gets used to thinking and speaking in an orderly and orderly manner.

In addition to the function of writing, there are also benefits of

### 3. The Types of Writing

According to Depdiknas (2013), the scope of learning English at Junior High School is descriptive, narrative, recount, and procedure.

#### a. Descriptive

Descriptive text is a description in words about an object, place, or situation. A description writer expects readers to see, hear, smell, taste and felt the same as the author. The description on basically the result of observation through the five senses conveyed in words. The structure of descriptive text consists of two parts, identification, and description. The identification section contains the introduction of the object to be described. Meanwhile, the description section explains the described object more specifically. The language features of descriptive text consist of three: simple present tense, adjective, and adverb of frequency.

The characteristics of descriptive text:

- 1) Paragraphs that describe something

- 2) Paragraph which explains very clearly and in detail and involves sensory expression.
- 3) Depiction or explanation of an object that is the writing topic in detail.
- 4) Descriptive text explaining the physical characteristics of objects, such as shape, size, color, or psychological characteristics/state of an object in detail.
- 5) The story conveyed is in the form of facts because it requires data.

In writing descriptive text there are stages to make it easier for writers to compile a descriptive text:

- 1) Choosing a topic that will be used as the basis for the portrayal
- 2) Observing the object to be described
- 3) Data collects in the form of examples, numbers, graphics, images, and statistics for illustrations
- 4) Establishing the pattern of development of the appropriate paragraph
- 5) Arranging a paragraph framework consisting of basic ideas or explanatory ideas
- 6) Develop the framework into a whole paragraph
- 7) Then the last step is to give the title (Sutarni & Sukardi, 2008)

b. Narrative

According to David (2008), a narrative text is a story that is told and transferred to a recipient, and his telling requires a medium, which is translated into sign. A narrative is an essay or writing in the form of a story. This story is based on a sequence of events. In the event there is a character, it can be the author himself, a friend of the author, or someone else, and then the character experiences a problem or conflict. In the story, it can present a series of conflicts faced by the characters. A narrative has three main elements: events, characters, and conflict. The three elements become one which is called the plot. Thus, a narrative is

a story based on a plot. A narrative is often interpreted as a story based on the chronology of time.

The purpose of narrative text is to entertain the reader by presenting stories or events that have problems that cause conflict and at the end of the story there is a resolution or a happy or even sad ending.

There are many types of narrative text. Narrative text can be imaginary, factual, or a combination of both. The following are types of narrative text: fair stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slices of life, and personal experiences.

c. Recount Text

Recount text is a type of text that describes the story of events or experiences that occurred in the past. The purpose is to entertain and inform readers about the past. The difference with narrative, in this text no conflict occurs, and uses the simple past tense. Three generic structures of recount text are orientation, series of events, and reorientation.

There are types of recount text:

- 1) Personal recount is a recount text which has the function to tell about the author's personal experience. A personal recount is the most common type used to write recount text.
- 2) Factual recount is recount text that presents reports on events that occurred based on facts (happened). Examples include reports about science experiments or reports from the police.
- 3) Imaginative is a recount text that has the function to tell imaginative events. For example, recount text tells about the author's experience imagining a scene he got from his dream.
- 4) Historical recount is a recount text that contains history. An example is a recount text about the proclamation of Indonesian independence.

#### d. Procedure Text

A text that explains how something is accomplished through a series of steps or actions is called a procedure text. It describes how individuals carry out various processes in a series of steps. It employs product or tool usage instructions to create something fresh from scratch step by step.

The structure of the procedure text consists of three parts:

- 1) Goal is a procedure text structure that explains the intent or purpose.
- 2) Materials is a procedure text structure that describes the tools and materials needed.
- 3) The next procedure text structure is steps, which contain steps or instructions for making or doing something.

#### 4. The Purpose of Writing

The purpose of writing, Tarigan (2008) summarizes it as follows:

##### a. Assignment purpose

The author writes something because he is assigned, not of his own volition (e.g. students who are given the task of summarizing books; a secretary who is assigned to make reports and, meeting minutes)

##### b. Persuasive purpose

The ability to persuade is crucial to human existence. You will use persuasion to influence someone to do something you desire for yourself, benefit others, or resolve a problem. For instance, when you try to borrow money, apply for a job, or convince the government to preserve an endangered species. So, it can be concluded that writing is to persuade or invite readers to follow or carry out the author's solutions, orders or inducements.

##### c. Informational purpose

The purpose of which is to provide information or explanation to the readers. To inform means to provide readers with the knowledge they need regarding a subject, and typically, this also involves informing readers of the facts or what occurred.



d. Self-expressive purpose

The aim is to introduce or reveal the author to the readers.

e. Creative purpose

This goal is closely related to the purpose of self-statement. But the creative desire here goes beyond self-expression and engages itself with the desire to achieve artistic norms, or ideal arts, ideal arts. Writing that aims to achieve artistic values, artistic values.

f. Problem-solving purpose

In writing like this, the author wants to solve the problem. The author wants to explain, clarify, explore, and research carefully his thoughts and ideas so that they can be understood and accepted by the reader.

5. Problem in Writing.

The problems that occur in writing according to Anggarani (2008) are linguistic and non-linguistic problems.

a. Linguistic Problem

Writing problems in linguistics are as follows:

1) Grammar

Making mistakes in grammar is quite common, even for native speakers. Moreover, English grammar is quite complicated. Some common mistakes often occur in using grammar: First, Misuse of capital letters in the title. The use of capital letters in titles is indeed quite confusing, so it often results in grammatical errors. In general, the title must capitalize the first word, nouns and pronouns, verbs, adjectives, and adverbs. Second, the wrong use of pronouns. Under the rules of English grammar, the pronoun must match the subject exactly. For example, the pronoun for "I" is "my". Meanwhile, "His" for "he", "her" for "she", "their" for "they" and etc. However, students still often make mistakes in using pronouns. Third, errors in the placement of words, phrases or clauses that are inappropriate in a sentence containing a description to explain something. Sentences with these errors will sound strange to read and even have

a confusing meaning. Misuse of Spelling Words with Similar Pronunciation

2) Vocabulary

In learning a language, the main thing to master is vocabulary. In English there are hundreds of thousands of vocabularies. In its use, there are still many things that could be improved in English related to vocabulary. There are so many similar words that it is difficult for students to distinguish them. Besides that, it takes a lot of work to memorize vocabulary. Due to the lack of vocabulary, students experience confusion and struggle writing.

3) Organization

Text organization refers to how a text is organized to help readers follow and understand the information presented. In this case students experience difficulties in constructing relationships between words, sentences, and paragraphs.

b. Non-Linguistic Problem

Writing problem in non-linguistics are as follows:

1) Ideas

Ideas can be defined as designs that are arranged in the mind. Ideas for writing can come from anywhere. However, for a beginner who wants to write, it might be not easy to get ideas so that the writing results are creative and different. Students often need help getting ideas, such as confused about how to interpret the ideas in their heads into writing or distractions that make writing challenging.

2) Content

Content is information presented through writing. Many students need help with content writing and are unsure of what they should write, and students are afraid of being wrong in writing.

3) Motivation

Motivation is an impulse that arises in a person consciously or unconsciously to carry out an action with a specific purpose Self-

motivation to learn is very important for students, because this motivation will inspire students to remain enthusiastic in writing. Conversely, without this motivation, students are not passionate about writing. According Saefurohman (2019), there are two states of motivation: internal and external. Internal motivation is motivation that arises from inside him/her without external compulsions. While external motivation is a type of motivation that occurs during a study. It begins and continues based on a stimulus that has nothing to do with study activities. It indicates that students study without being driven by the desire to perform well in class or by external stimuli that seek to obtain something.

## **B. Teaching Writing**

### **1. Definition of Teaching Writing**

Teaching writing is the interaction in the classroom between students and a teacher that results in written output. The goal of teaching writing is to make students produce written English fluently, understandably, accurately and precisely (Ma'rufah *et al.*, 2021). English language learners can use writing to transmit messages to readers in different locations and at times.

The following are aspects of teaching writing in junior high school, according to Heaton (2000):

- a. Follow simple sentences learned in spelling and punctuation marks correctly.
- b. Write simple sentences.
- c. Complete the simple sentences.
- d. Make compound sentences.

The following are the ways of teaching writing for students' learning activities, according to Heaton (2000):

- a. Note-taking
- b. Letter writing
- c. Story or telling

- d. Describing things, people, etc.
- e. Completing sentences
- f. Sentence building

## 2. Principle of Teaching Writing

The following are a few principles that every teacher should consider while organizing a course, whether it is a writing course or a course that includes writing. These ideas can be applied to a variety of learning contexts.

### a. Recognizing Students' Motivation for Writing

The most discontent with writing instruction occurs when the teacher's goals do not fit with those of the students, or when the teacher's goals do not fit with those of the school or institution where the students work. It is crucial to comprehend both and communicate goals to children in ways that they can understand.

### b. Give students numerous opportunities to write.

Writing improves with practice. Practice writing should also expose students to a variety of writing styles. Brief answers to reading, diary entries, and letter writing that students find valuable in class should be used.

### c. Make feedback useful and relevant.

Students need feedback on their work, but it is only sometimes effective. Giving feedback should not imply "correcting" a student's writing. To encourage independent writers. The teacher can provide summary comments instructing students to look for and repair errors in their work.

### d. Make it clear to students how their writing will be evaluated.

Students frequently believe that evaluating their writing is entirely subjective. Students will learn about what happened with their writing tasks in this section.

## 3. Components of Teaching Writing According to Ulva *et al.* (2021)

Some of the components in teaching writing as follows:

### a. Lesson Plan

According to Permendikbud (2016) Lesson Plan is an activity plan for implementing learning for one meeting or more. RPP serves to direct the learning activities of students to achieve basic competencies.

b. Learning Objectives

learning objectives are a target to be achieved in learning activities. This learning objective is an intermediate goal to achieve other high-level, educational goals.

c. Learning materials

Learning material is a curriculum in the form of topics, subtopics, and details in each field of study or subject.

d. Learning Method

According to Hamalik (2008), a method is a way used to convey subject material to achieve curriculum goals. Djamarah *et al.* (2010) argued that is a way that is used to achieve the goals that have been set. It can be concluded that the method is a way to implement plans prepared in the form of real and practical activities to achieve learning objectives.

e. Learning Media

Learning media is a tool used to convey subject material to students (Arsyad, 2011). Media in the teaching and learning process tends to be interpreted as graphic tools, graphic photos, or electronics to capture, and reconstruct visual or verbal information.

f. Evaluation

According to Norman (2012), evaluation is a systematic process to determine or make decisions to what extent teaching objectives have been achieved by students. According to Bloom *et al.* (1956) in (Khotimah & Darwati, 2017), evaluation is divided into three domains: cognitive, affective, and psychomotor.

- 1) Cognitive is a behavior that emphasizes intellectuality, such as knowledge and thinking skills.
- 2) Affective emphasizes more on aspects of feelings, such as interests and attitudes.

3) Psychomotor is related to skills or the ability to act after someone receives a certain learning experience.

#### 4. Apperception in Teaching Writing

Apperception is an observation about an individual on an object which is the basis for receiving new ideas and is one of the teacher's efforts to make material connections with relevant aspects. Apperception is expected to be able to connect beforehand the previous subject matter which according to the teacher the students have mastered (Putri, 2019). Apperception can be done in various ways, one of which is by asking questions to find out whether students still remember the material that was given at the last meeting, to what extent students understand the material, and the results become a starting point in starting new learning activities (al-muwatho, 2018).

The following is the purpose of apperception according to Djamarah (2014)

- 1) At the beginning of the lesson the teacher reviews the extent to which the material previously studied can be understood by students by asking questions to students but can also summarize previous lesson material.
- 2) To compare previous knowledge with the material to be presented. This is done if the new material is closely related to the material to be taught.
- 3) To explain the concept or understanding of the new material to be taught.

### C. Collaborative Writing

#### 1. Definition of Collaborative Writing

The collaborative writing method is when students are asked to work together in pairs or groups to produce good writing. According to Rosdiana (2020) Collaborative writing is a type of “writing together” or multiple authorship” that refers to acts of writing in which two or more people consciously work together to create a common text. Hadjerrouit (2011) states collaborative writing encourages reflection, information sharing, and

critical thinking in addition to providing opportunities to practice literature reviews and academic reading and writing. Reid (1993) states that group writing projects can boost students' motivation, risk-taking, and tolerance. Collaborative writing has a major impact on students' overall writing ability (Winarti & Cahyono, 2020). Collaborative writing, according to Graham & Perin (2007), is a method in which students work together to develop, create, reflect on, and modify their works. All students must participate when working as a group. It also enables students to learn from one another. It emphasizes the social aspect of the writing process. From the definitions above it can be concluded, collaborative writing is a teaching method to improve students' writing skills, motivation, confidence, and critical thinking in a pair or group discussion.

Conventional teaching writing focuses on writing theory and teacher dominance. But with collaborative writing encourages students to be more active and involved in their writing learning process. Every student has the right to ask questions, make comments, and make writing suggestions. Students can learn indirectly from their own mistakes, as can their peers or groups.

## 2. The purpose of Collaborative Writing

According to Barkley *et al.* (2005), collaborative writing aims to build an autonomous personality in students and can actualize their thinking. Through collaborative, students can help each other with intellectual guidance that allows them to do more complex tasks which are difficult to achieve if done by students individually.

Al-Tabany (2017), argues that collaborative has the main goal of optimizing student learning for academic achievement and increased understanding of groups and individuals. Because students work in teams, then by itself can improve relationships among learners of various ethnic backgrounds, abilities, and develop group processing skills and problem-solving.

### 3. Advantages of Collaborative Writing

According to Alwasilah (2004), collaborative writing has several advantages as follows:

- a. Teach tolerance for the opinions of others.
- b. Improve writing skills and express ideas.
- c. Teach attitudes of writing as a process because group work emphasizes revision.
- d. Encourage students to learn from each other in group work.
- e. Getting used to self-correction and writing drafts repeatedly.

The collaborative writing method According to Sukirman (2016), has several advantages as follows:

- a. Social skills development.
- b. Stress reduction and time-saving benefits.
- c. Motivational effects.
- d. Improvement in the content of their writing
- e. Gains grammatical and structural proficiency.

### 4. Disadvantages of Collaborative Writing

According to Rosdiana (2016), collaborative writing has some disadvantages as follows:

- a. The possibility of opposing opinions.
- b. Workload disparities
- c. Crowded situation.

Collaborative writing according to Alwasilah (2000), has several disadvantages as follows:

- a. It is difficult to get friends who can work together.
- b. In group work, there often needs more clarity or suggestions for improvement.
- c. It takes up a lot of teachers' and students' time.



## D. Teaching Writing with Collaborative Writing

### 1. Procedures of Teaching Writing with Collaborative Writing

According to Barkley *et al.* (2005) in Supiani (2017) the procedure for collaborative writing methods is as follows:

#### a. Idea Generation

This stage involves encouraging and brainstorming with the students to help them come up with ideas for the topic. In the first step, the teacher raises students' prior knowledge about what they already know about the subject being discussed.

#### b. Drafting

The next step is to try to write after ideas have been acquired from the previous stage. Drafting can be done quickly. Rough drafts are the first attempt to put ideas on paper. This step aims to give the students' opportunities to start writing a rough draft based on the information they have from the previous stage. The students are asked to arrange their ideas into paragraphs, and they are allowed by the teacher to use a dictionary.

#### c. Reading

In this step, one of the students reads the draft. And the other students provide notes and give some corrections if the draft sounds incorrect and inappropriate for words or phrases.

#### d. Revising

Revision is a part of the writing process to change the text to develop and correct the text so that it is more suitable for the purpose of writing.

#### e. Editing

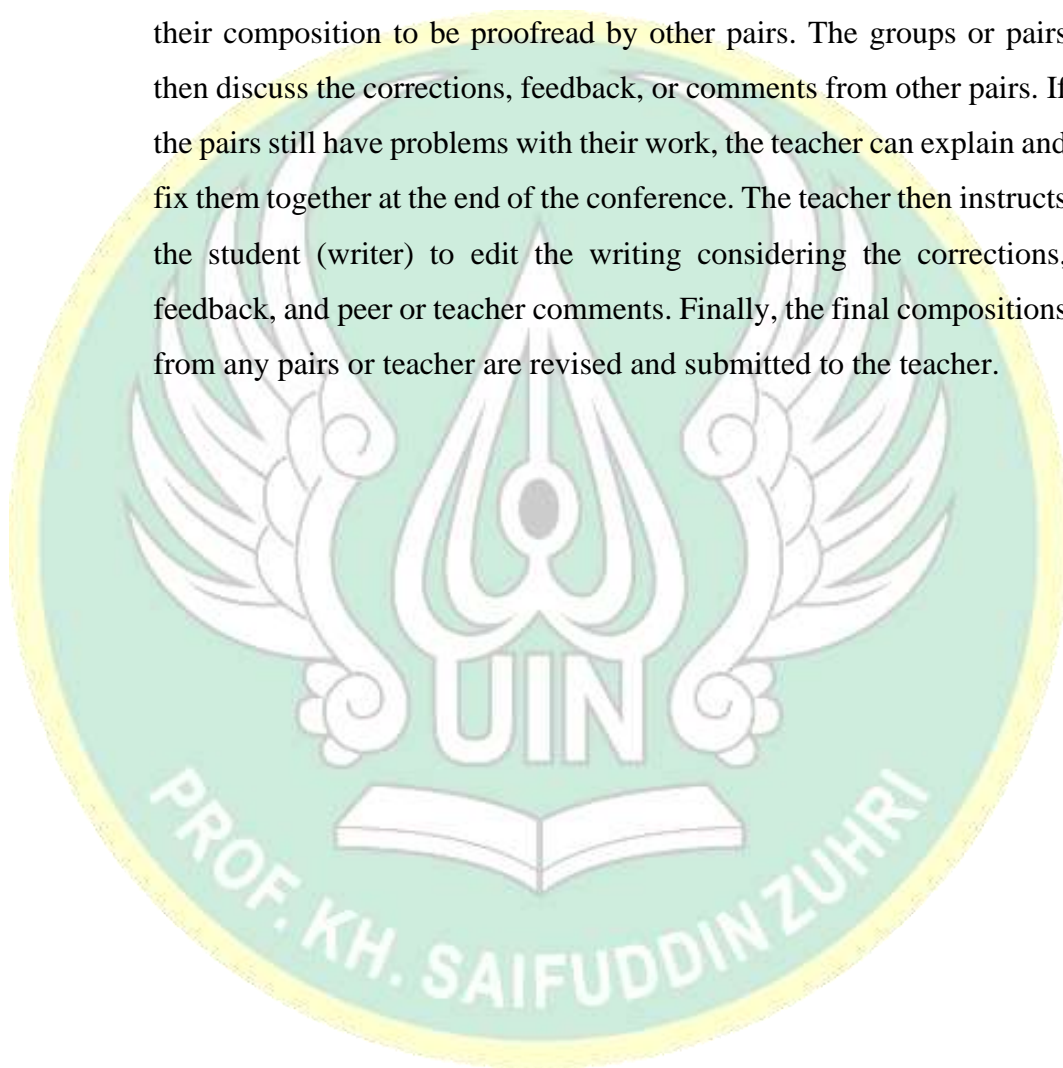
In this step, the students look at the whole essay to edit together and consider what improvement might be made. This process is the last step to check error of words, spelling, and punctuation.

#### f. Best Copy

The students then copy out a neat or best version of the corrected draft.

g. Evaluation

Teacher evaluation is the final step. In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher. The teacher's comments focus on meaning/idea, order, style, spelling, and punctuation. In evaluating, the teacher also holds on a conference by assigning the pair to exchange their composition to be proofread by other pairs. The groups or pairs then discuss the corrections, feedback, or comments from other pairs. If the pairs still have problems with their work, the teacher can explain and fix them together at the end of the conference. The teacher then instructs the student (writer) to edit the writing considering the corrections, feedback, and peer or teacher comments. Finally, the final compositions from any pairs or teacher are revised and submitted to the teacher.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

This study used a qualitative approach. According to Cresswell (2009), qualitative research is intended to deeply explore, understand and interpret social phenomena within natural setting. The type of this research is descriptive qualitative. This study used descriptive qualitative because this research described the actual situation on the research object specifically and the data retrieved is non-numeric or cannot be processed in the form of numbers. Field research is used in this study by collecting data and information from informants to obtain the required data related to the research being carried out. Data is collected in the form of words, or pictures. The data obtained includes the results of in-depth interviews, field notes, and lesson plans.

#### **B. Research Site**

This research was conducted at MTs Muhammadiyah Wangon, Banyumas Regency, Central Java. The reason for choosing this school is because the accreditation of this school is quite good, has many experienced teachers because the school has been established for quite a long time, it was founded in 1973. The school is already using collaborative writing and has experienced its effectiveness in its use in that school.

#### **C. Time of The Research**

This research was carried out from October 20, 2022 to June 6, 2023

No	Activities	Time
1.	Preliminary Observation	October 20-27, 2022
2.	Interview with the English Teacher	April 5, 2023
3.	First Observation	April 10, 2023

4.	Second Observation	April 13, 2023
5.	Third Observation	May 22, 2023
6.	Fourth Observation	May 25, 2023
7.	Interviews with the English Teacher and Some Students	June 06, 2023

#### **D. Object and Subject of the Research**

Research Object is an attribute or characteristic and value of a person, object, or activity with a certain variation and is defined by the researcher to be studied and conclusions drawn (Sugiyono, 2013). And the object of this research is the implementation of collaborative writing in teaching writing.

Research subjects are research boundaries where the researcher can determine objects, things, or people to attach research variables (Arikunto, 2016). The subject of this research is one of the English teachers at MTs Muhammadiyah Wangon. The school recommends the teacher as a resource person and the teacher who teach using collaborative writing methods at Mts Muhammadiyah Wangon.

#### **E. Data Collection Techniques**

Data collection in this study was carried out using the following techniques, according to Cresswell (2009)

##### a) Observation

Observation is a technique of seeing and observing changes in social phenomena that are developing and growing. The observation was taken in natural situation. In this research, the observation is non-participatory, which involves observing participants without actively participating. This research used classroom observation. The observation focused on the learning process during the implementation of collaborative writing in teaching writing for eighth-grade students at Mts Muhammadiyah Wangon

and its advantages and disadvantages. The instruments used in this research is the observation checklist, to write some activities in the classroom and all the important things, and some additional information. The checklist contains yes/no and a description column to explain what happened in the classroom.

b) Interview

An interview is a method of communication between two people in which one person seeks information from the other by asking a series of questions with a specific aim. This study used semi-structured interviews using open-ended questions to obtain more information. This study conducted interviews with several respondents, that is the English teacher, and some students at MTs Muhammadiyah Wangon. For asking questions and recording answers during the interview. This research record information by making handwritten notes, by audiotaping. Interviews were conducted to obtain data related to the implementation of collaborative writing in teaching writing.

c) Documentation

Documentation is a method of data collection used by researchers with collecting all the materials related to the research. Documentation methods used in this research are to collect materials in the form of data, documentation of the photos related to this research, student worksheet, lesson plans, and other components. This documentation is needed to support this study.

## **F. Data Analysis Techniques**

This research uses an interactive data analysis technique developed by (Milles & Hubberman, 1992): data reduction, data presentation, and conclusion.

1. Data Reduction

Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary data, and organizes data so that conclusions can be drawn and verified. The data to be reduced in this study results from

interviews, observation, and documentation at MTs Muhammadiyah Wangon. Reduction of this data to make it easier to conclude. This data reduction process is carried out with a selection process so that the preparation of research reports can also be well structured.

## 2. Display of Data

Miles & Huberman define the display of data as an organized collection of information that provides the possibility of concluding. The data displayed is the result of observations and interviews in pictures, tables, and qualitative descriptions of the implementation of collaborative writing in teaching writing for eighth-grade students at mts Muhammadiyah Wangon and other components.

## 3. Conclusion Drawing

Drawing conclusions according to Miles & Huberman is only part of one activity from a complete configuration. Conclusions were also verified during the study. The verification may be as brief as a rethinking that goes through the analyzer's (researcher) mind during writing, a review of field notes, or it may be so thorough and laborious with review and brainstorming to develop intersubjective agreements or other efforts in a broadways to place a finding in another set of data. Drawing conclusion is the last step of data collection which should follow data reduction and data display Before. The purpose of conclusion drawing is to provide information to find out quickly about the research results.

## G. Triangulation

Denkin (1978) in (Rahardjo, 2012) defines triangulation as a combination of various methods used to examine interrelated phenomena from different perspectives. Triangulation is an attempt to check the correctness of data or information obtained by the researcher from different points of view by reducing the bias that occurs during data collection and analysis as much as possible. There are four triangulations, including method triangulation,

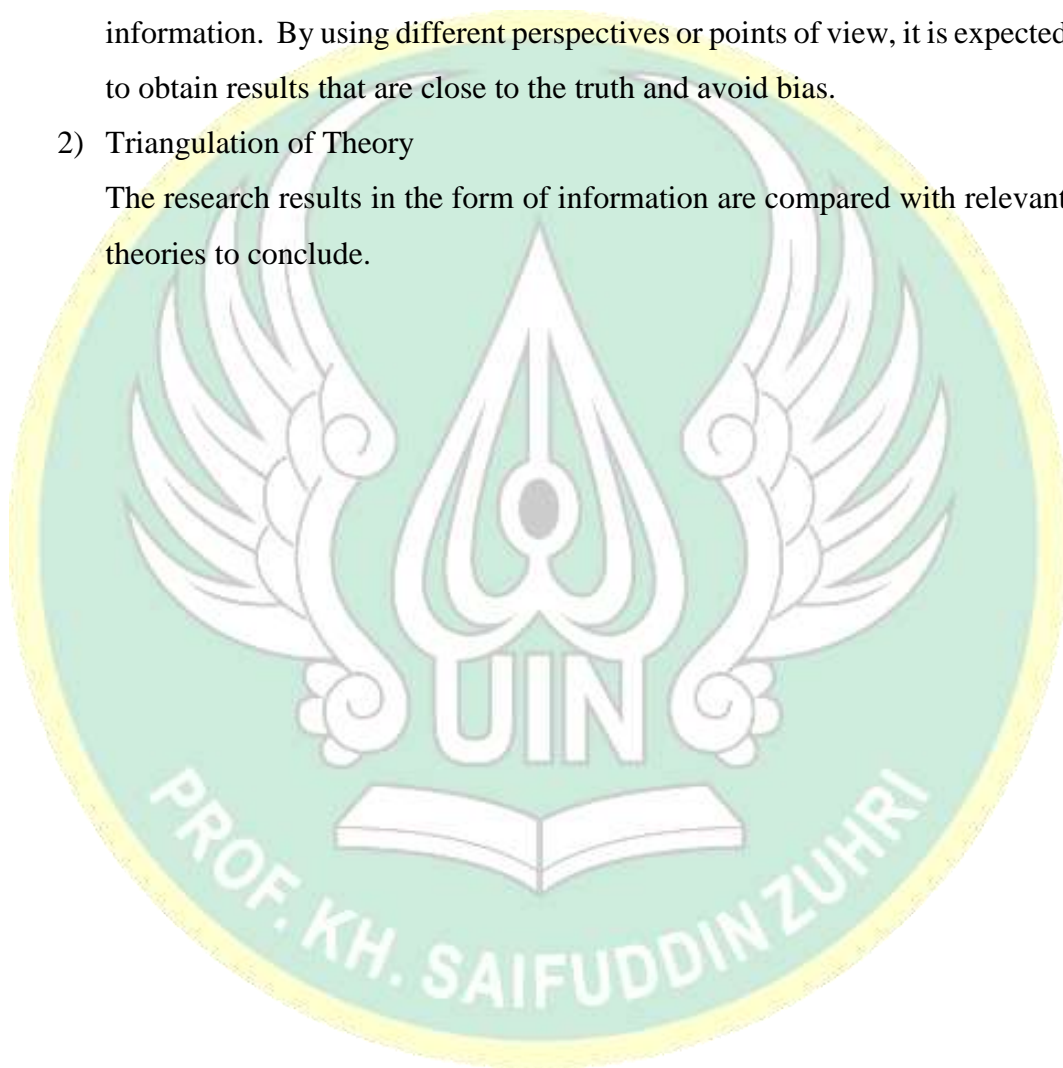
investigator triangulation, data source triangulation, and theory triangulation. In this study, two triangulations were used:

1) Triangulation of Method

By comparing information or data in different ways. Interviews, observation, and supporting data were used in this study. Furthermore, in this research, different informants are used to confirm the accuracy of the information. By using different perspectives or points of view, it is expected to obtain results that are close to the truth and avoid bias.

2) Triangulation of Theory

The research results in the form of information are compared with relevant theories to conclude.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter covers research findings and a discussion of the research. The findings are the data acquired from the field, whereas the discussion section in this research discusses the finding with supporting theories provided previously. The research findings and discussion in this study were divided into two stages: how to implement the collaborative writing method in teaching writing for eighth-grade students at MTs Muhammadiyah Wangon, and the advantages and disadvantages of collaborative writing. The following are the findings and discussions:

#### **A. Findings**

##### **1. The Implementation of Collaborative Writing in Teaching Writing for Eighth-Grade Students at MTs Muhammadiyah Wangon**

Before carrying out the learning process, the thing that must be done is make preparations. Teaching preparations were taken to ensure that the teacher can teach optimally and deliver the material effectively. Based on an interview conducted on April 5, 2023, the English teacher at MTs Muhammadiyah Wangon, before carrying out the learning activities needed to prepare several instruments:

"Before carrying out the learning process there are several instruments that I have to prepare, including Syllabus, Lesson Plan, Learning Materials, Learning Media, Learning Methods, and also Assessment Instruments which include cognitive, affective, and psychomotor."

According to the explanation above in teaching preparation, the teacher needed several instruments to create an efficient teaching and learning process. The teacher must prepare a syllabus, lesson plan, learning materials, learning media, learning method, and assessment instruments.

Preparation for making lesson plans is important as a reference for the teaching process. However, the implementation of teaching is not the same as the lesson plan made by the teacher. Because the teacher must adjust the conditions of the students and the class at that time, as the teacher said in the interview:



“In the implementation of the teaching process, it is not exactly the same as lesson plans, because it will be developed according to class conditions at that time.”

According to the statement above, lesson plan in implementing the learning process, the teacher was not really in accordance with the lesson plan, but usually the teacher would develop the activities to be carried out.

The learning method is an important thing to achieve learning goals. Because each subject has its own characteristics, so it needs to be conveyed to students using certain methods. In teaching writing, the teacher considered several things in determining the method to be used, such as choosing a method that can improve writing skills and make students actively participate. Based on the interview with the English teacher on April 5, 2023, MTs Muhammadiyah Wangon used the 2013 curriculum. In this curriculum, the learning process requires students to participate actively, where students carry out an activity in accordance with the learning objectives and not just passively listen to the teacher's explanation. Thus, in preparation for teaching writing the teacher chose a learning method that can improve students' writing skills and make students actively participate in the classroom, as the teacher said:

“I choose the method with several considerations, that are by choosing a method that can improve students' writing skills and make all students actively involved in the learning process, that is collaborative writing method.”

The teacher chose this method to make students participate actively in the learning process. Then after its implementation, the teacher claimed that this method effectively got students to participate actively and could improve students' writing.

At this stage, it is described how the implementation of collaborative writing method in teaching writing for eighth grade students at MTs Muhammadiyah Wangon. The following is the process of its implementation. There are several learning steps including Pre-teaching Activity, Main activity, and post-Activity:

### a. Pre-Teaching Activity

Observations were made 4 times from April 10, 2023, to May 25, 2023. At MTs Muhammadiyah Wangon, only 3x35 minutes in a week are allotted for teaching English. The teacher entered the class 2 times at 07.15 am. As information, Mts Muhammadiyah Wangon at 07.00-07.15 am. is the schedule for Duha prayer. During the 4 observations, the teacher always entered the class on time after the bell rang. The teacher usually waited until all the students entered the class or after finishing the Duha's prayer.

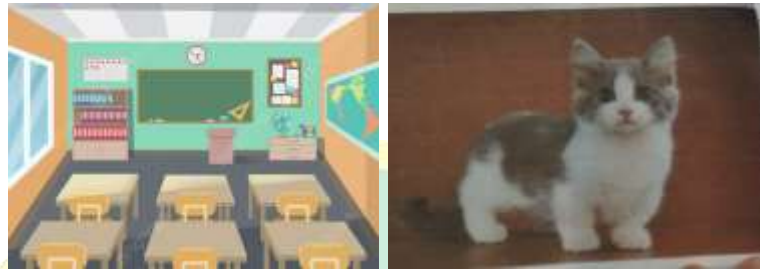
During observations first to fourth, in the learning process, the teacher used mixed English and Indonesian because most students did not understand if explained only in English. For opening, the teacher always opened the class by greeting the students, saying "Assalamualaikum wr wb". Then asked the class leader to lead the prayer and checked the attendance afterward by asking the students who were not present that day.

Based on observation, the teacher always did apperception before carrying out the learning process. The teacher carried out this activity before entering the main activity. The aim is to attract students' attention to focus on the material that would be delivered by the teacher. Based on the interview on June 6, 2023, the reasons why the teacher always did apperception before doing lesson is as follows:

"This activity is carried out to provoke students to think creatively and critically and to find out students' initial abilities towards the material that will be presented, so I always apply it at the beginning of the lesson."

According to the teacher's statement above, the teacher always used apperception to determine students' initial abilities about delivering the material and provoke students to think critically and creatively. Thus, this activity must be done before starting the main activity.

In the first observation the teacher made an apperception by preparing pictures of cat and the classroom, as shown in the figure bellow:



*Figure 1. pictures of cat and classroom for apperception*

Then the teacher showed it to the students and asked what pictures it was. First, the teacher asked students to mention the characteristics of the picture of the cat. Students answered using Indonesian by mentioning the characteristics of the cat displayed such as fur color, eye color, tail color, it is mammals and so on. Then the teacher showed a picture of the classroom and students were asked to describe its characteristics. Students answered by mentioning anything in the picture such as chairs, tables, blackboards etc. Then the teacher asked the students, after explaining and describing the pictures shown by the teacher, students were asked about what material would be learned that day, and the students answered correctly by answering the descriptive text material that would be studied that day.

At meetings 2 to 4, the teacher always did apperception by asking students what material studied before, as at the second meeting asked what the meaning of descriptive text, the structure of the text, its language features and the adjectives that were commonly used to describe something. This activity is carried out so that the teacher can find out whether students still remember the material previously conveyed, and the teacher can continue the material that would be delivered. The question was repeated in the third observation. In the fourth observation, because the assignment given by the teacher was

about describing people, the teacher reviewed the previous material which discussed a person's material.

**b. Main Activity**

In the first observation, the main activity was introducing the students to descriptive text material. The teacher explained what descriptive text is by explaining that descriptive text is a text that explains or describes people, animals, or objects in shape, characteristics, quantity, and so on. Then continued by explaining the language features, the descriptive text has specific participants such as people, places, or animals. Then explained the descriptive text using the simple present tense, using adjectives, and using action verbs, that is words that show an activity, the teacher gave examples such as: run, walk, sing, and dance. The teacher wrote a short descriptive text sentence about a cat. They were followed by explaining the structure of the descriptive text which consisted of identification and description, while pointing at the text on the whiteboard. The first paragraph is an identification in the form of an introduction to an object, and the second paragraph is a description that explains the description or characteristics of an object.

The teacher checked students' understanding to see whether they understood or not. After that, the teacher divided the class into several groups consisting of 2-3 students. Students in groups were asked by the teacher to analyze the text on the whiteboard, to mention which are adjectives, which are nouns, and which are action verbs. Then they wrote the text on the whiteboard into their books and did the assignments given by translating the text into Indonesian. Then the students in groups analyze the text by looking for adjectives, nouns, and action verbs. When doing assignments students exchange ideas with their group mates. During the assignment, students were always monitored by the teacher by going around the class. After finishing, the students collected the assignment to the teacher's desk.

In the second observation, the teacher divided students into several groups which consisted of 2-3 students. After that, the teacher wrote an incomplete sentence of descriptive text about the house on the whiteboard. Then the students were asked by the teacher to read the text together. After doing that activity, students were asked by the teacher to do the assignment to fill in the blank sentences, by selecting some of the words with some distracting words (can be seen in Appendix 4)

The teacher gave this assignment with the aim of training students' writing and testing students' ability to recognize and complete the sentences given. The students in the group did the assignment by translating words they didn't know the meaning of by looking them up in the dictionary. In doing assignments students were continuously monitored by the teacher walking around the class and asking about the difficulties experienced by the students.

After completing the first activity, the teacher wrote examples of adjectives vocabulary on the whiteboard to describe someone's appearance such as skin color, eye color, hair color, face shape, body shape, and characteristics of people. Then students in groups are asked to describe someone by making a chart (can be seen in Appendix 4).

In working on this assignment, the students divided the assignment among group members. Thus, every student has responsibility for each unit. For example, in a group there is a student responsible for looking up the vocabulary for the eyes, nose, and body shape. Another student works on the skin, lips, and characteristics. While doing the assignment, the teacher always observes them by going around the class. Then after completing the work, the assignments are then collected by the students and submitted by the teacher. The results of the students' assignment above can be seen in Appendix 4.

In the third observation, the teacher asked the students to write a descriptive text about the cat. The teacher divided the class into several groups consisting of 2-3 students. As shown in the Figure bellow:



*Figure 2. The students wrote a descriptive text about cat.*

Then each group chose a random picture of a cat that the teacher had prepared. Then students were asked to write a descriptive text based on the picture they got. Below is a table of differences in the procedure for implementing collaborative writing at MTs Muhammadiyah Wangon and the procedure according to Barkley.

*Table 1. The procedure of Collaborative Writing by Barkley*

No.	Procedures of Teaching Writing with collaborative writing	Percent	
		Yes	No
1.	Idea Generation	V	
2.	Drafting	V	
3.	Reading	V	
4.	Revising	V	
5.	Editing	V	
6.	Best Copy	V	
7.	Evaluation		V

The following are procedures carried out using the collaborative writing method at MTs Muhammadiyah Wangon. Field notes for this meeting can be seen in Appendix 2.

#### 1) Idea generation

In this step, the teacher reviews the previous meeting material by mentioning that the structure of the descriptive text is divided into two. The first paragraph is identification and the second is description.

Then the teacher explains that the first paragraph can be written with an introduction of the cat, then the second paragraph contains the special characteristics of the cat. The students were asked to pay attention to the pictures they got.

## 2) Drafting

In this step, students were asked by the teacher to write a rough draft based on the information they got in the previous step. Students prepare the paper to try to write a draft. In the writing process, some groups divide the tasks among group members to look up the vocabulary in the dictionary. The other groups share tasks such as one student writing the first paragraph and other students writing the second paragraph or writing a sentence alternately. In this step, students try to write text. Some groups wrote directly in English, and others made drafts in Indonesian first and then changed them to English.

## 3) Reading

After finishing the draft, the teacher asked the students to read it. All the group members must read the draft and ask group members for opinions, provide corrections, and mark the words that are not suitable.

## 4) Revising

After being given marks and corrections in the text by each member of the group, then in this step, the teacher asked the students to change the sentences into the most suitable sentences based on group members' opinions. This step aims to correct the structure of complicated sentences. At this stage, the teacher demanded that students to pay more attention to sentence structure and grammar.

## 5) Editing

In this step, the teacher asked the students to pay attention to spelling and punctuation. Students were asked by the teacher to check do the

sentences end with the proper punctuation, do they start the sentences with capital letters, and do they have checked for spelling errors.

#### 6) Best Copy

Previously students wrote other papers with various scribbles and corrections. Then the students rewrite the results of descriptive text about describing the cat on the other paper to make it neater.

#### 7) Evaluation

After finishing, students collected the assignment to the teacher. The evaluation is slightly different from the collaborative writing procedure according to Barkley. In this step, students do not receive direct instructive comments and feedback from the teacher that day. Due to time constraints, the teacher did not hold a conference in the evaluation by assigning groups to exchange essays to be corrected by other groups. However, the teacher would provide an evaluation after the teacher has read all the student writing and would provide corrections on the paper in the assignments collected. For example, the teacher corrects spelling or grammatical errors. The results of the students' assignment above can be seen in appendix 4.

Based on the explanation above, teaching writing with collaborative writing at MTs Muhammadiyah Wangon, the teacher has followed the steps carried out according to the collaborative writing procedure according to Barkley. However, in the evaluation step, the teacher modified it slightly due to time constraints. The teacher did not directly provide an evaluation that day, but the teacher would provide corrections to the student's writing after the assignments were collected.

In the fourth observation, the learning activity is doing multiple choice assignments and making a descriptive text about a person. In this meeting, the teacher reviewed the material from the previous meeting about adjectives that describe a person's appearance. Then the teacher divided the class into several groups consisting of 2-3 students.



The teacher gave an assignment about descriptive text, in the form of 10 multiple choice questions and one essay question to write a descriptive text about someone's appearance. In doing assignments, students were asked to make multiple choice first. After finishing working on multiple-choice, students were asked to do an essay in the form of writing a descriptive text about someone's appearance. As shown in the figure below:



*Figure 3. The students wrote the descriptive text about person.*

Based on observations of students doing assignments using the collaborative writing method according to Barkley. The teacher guided students in idea generation then wrote a draft, then read the draft to find sentences that were not suitable, continued to revise and edit sentences and then collected to the teacher. Below is a table of differences in the procedure for implementing collaborative writing at MTs Muhammadiyah Wangon and the procedure according to Barkley.

*Table 2. The procedure of Collaborative Writing by Barkley*

No.	Procedures of Teaching Writing with collaborative writing	Percent	
		Yes	No
1.	Idea Generation	V	
2.	Drafting	V	
3.	Reading	V	
4.	Revising	V	

5.	Editing	V	
6.	Best Copy	V	
7.	Evaluation		V

The following is the procedure for teaching writing using collaborative writing at MTs Muhammadiyah Wangon:

1) Idea Generation

In this step, the teacher asked the students who is the person in the picture. Then the students answered that it was a picture of a Korean artist named Kim Tae Hyung, a member of the BTS boyband. Then the teacher explained that the first paragraph is about the introduction of the person in the picture and the second paragraph explained person's characteristics.

2) Drafting

The students were asked by the teacher to write a draft. Several groups prepared another paper to write as a draft about describing people, and several groups write directly on answer sheet. Some groups wrote directly in English, while others wrote in Indonesian first and then changed to English. Some students write directly on paper using a pencil so that if something is wrong it can be erased. In groups some share tasks, for example, one student writes the first paragraph, and another student writes the second paragraph. And some share tasks to find vocabulary.

3) Reading

Reading activities are important to check the results of writing. In the writing process. Because some groups share tasks such as the first student writing the first paragraph and other students writing the second paragraph. So, after finishing writing a draft, the teacher asked all group members to read the results of the text and give their opinion on what their group mates wrote. Then, the students were

asked by the teacher to provide some corrections by marking the words that should be replaced.

#### 4) Revising

Then the teacher asked the students to make revisions. Students change the sentence that is most suitable based on the opinion of group members. At this stage, the teacher demanded students to pay more attention to sentence structure and grammar. The teacher asked students to pay attention to the use of has or have because it often needs to be corrected.

#### 5) Editing

This stage is the last to correct the text. Students check the descriptive text describing people they created and edit, are there are spelling and punctuation errors. The teacher asked the students to ensure that their sentences ended with proper punctuation, that they began with capital letters, and that they had checked for spelling errors. Some students asked the teacher whether the spelling was correct. Then the teacher asked the students to check first in the dictionary.

#### 6) Best Copy

Several groups immediately wrote the text on the answer sheet at this meeting, so they didn't rewrite it. However, several groups write drafts on other papers and copy the text on the answer sheet to make it neater.

#### 7) Evaluation

In the evaluation step, the fourth observation is the same as the third observation, that is the evaluation is slightly different from the collaborative writing procedure according to Barkley. In this step, students do not receive direct instructive comments and feedback from the teacher that day. Due to time constraints, in the evaluation, the teacher did not hold a conference by assigning groups to exchange essays to be corrected by other groups. After completing

the writing task, the teacher asked students to collect their assignments. Then the teacher would provide corrections after it was collected.

Based on the explanation above, the implementation of the collaborative writing method in the fourth observation has the same steps as the third observation, such as idea generation, drafting, reading, revising, and editing. However, the evaluation step on the fourth and third observations differs according to Barkley. The teacher didn't tell the students to exchange their assignments to be corrected by another group and gave an evaluation that day because of time constraints. The teacher would provide corrections to students' assignments after they had been collected. The results of the students' assignment above about describing people can be seen in appendix 4.

**c. Post-Activity**

Post-activity in the first and second meetings the teacher provided conclusions about what students had learned during the lesson. The teacher summarized the important points regarding the material studied at the meeting. At the first meeting, the teacher asked about the definition of descriptive text and the structure of the text. In the second meeting, the teacher reviewed the material on that day that is an adjective word to describe someone's appearance. Then closed the class by greeting the students after the bell rang, saying "*Wassalamualaikum wr wb.*"

Meanwhile, in the third and fourth meetings, the teacher did not evaluate the learning due to time constraints. The teacher immediately closed the class after the bell rang by thanking the students for that day and greeting the students by saying "*wassalamualaikum wr wb*".

## 2. The Advantages and Disadvantages of Collaborative Writing in Teaching Writing for eighth-grade students at MTs Muhammadiyah Wangon

### a. The Advantages of Collaborative Writing in Teaching Writing for eighth-grade students at MTs Muhammadiyah Wangon

Based on the field research using observation and interview, several advantages were found in the implementation of collaborative writing in teaching writing for eight grade students at MTs Muhammadiyah Wangon.

#### 1) Encouraging students to learn from each in the group.

Based on the observations that have been made, the researcher found that the implementation of the collaborative writing method in teaching writing can encourage students to learn from each other in groups because students can ask each other about the difficulties experienced them. To support this statement, the researcher interviewed the teacher and the students. According to a student named Ameera, this method can make it easier for other students who don't understand English to learn, so their group mates can help and work together. The student named Nesya also gave the same opinion when she didn't understand, usually her group mates would tell, and vice versa. The student named Arthika, also agreed, she thoughts that it's easier to do it with the help of friends because she can learn from friends who understand more.

As explained by the teacher, as follows:

“Yes, that is my purpose of implementing collaborative writing, so they can play active roles in class, and can learn about grammar, language features, and the structure of the text together.”

According to observations and supported by several statements above, students can be encouraged to learn with others in the group with the help of their group members. Other members who understand English better would help their friends if the others have

trouble. By working in groups, students learn from each other while they complete assigned tasks. Students would ask their peers or groups about their writing. They can ask each other about the difficulties they are experiencing.

## 2) Improving Students' writing and express ideas

The second advantage of collaborative writing is improving students' writing and expressing ideas. To support the statement above, the researcher conducted interviews with the teacher and the students. According to a student named Ameera, it's easier to write together because they can exchange ideas, so it's easier and better to write a descriptive text. This statement was also supported by a student named Nesya, who argued that she could exchange thoughts and share ideas with friends in the group and became more understanding about descriptive text. Then according to a student named Arthika, it was easier for her to convey ideas and improve her writing because her friend would help with writing. As explained by the teacher, as follows:

“Collaborative writing methods can improve students writing because students can exchange ideas with friends, students can easily understand the structure of sentences, students can understand the meaning of the text easily, and students can easily put their thoughts or ideas into writing.”

Based on observation and those statements, collaborative writing can improve writing skills and express ideas. Because the students claimed that they became more understood with the descriptive text, it became easy to express ideas because they worked together. Then according to the teacher, collaborative writing can help students to convey ideas easier with the help of their group members. It can help students more easily understand the structure of the text and interpret the text.

### 3) Teaching tolerance for the opinions of others.

In discussions, differences of opinion are common, based on observation by using collaborative writing, students can learn to tolerate opinions from other friends. To support this statement the researcher interviewed the teacher and the students. According to a student named Ameera, they can learn tolerance, she said that they must lower their egos, don't hurt their friends, yesterday they usually chose the best opinion with the approval of the group members. Then a student named Nesya said that with these differences, they had to learn to respect the opinions of their friends. The student named Arthika also gave the opinion that by collaborative writing they can learn to respect the opinions of group members. As explained by the teacher, as follows:

“Yes, that’s also correct, it’s one of the implementations of the third and fourth Pancasila precepts about respecting other people, especially those with different opinions, so every student must respect that opinion. Collaborative writing can train democracy, so every student has the right to give an opinion, and other students are also obliged to respect that opinion.”

According to observation and supported by the statements above, collaborative writing can help students to practice democracy and learn to tolerate the opinions of others. Because in collaborative writing there are often differences opinion, the students would chose the best opinion based on the approval of group members. Every student has the right to give an opinion, and other students are also obliged to respect that opinion.

#### b. The Disadvantages of Collaborative Writing in Teaching Writing for Eighth-Grade Students at MTs Muhammadiyah Wangon

Based on the field research using observation and interview, several disadvantages were found in the implementation of

collaborative writing in teaching writing for eight grade students at MTs Muhammadiyah Wangon

1) The possibility of opposing opinions.

Based on observations opposing opinions among group members is a common thing. Arguing over differences of opinions are one of the disadvantages of implementing collaborative writing. To support the statement above, the following are the interview results with several students and the English teacher. The student named Ameera said that they often disagreed and argued between group members, but that was what group work was called. The student named Nesya also gave the same opinion, it often happens there are differences of opinion, and she has argued with her friend. According to a student named Arthika, there must be differences of opinion in the group, and she has also had debates with her group mates. As explained by the teacher, as follows:

"Yes, that's a common thing, opposing opinions between groups or between group members, but if there are those who argue because of different opinions, the teacher must become a mediator and provide conclusions on the matter."

Although one of the benefits of collaborative writing is being able to learn to tolerate the opinions of others. Based on the statement above, arguing with friends over opposing opinions also happens.

Based on observation, arguing because different opinions have occurred, but this incident rarely occurs and usually they can solve their own problems. But if the problem cannot be solved by the student, the teacher must be responsible and must be the mediator.

2) Crowded situations.

In the implementation of collaborative writing, crowded situations often occur, because they must discuss the assignments given, but based on the observations, some students talk with friends



about other things, not about assignments. To support this statement, researcher conducted interviews with students and the English teacher. According to a student named Ameera, the class became crowded because when discussing assignments, there were friends who talked too loudly. Then a student named Nesya argued that because of discussions, the class became noisy, and there were also those who chatted with friends. The student named Arthika also gave the same opinion, because all the students were discussing then the class became noisy. The following is an explanation from the English teacher:

“Yes, that’s one of the obstacles, so if we divide the class into several groups, of the course students will focus on their respective groups, so during learning, a teacher must monitor each group don’t make it noisy, or do their activities, that’s the role of the teacher is very important to check all groups of the class.”

According to some of the statements above, the class became noisy because all the students were discussing assignments, some were chatting with their friends, and spoke too loudly during the discussion.

According to the teacher, it is an obstacle when dividing the class into several groups, students would focus on their respective groups, so during learning a teacher must supervise each group so that they did not make noise, or carry out their activities, the teacher's role is very important to checked all groups. However, based on observations sometimes the teacher cannot control all the groups because of the large class.

## **B. Discussion**

This section discussed the findings that have been found from observing field notes, lesson plan, and interviews that have been conducted with the English teacher and the students. The findings were about the implementation of collaborative writing in teaching writing for eighth-grade students at MTs Muhammadiyah Wangon, the advantages, and the disadvantages. The findings result analyzed with related theories were described as follows:

### **1. The Implementation of Collaborative Writing in Teaching Writing for eighth-grade students at MTs Muhammadiyah Wangon.**

Based on the result before carrying out the learning process the teacher prepared several instruments such as syllabus, lesson plan, material, learning media, learning methods and assessment. Teaching preparation aimed to estimate the actions to be taken in learning activities, these results were in line with the teaching writing component in the literature review according to Ulva *et al.* (2021). During the first to fourth meeting observations, the teacher always did apperception with the aim of knowing students' initial abilities before delivering the material. These results were related to the theory of apperception purposes in the literature review according to Djamarah (2014), that is to explain the concept or understanding of the new material to be taught. The apperception carried out by the teacher is by associating the material to be delivered with the daily life and asking students whether they still remember the previous material, before continuing with new material. These results are related to the ways of apperception according to Al-muwatho (2018) in the literature review.

In the first observation, the teacher introduced the descriptive text, explained the structure of the text and its language features, and gave an example of descriptive text. The material given to the students is in accordance with the lesson plan and scope of learning writing for junior high school according to Depdiknas (2013), after explaining all the

material, the teacher divided the class into several groups consisting of 2-3 students. Then asked the students to analyze the descriptive text to look for action verbs, nouns, and adjectives. The teacher carried out these activities to help the students understand more about descriptive texts, so they know the use of action verbs, adjectives, and nouns in descriptive text. Before being asked by the teacher to write the descriptive text.

On the second day of observation, the teacher divided the class into several groups consisting of 2-3 students. Then gave assignments to students to complete sentences of descriptive text. The teacher gave the correct words to chose from, and some words of distraction. This teacher's way of teaching writing is in accordance with the way of teaching writing according to Heaton (2000), in the literature review. The researcher analyzed the way of this learning activity carried out by the teacher is to train students to determine the right words and add more vocabulary before writing the full descriptive text. Completing sentence can adds more vocabulary in line with research conducted by (alanazi, 2018)

The second task in the second observation given by the teacher is to make a chart about describing people. This task is done together with group members. This task is aligned with teaching writing according to Heaton (2000). According to the researcher's analysis, this assignment was given in order to train students to make an outline of writing descriptive text and this activity helps students to organize the points to be written and elaborate easily.

On the third and fourth observations the teacher asked students to make short descriptive texts using the collaborative writing method. At the third meeting students were asked by the teacher to describe animals while at the fourth meeting about describing people. The procedure of collaborative writing according to Barkley *et al.* (2005) were used to analyze the first finding regarding the implementation of collaborative

writing in teaching writing for eighth grade students at MTs Muhammadiyah Wangon. The steps were idea generation, drafting, reading, revision, editing and evaluation.

1. According to the procedure by Barkley *et al.* (2005), the first step is idea generation. This step involves encouraging and brainstorming with the students to assist them come up with topic ideas. The teacher increases pupils' previous knowledge about what they already know about the topic to be written. From the results of the research that has been done, the teacher has taught according to this procedure. This step was carried out at the third and fourth meetings on describing animal and describing people material. In the third observation the teacher gave an overview of what students should write. That is the first paragraph can be written with an introduction of the cat, then the second paragraph contains the special characteristics of the cat. and the students were asked to pay attention to the pictures they got. Whereas in the fourth meeting, the teacher did idea generation by asking the students who is the person in the picture to make sure whether they know about the person in the picture. Then the teacher explained, the first paragraph is about the introduction of the person in the picture and the second paragraph explains the characteristics of that person's appearance. Then asked the students if they still remember the adjective material about describing someone.
2. According to Barkley *et al.* (2005), the second step is drafting. This step aims to give students opportunities to start writing a rough draft based on the information they have from the previous steps. The students were asked to organize their ideas into paragraphs, and they are allowed by the teacher to use a dictionary. Based on the results of research at the third and fourth meetings, this step carried out by the teacher in line with the collaborative writing procedure according to Barkley *et al.* (2005). In this step, students were asked by the teacher to write a rough draft based on the information they got in the

3. previous step. In the writing process, some groups divide the tasks among group members to look up the vocabulary in the dictionary. The other groups share tasks such as one student writing the first paragraph and another student writing the second paragraph or writing a sentence alternately. In this step, students try to write text. Some groups wrote directly in English, and other groups first made drafts in Indonesian and then changed them to English.
4. The third step is reading. The steps the teacher took according to the results of the third and fourth observation studies were after finishing writing a draft, the teacher asked all group members to read the results of the text and give their opinion on what their group mates wrote. Then, the teacher asked the students to provide some corrections by marking the words that should be replaced. This step is in line with the procedure according to Barkley *et al.* (2005) in this step one of the students reads the draft. And the other students provide notes and give some corrections if the draft sounds incorrect and inappropriate for words or phrases.
5. Revision is the fourth step in the collaborative writing procedure. Revision is a part of the writing process to change the text to develop and correct the text so that it is more suitable for the purpose of writing. Based on the results of the third and fourth observations the teacher has carried out this procedure. This step is in accordance with the collaborative procedure according to Barkley *et al.* (2005). The teacher instructed the students to change the sentences into the most appropriate sentences depending on the group members' opinions after each group member had marked and corrected the text. This step aims to correct the structure of complicated sentences. At this stage, the teacher demanded students pay more attention to sentence structure and grammar. The teacher asked students to pay attention to the use of "has" or "have" because it is often wrong.

6. The fifth step is editing. Based on the research results, Students check whether there are spelling and punctuation errors to edit the descriptive text. The teacher asked students to ensure that their sentences ended with proper punctuation, that they began with capital letters, and that they had checked for spelling errors. Some students asked the teacher whether the spelling was correct. This step is in accordance with Barkley *et al.* (2005) procedure. That is the students look at the whole essay to edit together and consider what improvement might be made. This process is the last step to check for errors in words, spelling and punctuation.
7. The best copy is the sixth step in the collaborative writing procedure. Based on the results of the research at the third meeting, all groups rewrite the results of descriptive text about describing the cat on the other paper to make it neater. Whereas in the fourth meeting not all groups rewrote the text because several groups immediately wrote the text on the answer sheet, so they didn't rewrite it. However, several groups write drafts on other papers and copy the text on the answer sheet to make it neater. This step is in line with the collaborative writing procedure according to Barkley *et al.* (2005), although not all groups do the best copy step.
8. Evaluation is the final step in the collaborative writing procedure. According to Barkley *et al.* (2005), this step is students would have an opportunity to receive comments and instructive feedback directly from the teacher. In evaluating, the teacher also holds a conference by assigning the pairs to exchange their composition to be proofread by other pairs. Meanwhile, according to the results of research conducted at the third and fourth meetings. after the assignment is submitted to the teacher, students do not receive direct instructive

comments and feedback from the teacher that day. Due to time constraints, in the evaluation, the teacher did not hold a conference by assigning groups to exchange essays to be corrected by other groups. Based on these results, this step is not in accordance with the procedure according to Barkley *et al.* (2005), due to time constraints.

Based on the explanation above, the teacher needed to prepare before teaching, such as making a syllabus, lesson plan, the material, learning media, learning methods and assessment. However, in its implementation, the teacher would usually develop learning activities according to the conditions of the students and the class at that time.

Based on the explanation above, in the preliminary activities, the teacher always did apperception before entering the material, so that the teacher knows the extent of students' abilities and knowledge before teaching new material. Then the teacher also did apperception, to make sure whether the students still remember the previous material, so the teacher can continue the next material.

In conclusion, the teacher carried out collaborative writing steps in line with Barkley *et al.* (2005) steps. The teacher has done idea generation to encourage students to find ideas, the teacher has asked students to make rough drafts, then students have been asked to read their texts, so they know which words need to be changed, then students have been asked to revise and edit their texts, and students have been asked to rewrite them to make their texts neater. However, in the evaluation step, the teacher did not do the same as the procedure according to Barkley *et al.* (2005), because of time constraints, the teacher could not order the group to do peer editing and gave an evaluation that day. But the teacher would provide corrections to the assignment after it is collected.

## **2. The Advantages and disadvantages of Collaborative Writing in Teaching Writing for eighth grade students at MTs Muhammadiyah Wangon**

### **a. The Advantages of Collaborative Writing**

According to the results of observations and interviews with several students and the English teacher, several advantages were found in the implementation of Collaborative Writing. They were encouraging students to learn from each other in the group, improving students' writing and expressing ideas, and teaching tolerance for the opinions of others.

#### **1) Encourage Students to Learn from Each Other.**

The implementation of the collaborative writing method in teaching writing can encourage students to learn from each other in groups because students can ask each other about the difficulties they're experiencing. They claimed that it can help to exchange knowledge. The students claimed that this method can make it easier for other students who don't understand English to learn, so their group mates can help and work together. This result was in accordance with the advantages according to (Alwasilah, 2004).

Based on the previous study conducted by Utami (2012) introducing collaborative writing in classroom activities, students were offered the opportunity to provide immediate feedback on the vocabulary used in their writings that might be lacking while work the assignment individually. Likewise, collaborative writing also strengthened students' interest in writing as they discovered that their pairs' input was helpful.

#### **2) Improve Students' Writing and Expressing Ideas.**

Collaborative writing can improve writing abilities and express ideas. The students claimed that they understood better with descriptive texts, it became easy to express ideas because they worked together. Then according to the teacher,



Collaborative Writing can help students convey ideas more easily with the help of their group members. It can help students more easily understand the structure of the text and interpret the text. This result is in line with the advantages according to Alwasilah (2004). Collaborative writing can improve writing skills also in line with the results of research conducted by (Rosdiana, 2016), (Sipayung, 2016) and (Apriliana, 2022).

3) Teach tolerance for the opinions of others.

Based on the results, the students can learn to tolerate opinions from other friends. Students can learn about democracy and how to tolerate other students' viewpoints through collaborative writing. Based on the group's agreement, students would select the best opinion. Every student has the right to express their opinions, and other students are required to do so as well. This result is in line with the advantages according to (Alwasilah, 2004).

**b. The Disadvantages of Collaborative Writing**

According to the results of observations and interviews with several students and the English teacher, several disadvantages were found in implementing Collaborative Writing. They were opposing opinion and the class became noisy.

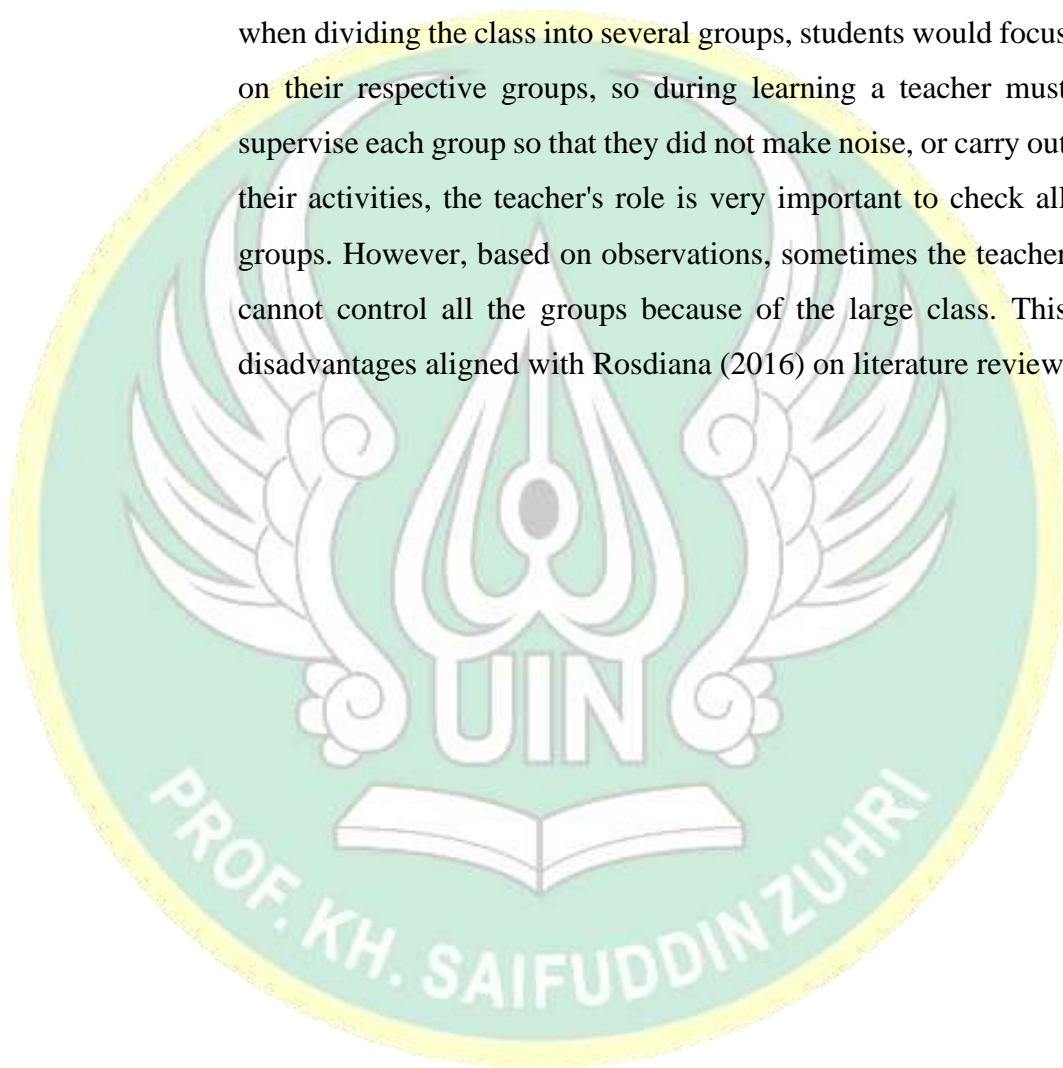
1) Arguing over differences opinions.

Although differences of opinion have many benefits such as knowing other people's perspectives or ideas and learning tolerance. Arguing because different opinions also occurred at MTs Muhammadiyah Wangon, even though it rarely happens. This disadvantage is in line with Rosdiana (2016) on the literature review, the participants faced some conflicts because of their knowledge about writing. This disadvantages also aligned with

the research by Lee (2011), that students argued because of different thoughts during the writing process.

2) The Class became noisy.

The classroom became noisy because students were discussing assignments, some were chatting with their friends, and spoke too loudly. According to the teacher, it is an obstacle when dividing the class into several groups, students would focus on their respective groups, so during learning a teacher must supervise each group so that they did not make noise, or carry out their activities, the teacher's role is very important to check all groups. However, based on observations, sometimes the teacher cannot control all the groups because of the large class. This disadvantages aligned with Rosdiana (2016) on literature review



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the research results, the teacher had to prepare syllabus, lesson plans, learning materials, learning methods and assessments before carrying out the learning process. Preparations were made in order to create an effective learning process. Before entering the main activity, students were always given an apperception by the teacher. The teacher carried out the apperception to find out the abilities and knowledge of students before providing new material.

Based on the findings from the observations and interviews, it can be concluded that the English teacher at MTs Muhammadiyah Wangon has successfully employed the collaborative writing method to teach writing to eighth grade students. The steps used were idea generation, drafting, reading, revising, editing, best copy, and evaluation. In its implementation the teacher modified the evaluation step according to the class conditions.

The advantages of collaborative writing at MTs Muhammadiyah Wangon have been found in this research are:

1. It can encourage students to learn from each other in groups because students can ask each other about the difficulties they're experiencing.
2. It can improve writing abilities and express ideas.
3. It can teach tolerance for the opinions of others.

The disadvantages of collaborative writing at MTs Muhammadiyah Wangon have been found in this research are:

1. Arguing over differences opinion.
2. The class became noisy.

#### **B. Limitations of The Study**

Based on research that has been conducted on the implementation of collaborative writing in teaching writing for eighth grade students at MTs Muhammadiyah Wangon. This research has several limitations including:

1. This research was carried out with limited time, because it was cut off from school activities, Eid holidays, assessment and waiting for writing material to be taught. Thus, the observation was only carried out 4 times.
2. This research did not cover all writing material, in this study it only described descriptive text material.
3. In this study it was difficult to find informants, the students were embarrassed to be interviewed, thus in this study only three students were interviewed.

### **C. Suggestions**

Based on the research that has been done, some suggestions might be helpful for the teacher and other researchers.

1. The Teacher
  - a. The teacher should continue to use collaborative writing. Because this method is effective in its implementation, it could produce better student writing in the future.
  - b. The teacher should use more exciting media in the teaching process that can help convey material.

2. Other researchers

Because this research is qualitative descriptive, it is suggested that further researchers follow up on this research by researching collaborative writing methods in teaching writing with different frameworks and designs to gain more information.

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