

**THE EFFECTIVENESS OF COLLABORATIVE WRITING  
TOWARDS STUDENTS' WRITING PROFICIENCY  
OF 9<sup>TH</sup> GRADE SMP MUHAMMADIYAH 2 PAGUYANGAN,  
BREBES**



**AN UNDERGRADUATE THESIS**

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

**by**

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## **MOTTO**

“Knowledge is the compass guiding our collective journey.”

Refnaldi Aditya



## **DEDICATION**

Dedicated to the Almighty, whose unwavering guidance and blessings have illuminated my path, and to my beloved parents whose unending support and love have been my foundation in this pursuit.



**PREFACE**  
**ACKNOWLEDGEMENT**

I express my utmost gratitude to the esteemed individuals whose unwavering support and guidance have been instrumental throughout this academic endeavor.

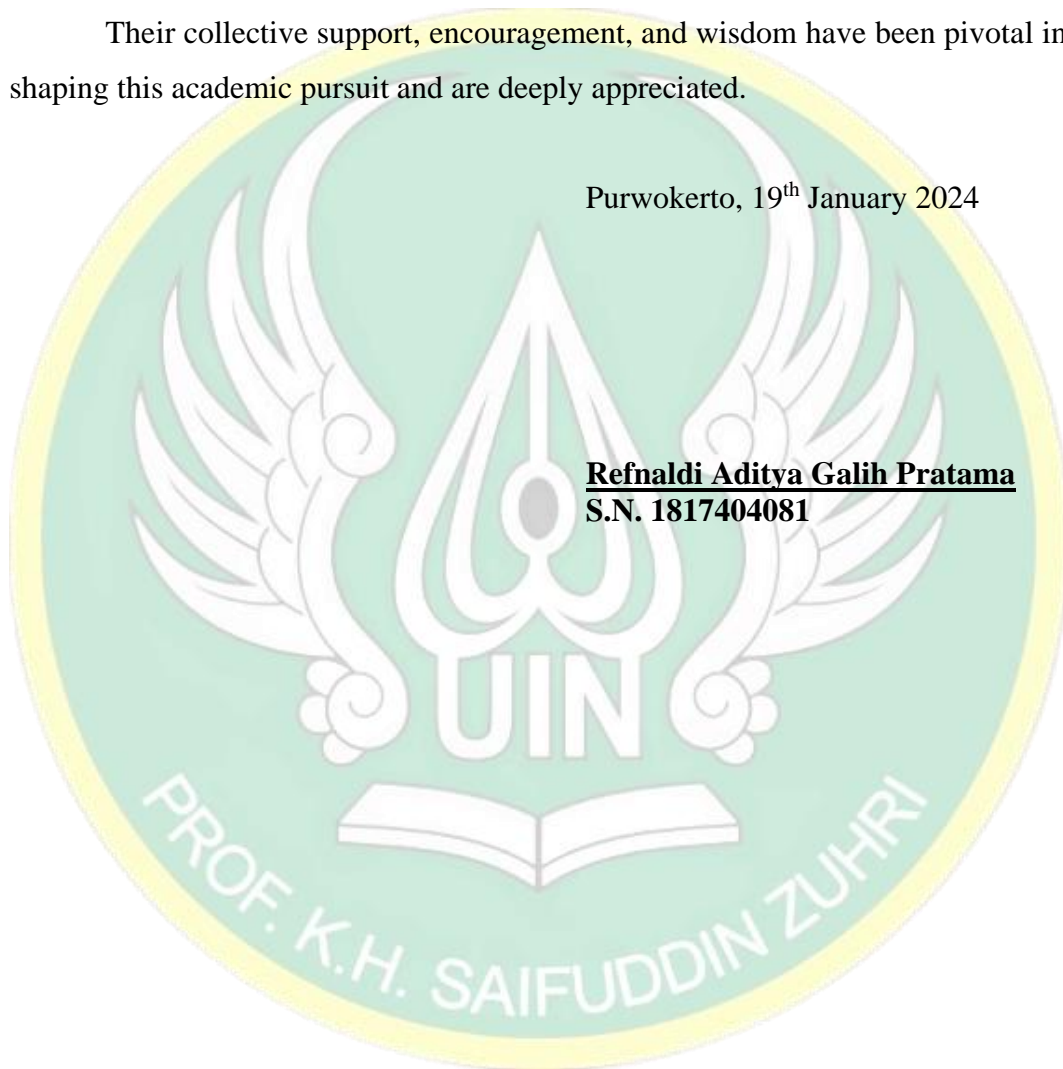
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Purwokerto, 19<sup>th</sup> January 2024

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OF 9<sup>TH</sup> GRADE SMP MUHAMMADIYAH 2 PAGUYANGAN**

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**ABSTRACT**

This study employs a quasi-experimental design to investigate the impact of collaborative writing on enhancing the writing proficiency of middle school students at SMP Muhammadiyah 2 Paguyangan. Drawing on the effectiveness of collaborative writing strategies, the research compares an experimental group exposed to collaborative writing with a control group undergoing traditional writing instruction. The participants in this study consisted of 18 students in the experimental group and 18 students in the control group. Utilizing pre-test and post-test assessments, along with N-Gain scores, the study demonstrates a substantial and statistically significant improvement in the experimental group's writing proficiency, with a mean N-Gain score of 57.42%. In contrast, the control group shows minimal improvement, recording a mean N-Gain score of 5.60%. The findings not only contribute to the broader understanding of collaborative writing but also emphasize its pedagogical value in the specific context of SMP Muhammadiyah 2 Paguyangan. The research underscores the potential of collaborative writing as an effective and innovative approach for educators seeking to enhance students' writing abilities in similar settings. Additionally, the study positions itself in the context of previous research, aligning with contemporary educational practices and addressing the challenges faced in second language learning. The insights gained from collaborative writing experiences contribute to the ongoing discourse on language teaching strategies, offering both theoretical considerations and practical implications for educators and researchers alike.

**Keywords: collaborative writing, language learning, student improvement, writing proficiency**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing proficiency is an essential skill that students need to develop in order to effectively communicate their thoughts and ideas. However, it has been observed that the writing proficiency of 9th-grade students at SMP Muhammadiyah 2 Paguyangan is low. This issue is of great concern as it hinders students' ability to express themselves coherently and limits their academic prospects.

One contributing factor to the low writing proficiency among students is the implementation of uninteresting teaching methods. Traditional instructional approaches often focus on rote memorization and rigid grammar rules, which can make the writing process monotonous and uninspiring. This repetitive approach does not encourage students to think critically or engage creatively with their writing tasks. As a result, students may lose interest in writing and struggle to develop their writing skills effectively.

Another significant factor that hampers students' writing proficiency is the fear of making mistakes. Many students have a deep-seated apprehension of committing errors, which leads to a lack of confidence in their writing abilities. This fear of making mistakes can stifle students' willingness to take risks, experiment with new vocabulary or sentence structures, and express their ideas freely. Consequently, their writing becomes hesitant, repetitive, and lacks the fluency required for proficient writing (Herdi, 2015).

Addressing these issues is crucial for improving students' writing proficiency at SMP Muhammadiyah 2 Paguyangan. By exploring alternative teaching methods and creating a supportive learning environment, it is possible to enhance students' engagement and interest in writing. One of the alternative learning methods that can be used to improve students' writing skills is collaborative writing.

Various learning methods have been extensively researched, and one such method is collaborative writing, which has been examined by Storch, N. (2018) in their work titled "Collaborative Writing" published in *Language Teaching*. In this study, Storch delves into the intricacies of collaborative writing, exploring its impact and effectiveness as an alternative approach to education. The research delves into the involvement of multiple writers working together to produce a cohesive piece of writing, emphasizing the shared responsibility and ownership of the resulting text. The study highlights the distinctive traits of collaborative writing, distinguishing it from cooperative writing methods, where tasks can be divided among team members. The findings shed light on how collaborative writing maximizes language learning opportunities, offering insights into its potential as a dynamic and engaging educational tool.

Collaborative writing, in the realm of academic discourse, is a notable activity characterized by the cooperative involvement of two or more writers collaborating to create a singular piece of text. Traditionally, writing has predominantly been perceived as an individual endeavor, undertaken in solitude. However, the academic community has experienced a surge in interest among scholars and educators towards collaborative writing, driven by two significant factors. Firstly, the nature of workplace writing has exhibited a trend wherein written tasks are often accomplished by teams rather than by individuals, as evidenced in studies conducted by Ede and Lunsford (1990) and Mirel and Spilka (2002). Secondly, the advent of Web 2.0 applications, such as blogs, wikis, and Google Docs, has revolutionized literacy practices, facilitating easier and more readily acceptable methods for creating and sharing written texts (Hyland 2016; Vandergriff 2016). Additionally, within the field of second language (L2) learning, the interest in collaborative writing was further sparked by pioneering research undertaken by Swain and her colleagues (e.g., Swain & Lapkin 1995; Swain 1998), which unveiled the language learning opportunities inherent in communicative tasks that involve joint written output, such as the technique of Dictogloss. Thus, collaborative

writing holds significant potential as a dynamic and fruitful approach to academic and language learning contexts, fostering interactive and engaging experiences for the writers involved (Storch, 2018).

Through collaborative writing, students can engage in group discussions, brainstorming sessions, and peer editing activities. This approach fosters a collaborative and supportive learning environment, encouraging students to actively participate and learn from their peers. By working together, students can overcome their fear of making mistakes, as they receive constructive feedback and guidance from their peers. Additionally, collaborative writing provides opportunities for students to explore diverse perspectives and ideas, thus enhancing their critical thinking and creativity in writing.

Given that SMP Muhammadiyah 2 Paguyangan has not yet implemented the collaborative writing method in its teaching practices, the author intends to conduct research on the application of collaborative writing as a pedagogical approach. This study aims to explore and evaluate the effectiveness and benefits of incorporating collaborative writing into the existing curriculum. By investigating the impact of collaborative writing on student engagement, learning outcomes, and the overall classroom dynamics, the research endeavors to contribute valuable insights to the educational community. The adoption of collaborative writing as a teaching method holds potential in promoting active student participation, fostering a supportive and cooperative learning environment, and enhancing students' writing skills through collective efforts. Through this study, the author aims to offer evidence-based recommendations for the potential integration of collaborative writing into the teaching practices of SMP Muhammadiyah 2 Paguyangan and similar educational institutions.

## **B. Operational Definition**

### **1. Writing Proficiency**

Based on Cumming (2016), Writing proficiency is a multifaceted skill encompassing the ability to compose well-structured, coherent, and grammatically accurate written texts. It includes the mastery of various elements such as content development, vocabulary usage, and grammatical correctness. In this study, writing proficiency serves as the ultimate goal of assessing students' effectiveness in conveying their thoughts and ideas through written expression.

### **2. Collaborative Writing**

Collaborative writing refers to a pedagogical method employed in this study, involving group-based activities such as group discussions, brainstorming sessions, and peer editing, where students collectively contribute to the creation of a single written piece. It aims to foster a cooperative learning environment, promoting active engagement, and providing students with opportunities to share ideas and receive constructive feedback from their peers.

## **C. Research Questions**

How effective is collaborative writing towards students' writing proficiency in SMP Muhammadiyah 2 Paguyangan?

## **D. Aims and Significances of the Study**

### **1. Aims of the Study**

The objective of this study is to examine the effectiveness of collaborative writing towards students' writing proficiency in SMP Muhammadiyah 2 Paguyangan.

In order to achieve this objective, the study employed:

- a. Assess the initial writing proficiency of 9th-grade students in SMP Muhammadiyah 2 Paguyangan through a pre-test.



- b. Implement collaborative writing instruction as a teaching approach during the learning process.
- c. Evaluate the students' writing proficiency after the collaborative writing intervention through a post-test.
- d. Compare and analyze the pre-test and post-test results to determine the impact of collaborative writing on students' writing proficiency.

By conducting this research, the study aims to provide insights into the effectiveness of collaborative writing as a pedagogical approach to enhance students' writing skills, specifically in the context of SMP Muhammadiyah 2 Paguyangan.

## 2. Significances of the Study

### a. For the Writer

The research holds significance for the writer as it allows them to contribute to the body of knowledge in the field of language education. By investigating the effectiveness of collaborative writing on students' writing proficiency, the writer can gain a deeper understanding of the pedagogical implications and potential benefits of this approach. This research endeavor enables the writer to develop expertise in the area of collaborative writing as a teaching method, enhancing their professional growth and academic standing.

### b. For the Teacher

The research bears substantial importance for teachers, especially those at SMP Muhammadiyah 2 Paguyangan and other educational institutions. By exploring the impact of collaborative writing on students' writing proficiency, the study can provide valuable insights and evidence-based recommendations for teachers seeking to improve their instructional practices. The findings may empower teachers to adopt more interactive and engaging teaching methods, fostering a supportive and cooperative learning environment for their students. Additionally, the study may enhance teachers' understanding

of the potential benefits and challenges of using collaborative writing, equipping them with effective strategies to enhance students' writing skills.

c. For the Readers

The research carries significance for the readers, including scholars, researchers, and educators in the field of language education. The study's findings and conclusions can offer valuable information on the effectiveness of collaborative writing as a teaching method to enhance students' writing proficiency. Readers can gain insights into the benefits and limitations of incorporating collaborative writing in the classroom and its potential impact on students' language learning experiences. Moreover, the research contributes to the existing literature on language education and serves as a reference for future studies, inspiring further investigations into the effectiveness of various teaching methods to promote students' writing skills and overall language proficiency.

**E. Organization of the Paper**

To ensure a systematic and organized discussion of this research, the researcher has constructed a comprehensive framework for categorizing the structure of the study. The framework will be outlined as follows:

The initial section comprises the title page, statement of authenticity page, endorsement page, advisory service memorandum page, motto page, presentation page, abstract page, preface, table of contents, and list of attachments.

The subsequent part entails a thorough exploration of the main research problems, presented in the form of chapters I to chapter V, which are as follows:

Chapter I provides an introduction, encompassing the background of the study, operational definition, research questions, objectives, and

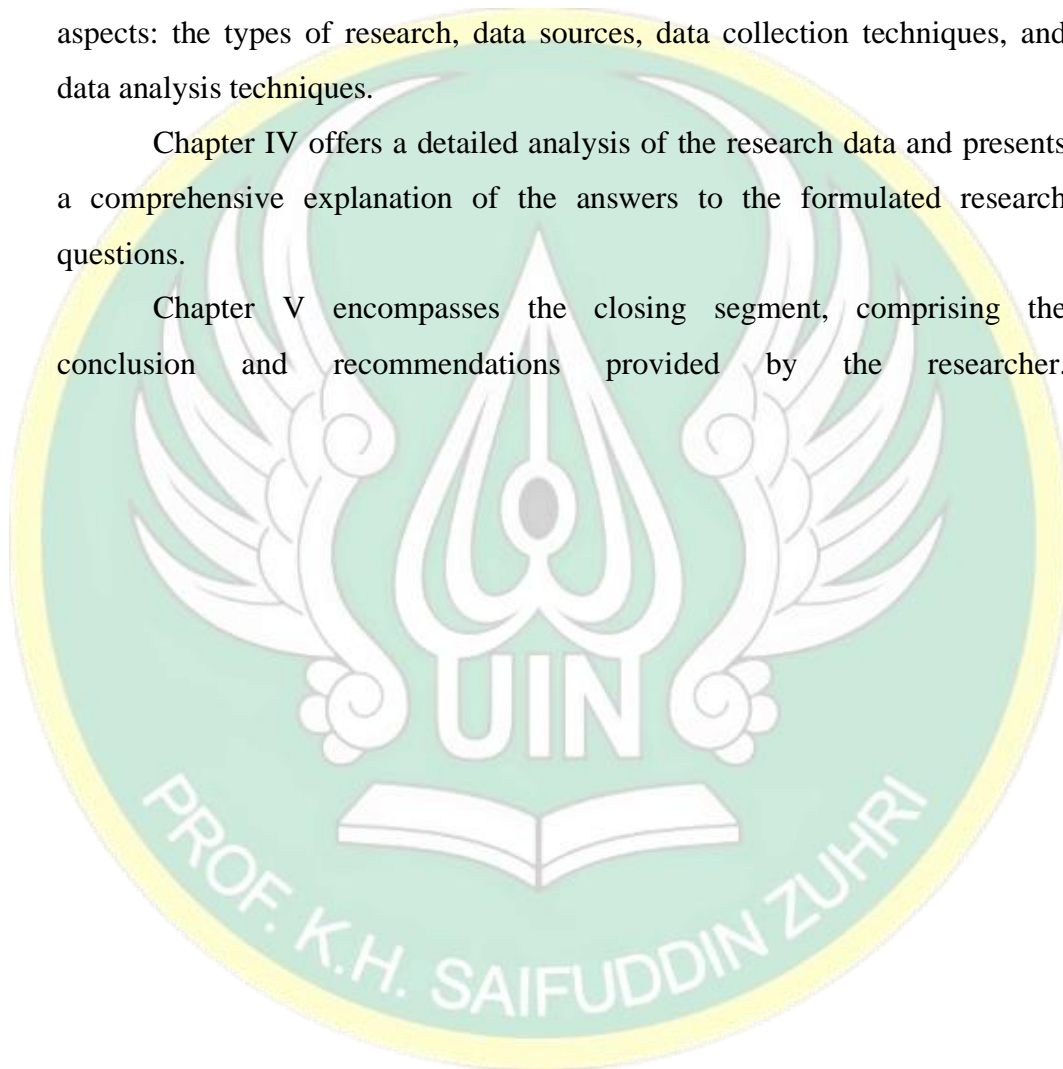
significance of the research, review of relevant studies, literature review, research methods, and an overview of the investigation's structure.

Chapter II delves into the theoretical foundation, consisting of two parts: the first involves a review of relevant studies, while the second focuses on the theoretical aspects of writing proficiency and collaborative writing.

Chapter III delineates the research methods, addressing four key aspects: the types of research, data sources, data collection techniques, and data analysis techniques.

Chapter IV offers a detailed analysis of the research data and presents a comprehensive explanation of the answers to the formulated research questions.

Chapter V encompasses the closing segment, comprising the conclusion and recommendations provided by the researcher.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Writing Proficiency

###### a. Definition of Writing Proficiency

Researchers have provided conceptual definitions of writing proficiency in the literature. For example, Cumming (2016) defines writing proficiency as "the ability to produce written texts that meet specific communicative goals and standards of quality within particular sociocultural contexts." This definition emphasizes the contextual nature of writing proficiency, highlighting the importance of considering the purpose, audience, and cultural expectations when assessing writing competence.

Similarly, Bachman and Palmer (2010) describe writing proficiency as "the ability to produce written texts that are appropriate for the purpose and audience, are organized coherently, and display a command of the conventions of the written language." Their definition emphasizes the importance of organization, coherence, and adherence to linguistic conventions in assessing writing proficiency.

In conclusion, writing proficiency is a multidimensional skill that encompasses various aspects of written communication, including grammatical accuracy, vocabulary usage, sentence structure, organization, coherence, and clarity of expression. The literature review highlights the contextual nature of writing proficiency, with researchers like Cumming (2016) emphasizing the importance of considering specific communicative goals and sociocultural contexts in assessing writing competence. This perspective underscores the need to evaluate writing proficiency in relation to the intended purpose and target audience.

Additionally, Bachman and Palmer (2010) emphasize the significance of appropriate organization, coherence, and adherence to linguistic conventions when evaluating writing proficiency. Their definition aligns with the idea that effective written communication entails producing texts that are suitable for the intended purpose and audience.

Throughout the literature, writing proficiency emerges as a dynamic skill that requires not only a command of language mechanics but also an awareness of rhetorical strategies and cultural norms. It is evident that writing proficiency involves the ability to produce texts that effectively convey ideas and information to diverse audiences in various contexts.

The review also underscores the importance of teaching and assessing writing proficiency in a holistic manner, considering both language mechanics and higher-order cognitive processes, such as critical thinking and argumentation. Encouraging students to engage in collaborative writing activities, peer editing, and guided feedback can enhance their writing proficiency by providing opportunities for meaningful interaction and reflection.

In summary, understanding writing proficiency as a multifaceted skill that is contextually bound and involves both language and rhetorical competence is essential for educators and researchers in language education. Further investigations and longitudinal studies are warranted to explore the development and long-term impact of writing proficiency across different educational settings and age groups. By continuously refining our understanding of writing proficiency and its assessment, educators can better support students' growth as effective and confident writers.

b. The Importance of Writing Proficiency

According to Walsh (2010), the significance of writing lies in its extensive use in higher education and professional settings.

Proficient writing is essential for effective communication with professors, employers, peers, and others. In the realm of higher education and successful careers, various forms of written communication, such as proposals, memos, reports, applications, interviews, and emails, are part of daily life.

Writing holds a distinct position in language teaching as it involves practicing and mastering three other language skills - listening, reading, and speaking. Additionally, it demands the acquisition of metacognitive skills. Learners must set objectives, carefully plan, structure their writing logically, and undergo revisions. Cognitive skills are crucial in the writing process, as students need to analyze their sources and synthesize them coherently in their writing.

To foster students' interest in writing, it is beneficial to allow them to write freely and creatively from the beginning of the learning process. Creative writing plays a vital role in honing writing skills (Janikova, 2005/6; Zajicova, 2011; or Rico, 1984). Encouraging creativity can evoke a sense of enthusiasm for writing among students (Blanka, 2013).

In conclusion, the article highlights the paramount importance of writing proficiency at the junior high school level. As emphasized by Walsh (2010), writing holds immense significance in higher education and professional environments, as it serves as a fundamental means of communication with professors, employers, peers, and others. A lack of writing proficiency can hinder students' ability to express themselves effectively and may impede their success in academic and professional endeavors. Writing proficiency is not only vital for the acquisition of language skills but also for the development of cognitive and metacognitive abilities, as learners must strategize, plan, and critically analyze information while crafting their written work. Creative writing emerges as a valuable tool to foster students' interest and engagement in writing, encouraging them to explore their

creativity and effectively communicate their thoughts and ideas. By nurturing writing proficiency at the junior high school level, educators can equip students with essential communication skills that proves indispensable in their future academic pursuits and professional aspirations.

c. Assessment of Writing Proficiency

The research conducted by Alter and Adkins (2006) aimed to assess student writing proficiency in graduate schools of social work, focusing on specific objectives. The study sought to determine students' analytical reading skills by assessing their ability to comprehend the provided prompt. Additionally, it aimed to evaluate students' capacity to extract pertinent evidence from a case study and utilize it effectively to support their arguments in their written responses. Furthermore, the research aimed to measure students' aptitude in organizing their written responses logically. It also sought to ascertain whether students could effectively employ a persuasive and convincing tone in their writing. Lastly, the study aimed to determine whether students demonstrated competence in mechanics, encompassing spelling, punctuation, capitalization, and adherence to APA formatting style when necessary. Through these objectives, the research contributes valuable insights into the writing proficiency of students in graduate schools of social work, shedding light on their analytical and expressive capabilities in the context of professional writing tasks.

Based on the objectives presented in the paragraph, the research conducted by Alter and Adkins (2006) demonstrates a comprehensive approach to assessing writing proficiency in graduate schools of social work. The assessment process encompassed various aspects of writing skills, including analytical reading, evidence extraction, logical organization, persuasive writing, and mechanical competence. These objectives reflect the multifaceted nature of writing

proficiency and highlight the importance of evaluating students' abilities to comprehend prompts, construct well-supported arguments, and present their ideas coherently with a convincing and persuasive tone. The research findings shed light on the students' overall writing competence in the context of professional tasks, providing valuable insights for educators and policymakers in enhancing writing instruction and evaluation strategies at the junior high school level. Such a holistic assessment approach can serve as a model for evaluating writing proficiency among students in different educational settings, facilitating their development into effective communicators and skilled writers.

d. Instruments and Methods used to Measure Writing Proficiency

In the study conducted by Parra G. and Calero S. (2019) titled "Automated Writing Evaluation Tools in the Improvement of the Writing Skill," several instruments and methods were employed to measure writing proficiency and assess the effectiveness of Automated Writing Evaluation (AWE) tools. Firstly, the students underwent a pre-test and post-test using the official Versant standardized placement test from Pearson, which included a specific writing section. Secondly, the researchers analyzed the students' writing samples and reports obtained from the AWE tools, namely Grammarly and Grammarly, to evaluate their writing improvement. These AWE tools function as open grammar checkers, detecting potential writing mistakes, including word usage, grammar, spelling, punctuation, and style. Thirdly, a questionnaire was administered to gauge the students' attitudes towards the AWE tools' utilization, adapted from previous studies (Wang, Shang, & Briody, 2013). The questionnaire's reliability was confirmed by a Cronbach's alpha score of 0.74, indicating its consistency.

The research design employed was quantitative, involving numerical data collection, which was subjected to statistical analysis (Dörnyei & Griffee, 2010). The study followed a pre-test/post-test



experimental design with randomly assigned subjects to different experimental groups. The independent variables, namely the AWE tools Grammarly and Grammarly, were manipulated to examine their effects on the dependent variable, learners' writing improvement. Throughout the semester, the experimental groups utilized the designated AWE tools during both in-class and outside-class writing activities. The study compared the learners' writing performance in the post-test, aiming to identify differences in improvement between the groups based on the AWE tool used. Additionally, a survey with a Likert scale design was conducted to gauge the learners' perceptions of the AWE tools' efficacy in enhancing their writing skills.

The study effectively utilized a combination of standardized tests, AWE tools, and surveys to assess writing proficiency and the impact of AWE tools on students' writing improvement. The use of quantitative research methods and experimental design allowed for rigorous analysis and the identification of potential differences in writing performance based on the utilization of specific AWE tools. The findings contribute valuable insights into the effectiveness of AWE tools as a supplementary resource for enhancing writing skills in language education.

e. Factors Influencing Writing Proficiency

Based on the details presented in the article by Herdi (2015), several key factors were identified as influential elements affecting students' writing proficiency. The first factor was the choice of instructional material, which significantly impacted students' interest, motivation, and ability to elaborate and organize their ideas effectively. Secondly, the utilization of various media, such as LDC projectors, laptops, and handouts, during the teaching and learning process contributed to supporting and enhancing the writing skill development. The third factor was related to the variation of classroom activities, which provided ample opportunities for students to practice and

improve their writing abilities. Additionally, effective classroom management, characterized by a conducive learning environment and positive teacher-student relationships, played a vital role in fostering students' writing proficiency. Moreover, the teacher's teaching strategies and approaches, when carefully planned and executed, significantly influenced students' progress in writing. Lastly, the teacher's approach during classroom activities, characterized by guidance and support, contributed to the improvement of students' writing skill. In conclusion, these factors collectively hold great importance in shaping and enhancing students' writing proficiency in the classroom setting.

## 2. Collaborative Writing

Numerous researchers have provided conceptual definitions of collaborative writing. For instance, Andrade and Baker (2013) define collaborative writing as "a group writing process that involves multiple individuals working together to achieve a common writing goal (Andrade, 2013)." Similarly, Storch and Wigglesworth (2010) describe collaborative writing as "joint textual production where learners share the writing task, the responsibility for the writing, and the text produced (Storch, 2010)."

Collaborative writing refers to the process of writing where two or more individuals actively and cooperatively work together to produce a written text. It involves joint participation, shared responsibility, and collective decision-making throughout various stages of the writing process, such as planning, drafting, revising, and editing. Collaborative writing provides a platform for students to engage in meaningful interactions, exchange ideas, provide feedback, and collaboratively construct written texts.

In collaborative writing, students collaborate in pairs or small groups, leveraging their collective knowledge, skills, and perspectives to enhance the quality of their written work. Through collaboration, students can benefit from the diverse perspectives and expertise of their peers,

leading to a richer and more comprehensive written output. Collaborative writing also fosters important skills such as communication, teamwork, negotiation, and critical thinking.

In conclusion, the literature review on collaborative writing highlights its significance as an interactive and cooperative approach to the writing process. Collaborative writing involves active joint participation, shared responsibilities, and collective decision-making among students, fostering meaningful interactions and knowledge exchange. Through collaboration in pairs or small groups, students can leverage their diverse perspectives and expertise to produce written texts of higher quality. This approach not only enhances writing proficiency but also cultivates essential skills like communication, teamwork, negotiation, and critical thinking.

The conceptual definitions provided by researchers, such as Andrade and Baker (2013) and Storch and Wigglesworth (2010), align with the core principles of collaborative writing. These definitions emphasize the joint textual production and shared responsibility for the writing task, exemplifying the collaborative nature of the process.

The literature demonstrates that collaborative writing holds promising prospects for language learning and education. Researchers have observed its positive impact on students' writing skills, motivation, and engagement. Moreover, collaborative writing provides an inclusive learning environment, allowing students to contribute their unique perspectives and ideas, which can lead to more creative and well-rounded written outputs.

However, despite its numerous benefits, challenges may arise in implementing collaborative writing effectively. Issues like group dynamics, varying levels of participation, and potential conflicts need to be addressed to optimize the collaborative writing experience.

In conclusion, collaborative writing offers a dynamic and interactive approach to the writing process, enabling students to develop

their writing skills, engage in constructive interactions, and foster essential collaborative skills. As educators continue to explore and refine the implementation of collaborative writing in diverse educational settings, it remains a valuable pedagogical strategy that holds the potential to enhance students' language learning and writing proficiency. Further research and practical applications are essential to maximize the benefits of collaborative writing and address any challenges that may arise during its implementation.

## **B. Previous Studies**

Collaborative writing has garnered significant attention in the realm of language education as a promising pedagogical approach to enhance students' writing proficiency. Numerous studies have been conducted to investigate the impact of collaborative writing on students' writing skills and overall language development. There are several prior research journals or articles that are relevant and connected to the subject matter of this study. The ensuing section presents the findings obtained from comparing these previous research studies.

The article "Effectiveness of Collaborative Writing among Secondary School Students in an ESL Classroom" by Prathibarani Veramuthu and Parilah Md Shah (2020) investigates the effectiveness of collaborative writing in improving the writing skills of secondary school students in ESL classrooms. Recognizing the challenges of writing in second language learning, the study explores various strategies used by teachers and students. Emphasizing the collaborative approach as a key element aligned with 21st-century educational practices, the research examines students' positive attitudes toward collaborative writing. Conducted with 32 secondary school students in Klang, Selangor, the study finds that students show a favorable disposition towards collaborative writing, indicating its potential as an effective strategy for language teaching and learning in ESL classrooms.

The study by Izaskun Villarreal and Nora Gil-Sarratea (2019) examined the impact of Collaborative Writing (CW) in an English as a

Foreign Language (EFL) secondary setting. The research showed that collaborative writing enhanced language learning opportunities and meaningful interaction in low-input contexts with limited opportunities for FL language use outside of school. Pair writing, as an aspect of collaborative writing, facilitated FL production and improved text quality in terms of accuracy and organization. However, gains in complexity and fluency were limited and task-dependent. The study emphasized directing students' attention to form during meaning negotiation to enhance complexity and fluency. Collaborative activities also enabled learners to discuss language problems and articulate metalinguistic knowledge, supporting successful L2 learning. Although Collaborative Writing holds promise for encouraging accuracy and structure in written texts, further research is needed to explore its long-term effects and potential for individual language learning gains. Additionally, investigating task design and the impact of directing students' attention to specific written components, as well as larger sample sizes and exploration of collaboration's effects on meaning-based features, would provide a deeper understanding of its effectiveness in educational settings compared to the present research.

In the article "Collaborative writing in the EFL classroom: The effects of L1 and L2 use" by Meixiu Zhang (2018), the author addresses the question faced by language teachers when implementing collaborative writing (CW) tasks in contexts where learners share a first language (L1) — whether learners should interact with peers in the L1 or the target language (L2). While previous research has emphasized the utility of CW tasks in increasing learning opportunities, this study specifically investigates the effects of L1 and L2 use on the complexity, accuracy, fluency, and text quality of co-constructed texts. Thirty-five pairs of intermediate English as a Foreign Language (EFL) learners were divided into two groups, with one group interacting in the L1 and the other in the L2. The study found that collaboration in the L1 resulted in higher syntactic complexity, though no significant differences were observed in accuracy, fluency, and text quality.

The research contributes to understanding the nuanced effects of language choice on collaborative writing outcomes, offering both theoretical insights and pedagogical implications for language instruction.

### **C. Conceptual Framework**

#### **1. Dependent Variable: Writing Proficiency**

Writing proficiency encompasses students' ability to produce coherent, organized, and grammatically accurate written texts. It includes aspects such as content quality, vocabulary usage, and grammatical correctness. Writing proficiency is measured through pre-test and post-test assessments, evaluating students' writing skills before and after the implementation of collaborative writing.

#### **2. Independent Variable: Collaborative Writing**

Collaborative writing involves the integration of group discussions, brainstorming sessions, and peer editing activities into the writing curriculum at SMP Muhammadiyah 2 Paguyangan. This pedagogical approach emphasizes teamwork, interactive learning, and cooperative writing, aiming to enhance students' engagement and writing skills.

#### **3. Theoretical Integration**

- a. Collaborative writing theory emphasizes the interactive and cooperative nature of writing tasks, aligning with the goal of enhancing students' writing proficiency.
- b. Writing proficiency theory underscores the importance of well-developed content, vocabulary, and grammar skills as key components of effective writing.
- c. Student engagement theory highlights the role of active participation and motivation in mediating the relationship between collaborative writing and writing proficiency.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Type of the Research**

This study is unequivocally a quantitative quasi-experimental research endeavor. Quantitative research is characterized by the systematic collection and analysis of numerical data to quantify relationships, patterns, and trends. It is designed to provide a structured and objective framework for assessing the impact of variables and testing hypotheses (Creswell, 2018). In this research, quantitative methods were meticulously employed to evaluate the effectiveness of collaborative writing on students' writing proficiency at SMP Muhammadiyah 2 Paguyangan.

The quantitative research approach was meticulously selected to align with the research's core objective, which is to measure and quantify the relationship between collaborative writing, student engagement, and writing proficiency. Through the collection of numerical data via pre-test and post-test assessments, this method facilitated a rigorous statistical analysis aimed at detecting potential changes and significant differences in students' writing skills. The primary intent of this study was to produce empirical evidence that substantiates the research hypotheses and contributes to a comprehensive understanding of the effects of collaborative writing as a pedagogical method.

#### **B. Research Site and Participants**

The research was conducted at SMP Muhammadiyah Paguyangan, located at Jl. Raya Winduaji No. 426, Subdistrict Paguyangan, Brebes Regency, Central Java, from August 18, 2023, to September 22, 2023. The selection of this educational institution was based on its relevance to the study's objectives and the availability of 9th-grade students who were the focus of the research. The geographical location provided a suitable environment for the implementation of collaborative writing activities and the subsequent assessment of students' writing proficiency.

This study focuses on the entire 9th-grade student population at SMP Muhammadiyah 2 Paguyangan, making it a census study. The research aims to investigate "The Effectiveness of Collaborative Writing Towards Students' Writing Proficiency of 9th Grade SMP Muhammadiyah 2 Paguyangan." The population consists of all students enrolled in 9th grade, and there is no specific sample since the research encompasses the complete set of students within this academic level. The primary independent variable is Collaborative Writing, applied as a treatment to the experimental group. The dependent variable is the Writing Proficiency of 9th-grade students. This approach ensures a comprehensive examination of the impact of Collaborative Writing on the writing proficiency of 9th-grade students without the need for a sample selection process.

The preliminary observation phase took place in April 2023, allowing for an initial exploration of the school's academic environment, curriculum, and students' writing skills. This phase facilitated a better understanding of the existing teaching methods and writing proficiency levels among the students.

The main research activities commenced on August 18, 2023, and extended over a specified period. This timeline was carefully chosen to ensure proper planning, implementation, and assessment of the collaborative writing intervention. The study involved various stages, including the introduction of collaborative writing techniques, the execution of writing tasks, and the subsequent evaluation of students' writing proficiency through pre-test and post-test assessments.

The setting of the research, encompassing the school's physical location, the conducted preliminary observations, and the planned timeline for the study, collectively contributed to the comprehensive understanding of the research context and its alignment with the objectives of investigating the effectiveness of collaborative writing on students' writing proficiency at SMP Muhammadiyah Paguyangan.



### **C. Population and Sample**

#### 1. Population

The population under consideration includes all students currently enrolled in the 9th grade at SMP Muhammadiyah 2 Paguyangan.

#### 2. Sample

As a census study, there is no specific sample size since the research covers the entire 9th-grade student population.

### **D. Variable and Indicators**

#### 1. Independent variable: Collaborative writing

- Indicator: Implementation of collaborative writing sessions.

#### 2. Dependent variable: Writing proficiency

- N-Gain scores indicating the improvement in writing proficiency.

The independent variable in this study is the "Collaborative Writing," representing the introduction of collaborative writing sessions into the curriculum. The indicator for this variable is the actual implementation of these sessions, tracking how students engage with collaborative writing tasks. On the other hand, the dependent variable is "Writing Proficiency," measured through N-Gain scores, which signify the improvement in students' writing abilities before and after the collaborative writing intervention. This variable helps assess the effectiveness of collaborative writing in enhancing students' writing skills at SMP Muhammadiyah 2 Paguyangan.

### **E. Data Collection Technique**

#### 1. Pre-Test and Post-Test Assessments

To assess the effectiveness of collaborative writing in enhancing students' writing proficiency, both pre-test and post-test assessments were conducted. The pre-test, administered on August 18, 2023, served to establish baseline writing proficiency levels. Subsequently, the post-test was conducted on September 22, 2023, following the conclusion of collaborative writing activities. These assessments comprehensively

covered various dimensions, including content quality, vocabulary usage, and grammatical accuracy.

## 2. Student Writing Samples

Written texts produced by students during collaborative writing sessions were collected for analysis. These samples were used to assess the application of collaborative writing techniques, evaluate the coherence and organization of content, and determine improvements in vocabulary usage and grammatical precision.

## 3. Indicators or Measurements

### a. Content

- i. Score 5-15, indicates that the written text presents no clear information.
- ii. Score 16-25, indicates that the written text presents the information with some details.
- iii. Score 26-35, indicates that the written text presents the information with details in parts of the paragraph.
- iv. Score 36-50, indicates that the written text presents the information with well-chosen across the paragraph.

### b. Vocabulary

- i. Score 5-10, indicates that there are many errors in vocabulary choice that severely interfere with understanding.
- ii. Score 11-15, indicates that there are errors in vocabulary choice, and sometimes they interfere with understanding.
- iii. Score 16-20, indicates that there are few errors in vocabulary choice and they do not interfere with understanding.
- iv. Score 21-25, indicates proficiency in vocabulary choice.

### c. Grammar

- i. Score 5-10, indicates that there are many errors in grammar choice.
- ii. Score 11-15, indicates that there are errors in grammar choice, and sometimes they interfere with understanding.

- iii. Score 16-20, indicates that there are few errors in grammar choice and they do not interfere with understanding.
- iv. Score 21-25, indicates proficiency in grammar.

#### 4. Measurement Procedure

- a. In the first step, the students were administered a pre-test on August 18, 2023, to assess their initial writing proficiency.
- b. In the second step, collaborative writing treatment was implemented during the learning process.
- c. At the end of the collaborative writing experiment, the students were given a post-test on September 22, 2023, to evaluate the effectiveness of collaborative writing on their writing proficiency.
- d. The final score was calculated based on the average score from Rater 1, which was the English Teacher, and the researcher as Rater 2.
- e. Pre-test and post-test results were analyzed using SPSS for N-Gain and data analysis.

#### F. Data Analysis Technique

The data collected from the two groups, namely the experimental group (students exposed to collaborative writing) and the control group (students following conventional methods), were analyzed using the N-Gain (Normalized Gain) method through the statistical software SPSS.

N-Gain was a widely used statistical measure in educational research to assess the effectiveness of an intervention by comparing the improvement of scores from pre-test to post-test within each group. It quantified the relative improvement in scores and provided insights into the magnitude of change in each group's performance.

The N-Gain formula is as follows:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum Possible Score - Pre - Test Score} \times 100$$

The analysis process involves the following steps:

1. Data Entry

The collected pre-test and post-test scores from both the experimental and control groups were entered into the SPSS software.

2. Calculation of N-Gain

The N-Gain was computed for each group separately using the formula mentioned above. This provided a measure of the improvement in writing proficiency scores for both groups.

3. Comparison of N-Gain

The N-Gain scores of the experimental and control groups were compared. A higher N-Gain score in the experimental group indicated a greater improvement in writing proficiency compared to the control group.

4. Descriptive Analysis

Descriptive statistics (mean, standard deviation) for N-Gain scores were computed for both groups.

5. Interpretation

The analysis results were interpreted to determine whether collaborative writing had a significant impact on students' writing proficiency compared to conventional methods.

This data analysis technique provided quantitative insights into the effectiveness of collaborative writing in enhancing students' writing proficiency. The N-Gain scores offered a clear understanding of the relative improvement in scores within each group, helping to assess the success of the collaborative writing intervention.

## CHAPTER IV

### DESCRIPTION AND DISCUSSION

#### A. Data Presentation

##### 1. Overview of Data

This chapter presents a comprehensive overview of the data collected during the research study, which aimed to assess the impact of collaborative writing on students' writing proficiency at SMP Muhammadiyah 2 Paguyangan. The data presented in this chapter includes the N-Gain scores obtained from pre-test and post-test assessments for the two research groups: the experimental group (students exposed to collaborative writing) and the control group (students following conventional methods).

The research was conducted at SMP Muhammadiyah 2 Paguyangan, located in the Subdistrict of Paguyangan, Brebes Regency, Central Java. The study spanned from August 18, 2023, to September 22, 2023, allowing for the introduction of collaborative writing techniques, implementation of collaborative writing activities, and subsequent assessments of students' writing proficiency through the calculation of N-Gain scores.

Descriptive statistics, such as mean N-Gain scores, were calculated to provide a summary of the data. Data visualizations, including graphs and tables, were used to illustrate patterns and trends within the N-Gain scores for both groups.

The subsequent sections in this chapter provides a detailed analysis of the N-Gain scores, including the data analysis approach, the interpretation of N-Gain scores for writing proficiency improvement, contextual factors analysis, and theoretical integration. These analyses aim to offer insights into the effectiveness of collaborative writing in enhancing students' writing proficiency and understanding the contextual and theoretical aspects influencing the research findings.

Overall, this chapter serves as a foundation for the subsequent data analysis and interpretation, offering a comprehensive view of the N-Gain scores obtained from the pre-test and post-test assessments for the experimental and control groups.

## 2. Pre-Test and Post-Test Scores

The data below presents the pre-test and post-test scores for both the experimental and control groups in the study. These scores reflect the students' writing proficiency levels before and after the intervention with collaborative writing techniques.

### a. Experimental Group

Table 1. Pre-Test Scores Experimental Group

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTestExperimental	18	25.0	38.0	30.750	3.6632
Valid N (listwise)	18				

Table 2. Post-Test Scores Experimental Group

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTestExperimental	18	55.0	89.0	70.389	8.5260
Valid N (listwise)	18				

### b. Control Group

Table 3. Pre-Test Scores Control Group

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTestControl	18	22.0	41.0	30.556	4.7213
Valid N (listwise)	18				

Table 4. Post-Test Scores Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTestControl	18	28.0	42.0	34.583	3.8587
Valid N (listwise)	18				

These scores are essential for the analysis of the impact of collaborative writing on the writing proficiency of students in the experimental and control groups. The pre-test scores represent their initial writing proficiency, while the post-test scores indicate their writing proficiency after the intervention. The subsequent data analysis provides insights into the effectiveness of collaborative writing in enhancing students' writing skills.

### 3. N-Gain Scores

This section presents the N-Gain scores obtained from the pre-test and post-test assessments conducted among the students participating in the study. N-Gain, a metric used to measure the effectiveness of an intervention, reflects the normalized gain in scores between the pre-test and post-test, expressed as a percentage.

The N-Gain scores served as a pivotal metric to gauge the normalized improvement in writing proficiency. These scores were derived from the formula:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum Possible Score - Pre - Test Score} \times 100$$

The following table displays the N-Gain scores calculated for each student in both the experimental and control groups:

Table 3. N-Gain Scores Experimental Group

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	18	25.0	38.0	30.750	3.6632
PostTest	18	55.0	89.0	70.389	8.5260
NGain	18	37.50	83.08	57.4167	11.44140
Valid N (listwise)	18				

Table 4. N-Gain Scores Control Group

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	18	22.0	41.0	30.556	4.7213
PostTest	18	28.0	42.0	34.583	3.8587
NGain	18	.74	19.23	5.5983	5.30422
Valid N (listwise)	18				

These scores depict the extent of improvement in writing proficiency after the collaborative writing intervention. The subsequent analysis delves deeper into interpreting these scores, assessing the impact of the intervention on each group, and contextualizing the findings within the study's objectives and theoretical framework.

#### 4. Descriptive Statistics

Descriptive statistics are an essential component of data analysis, providing a comprehensive summary of the collected data in this research. In this section, we present a detailed overview of various statistical measures that characterize the writing proficiency scores obtained from both the experimental and control groups. These statistics offer valuable insights into the central tendencies, variability, and distribution of the data, enabling a better understanding of the initial writing proficiency levels and the impact of collaborative writing interventions.



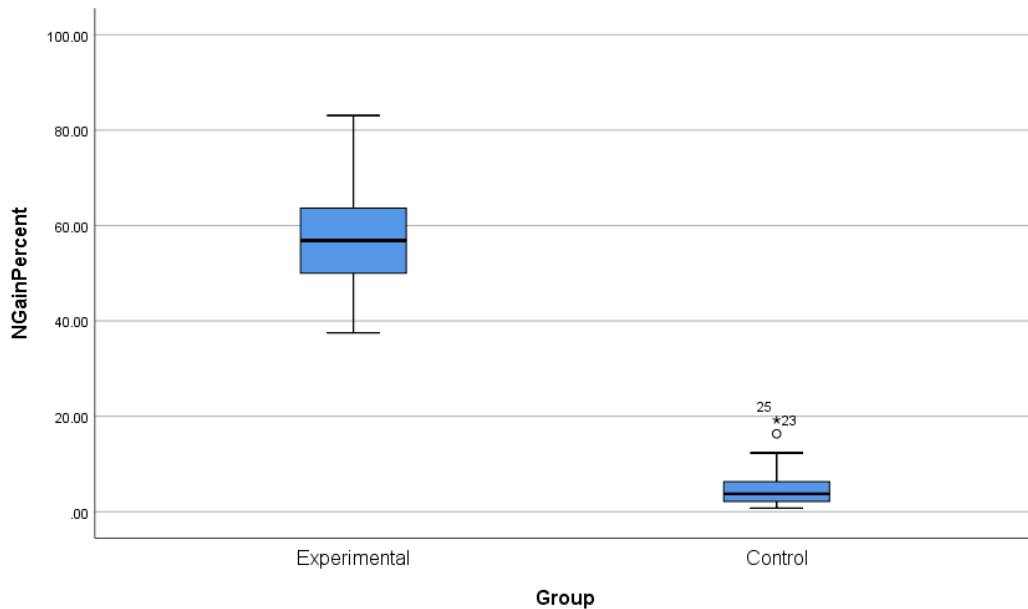
### Descriptives

	Group		Statistic	Std. Error	
NGainPercent	Experimental	Mean	57.4165	2.69664	
		95% Confidence Interval for Mean	Lower Bound	51.7271	
			Upper Bound	63.1059	
		5% Trimmed Mean		57.0974	
		Median		56.8427	
		Variance		130.894	
		Std. Deviation		11.44090	
		Minimum		37.50	
		Maximum		83.08	
		Range		45.58	
		Interquartile Range		14.52	
		Skewness		.533	.536
		Kurtosis		.460	1.038
		Control	Mean		5.5992
	95% Confidence Interval for Mean		Lower Bound	2.9615	
			Upper Bound	8.2368	
	5% Trimmed Mean			5.1121	
	Median			3.7606	
	Variance			28.133	
	Std. Deviation			5.30405	
	Minimum			.74	
	Maximum			19.23	
	Range			18.50	
	Interquartile Range			4.80	
	Skewness		1.612	.536	
Kurtosis		1.872	1.038		

### 5. Data Visualizations

In this section, we present a series of visual representations that illuminate the writing proficiency data collected from the experimental and control groups. These visualizations include graphs and charts designed to provide a clear, concise, and insightful view of the data distribution, trends, and patterns. By visually depicting the information, we aim to

facilitate a more intuitive interpretation of the results and help identify any noteworthy trends or differences between the groups. The data visualizations in this section offer a graphical lens through which to explore the impact of collaborative writing on students' writing proficiency.



## 6. Treatment

The treatment in this study aimed to implement the collaborative writing method to assess its effectiveness in enhancing students' writing proficiency. The duration of each treatment session was set at 45 minutes, with a total of four conducted sessions. During the treatment, students actively participate by forming groups and engaging in collaborative writing activities.

The involvement of students was a key aspect of the treatment, as they were organized into groups to collaboratively work on writing tasks. The collaborative nature of the writing process encouraged students to exchange ideas, provide feedback to peers, and collectively construct written pieces. This interactive approach aims to create an environment conducive to the development of writing skills through shared learning experiences.

The role of the teacher during the treatment was that of a guide and facilitator. The teacher provided instructions, clarified doubts, and offered support as needed, fostering a supportive atmosphere for collaborative writing. The teacher's involvement was designed to ensure that the collaborative writing sessions proceeded smoothly and aligned with the objectives of the study.

Overall, the treatment sessions were structured to actively engage students in collaborative writing, providing them with the opportunity to apply the method and, afterward, assessing the impact on their writing proficiency. The collaborative writing approach was chosen to stimulate interaction, idea exchange, and collective knowledge construction among students, emphasizing both individual and group learning experiences.

## **B. Treatment**

The treatment in this study aimed to implement the collaborative writing method to assess its effectiveness in enhancing students' writing proficiency. The duration of each treatment session was set at 45 minutes, with a total of four conducted sessions. During the treatment, students actively participate by forming groups and engaging in collaborative writing activities.

### **1. Treatment Introduction**

The inaugural session set the stage for the experimental group by acquainting them with the nuanced intricacies of collaborative writing. This encompassed a comprehensive understanding of collaborative writing principles, its pedagogical significance, and a meticulous outline of the planned instructional approach for ensuing sessions.

### **2. Group Formation and Opinion Task**

The second session delved into the practical implementation of collaborative writing, leveraging group dynamics. Students, strategically organized into teams of 4-5 members, embarked on a task requiring them to collectively articulate their stance on the

comparative efficacy of collaborative versus individual work. This multifaceted exercise aimed not only at fostering collaborative writing skills but also at nurturing critical thinking within a collaborative context.

### 3. Procedure Text on "How to Cook an Instant Noodle"

Building on the foundational groundwork laid in the preceding sessions, the third meeting navigated students through the specialized genre of Procedure Text. The thematic focus on "How to Cook an Instant Noodle" served as an instrumental scaffold to deepen collaborative writing competencies. Students collectively crafted procedural instructions, honing their ability to collaboratively construct text with precision and clarity.

### 4. Reflection and Opinion Sharing

The denouement of the treatment phase was marked by a reflective synthesis of the collaborative writing journey. The fourth and final session facilitated reflective discussions within groups, where students shared insights, challenges, and epiphanies garnered throughout the collaborative writing intervention. This deliberative closure provided a meta-cognitive space for students to articulate the perceived efficacy of the collaborative writing approach.

In essence, the treatment sessions unfolded as a meticulously orchestrated symphony, progressing from theoretical underpinnings to practical application, culminating in reflective deliberations. This sequential design aimed at fostering a comprehensive and nuanced development of students' collaborative writing competencies.

## C. Data Analysis

### 1. Data Analysis Approach

The data analysis approach employed in this research study relied on a comprehensive assessment of the collected data to evaluate the impact of collaborative writing on students' writing proficiency. The methodology

focused on quantitative analysis, utilizing various metrics obtained from pre-test and post-test assessments of both the experimental and control groups.

a. Quantitative Analysis Methodology

The research embraced a quantitative experimental approach, emphasizing the systematic collection and analysis of numerical data. The primary goal was to quantify the relationship between collaborative writing and writing proficiency. The utilization of quantitative methods allowed for a structured evaluation of the effectiveness of collaborative writing techniques at SMP Muhammadiyah 2 Paguyangan.

b. N-Gain Score Calculation

The N-Gain scores served as a pivotal metric to gauge the normalized improvement in writing proficiency. These scores were derived from the formula:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum Possible Score - Pre - Test Score} \times 100$$

Table 5. N-Gain Score Experimental Group

<b>N-GAIN SCORE (EXPERIMENTAL GROUP)</b>				
<b>No</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>N-Gain Score (%)</b>
1	Ade Lina Destiyani	29	77	67.61
2	Alfian P.	29	72	60.56
3	Ardiansyah Bima Pratama	28	55	37.50
4	Asfia Umma Al Khirama	38	69	50.00
5	Bilqist Zahrotus Syifa	37.5	74	58.40

6	Gendis Putri Azalia	31	65	49.28
7	Hilyatul Umah	25	65	53.33
8	Meyka Humaira Safitri	31	84	76.81
9	Muhammad Candra Aprilian	27	65	52.05
10	Muhammad Ikhwan Amin	30	69	55.71
11	Muhammad Razka Wijaya	30	67	52.86
12	Muhammad yusuf Fauzikri	25	56.5	42.00
13	Nadila Nur Inayati	30	76.5	66.43
14	Nazifa Galuh Utami	31	71	57.97
15	Rendi Ardiansyah	33	64	46.27
16	Sheza Assyifa	35	89	83.08
17	Syifa Aulia Priyanto	30	72	60.00
18	Zidna Sumayya S.	34	76	63.64

Table 6. N-Gain Score Control Group

<b>N-GAIN SCORE (CONTROL GROUP)</b>				
<b>No</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>N-Gain Score (%)</b>
1	Adinda Putria Ningsih	29	31.5	3.52
2	Bunga Puspita Okta Fiani	31	39.5	12.32
3	Dinda Puspita S.	34	35.5	2.27
4	Dodi Setiawan	30	31.5	2.14
5	Fani Ayu Safitri	23.5	36	16.34
6	Faza Nur Alifah	28	31	4.17
7	Ma'arif Almubarak	22	37	19.23
8	Muhamad Firgi Ramadhan	31	34.5	5.07
9	Muhammad Safik	32	32.5	0.74
10	Novi Tri Septiani	37	39	3.17
11	Rizal	30	31.5	2.14
12	Sevia Rahma Dani	30	31	1.43

13	Silvi Sinta E.	35	36	1.54
14	Slamet Mulyadi	28	32.5	6.25
15	Suci Selfiana	41	42	1.69
16	Syafa Yulinar	25	28	4.00
17	Valdan Ibrahimovic	28.5	33	6.29
18	Vira Arintan Febriyanti	35	40.5	8.46

This statistical measure provided insights into the relative improvements within each group, offering a quantitative understanding of the intervention's impact.

c. Descriptive Statistics

The analysis incorporated descriptive statistics, such as mean, variance, standard deviation, skewness, and kurtosis, to summarize and characterize the N-Gain scores. These measures provided an overview of central tendencies, variability, and data distribution within the experimental and control groups. For instance, the mean N-Gain scores were 57.42% for the experimental group and 5.60% for the control group, indicating substantial differences in writing proficiency improvement.

d. Comparison and Interpretation

The comparison between the experimental group, exposed to collaborative writing, and the control group, undergoing traditional writing instruction, reveals significant insights into the impact of the collaborative writing method on students' writing proficiency.

1) N-Gain Disparity:

- The experimental group exhibited a substantial N-Gain of 57.42%, indicating a noteworthy improvement in writing proficiency.
- In contrast, the control group showed minimal progress, with an average N-Gain of only 5.60%.

2) Statistical Significance:

- The observed difference in N-Gain between the experimental and control groups is statistically significant, underscoring the effectiveness of collaborative writing in comparison to traditional methods.

3) Descriptive Statistics:

- Descriptive statistics further support the efficacy of collaborative writing, with visual representations showcasing a distinct advantage for the experimental group.
- Individual student development in the experimental group varied significantly, emphasizing the tailored impact of collaborative writing interventions.

In alignment with the burgeoning body of literature, this study resonates with the findings of prior research endeavors exploring the efficacy of collaborative writing methodologies. The research by Prathibarani Veramuthu and Parilah Md Shah (2020) identified a favorable disposition among secondary school students towards collaborative writing, corroborating our study's emphasis on positive attitudes within a collaborative framework. Additionally, Izaskun Villarreal and Nora Gil-Sarratea's (2019) investigation into collaborative writing in an English as a Foreign Language (EFL) secondary setting aligns with our study's recognition of collaborative writing's potential to enhance language learning opportunities and meaningful interaction.

Moreover, the study conducted by Meixiu Zhang (2018), addressing the impact of L1 and L2 use in collaborative writing tasks, contributes insights into the nuanced effects of language choice on collaborative writing outcomes. While Zhang's focus is on language-specific outcomes, our study complements this by



highlighting the broader enhancement of writing proficiency through collaborative endeavors.

However, it is essential to underscore the unique contextual contributions of the current research. Unlike the aforementioned studies, this research extends its purview to a specific educational context, SMP Muhammadiyah 2 Paguyangan, providing context-specific insights. The treatment's multifaceted approach, including theoretical grounding, opinion sharing, and thematic textual collaboration, offers a nuanced blueprint for integrating collaborative writing into language education.

In summary, the comparison with previous studies fortifies the assertion that collaborative writing not only stands as an effective pedagogical tool but also manifests its efficacy across diverse educational contexts, underscoring its relevance and versatility in fostering students' writing proficiency.

e. SPSS Software Utilization

The data collected from the pre-test and post-test assessments were systematically inputted and analyzed using the statistical software SPSS. This facilitated efficient computation of N-Gain scores, calculation of descriptive statistics, and comparative analysis between the experimental and control groups. The software aided in generating insights into the magnitude of improvement and statistical significance of the results.

f. Visual Representations

Data visualizations, including graphs and charts, were planned to complement the quantitative analysis. These visuals aimed to provide a graphical depiction of data trends, aiding in the interpretation and communication of key findings. The use of visual representations intended to offer a more intuitive understanding of the impact of collaborative writing on students' writing proficiency.

This data analysis approach, centered on quantitative methodologies and statistical analysis, enabled a rigorous evaluation of the effectiveness of collaborative writing interventions. The utilization of N-Gain scores and descriptive statistics provided a robust framework to substantiate the impact of collaborative writing on enhancing students' writing skills at SMP Muhammadiyah 2 Paguyangan.

## 2. Decision-making Basis for N-Gain Score

The N-gain score is a measure of the effectiveness of an intervention. It is calculated as the difference between the mean posttest score and the mean pretest score, divided by the difference between the ideal mean post-test score and the mean pre-test score.

The N-gain score can be expressed in either decimal or percentage form. When expressed in percentage form, the N-gain score is interpreted as the percentage of the difference between the ideal mean post-test score and the mean pre-test score that was achieved by the intervention.

The following table provides a decision-making basis for N-gain scores expressed in percentage form (Desy, 2020):

<b>N-Gain Score</b>	<b>Interpretation</b>
<40%	Ineffective
40-55%	Less effective
56-75%	Moderately effective
>76%	Effective

## 3. Analysis of Writing Proficiency

The analysis of writing proficiency involved a meticulous examination of the pre-test and post-test scores obtained from both the experimental and control groups. These scores served as fundamental indicators of students' writing skills before and after the intervention with collaborative writing techniques.

a. Comparative Analysis

The pre-test and post-test scores were instrumental in evaluating the impact of collaborative writing on students' writing proficiency. By comparing these scores within each group, the relative improvement in writing skills became apparent. For instance, the experimental group exhibited substantial improvements in post-test scores compared to their initial pre-test scores. Conversely, the control group's post-test scores showcased marginal enhancements.

b. N-Gain Scores Interpretation

The calculation and interpretation of N-Gain scores played a pivotal role in assessing the effectiveness of collaborative writing interventions. The N-Gain scores provided a normalized measure of improvement, showcasing the percentage increase in writing proficiency after the intervention. The significantly higher N-Gain scores in the experimental group, averaging at 57.42%, contrasted starkly with the control group's average of 5.60%. This disparity underscored the considerable impact of collaborative writing on enhancing writing proficiency.

c. Individual Student Performance

In delving deeper into the individual student performance within the experimental group, the data on N-Gain scores illuminated the varied trajectories of improvement. Notably, some students showcased moderate gain, with N-Gain percentages ranging from 56% to 75%, underscoring the transformative potential of collaborative writing in bolstering specific writing skills. Conversely, other participants exhibited less moderate gains, with N-Gain percentages ranging from 40% to 55%, emphasizing the nuanced nature of students' responses to collaborative writing interventions.

#### d. Theoretical Integration

Theoretical frameworks underpinning collaborative writing, language acquisition theories, and pedagogical models were considered in the analysis. The observed improvements aligned with theories emphasizing the benefits of collaborative learning environments in enhancing language skills (Veramuthu & Shah, 2020; Villarreal & Gil-Sarratea, 2019; Zhang, 2018). Integrating these theoretical perspectives provided a deeper understanding of the mechanisms driving improvements in writing proficiency through collaborative writing techniques.

#### e. Overall Impact and Implications

Connecting the findings of the collaborative writing interventions with the challenges faced in language learning, the study conducted by Irra Wahidiyati, Desi Wijayanti Ma'rufah, and Winanti at UIN Prof. K.H. Saifuddin Zuhri becomes particularly relevant. The mentioned study highlights the struggles of students in achieving English proficiency and identifies key areas such as listening, structure and written expression, reading, grammar, vocabulary, and language aspects that need improvement. These insights align with the significant enhancement observed in writing proficiency through collaborative writing interventions. The implications underscore the broader impact on educational practices, emphasizing the need to address specific language skills and aspects, ultimately supporting the integration of collaborative writing methodologies into language learning curricula as a means to address these challenges effectively.

#### 4. Analysis of Collaborative Writing

The examination of collaborative writing techniques applied in this study presents a nuanced perspective on its influence over the students' writing proficiency. Through the comprehensive evaluation of the pre-test

and post-test scores, a vivid depiction of the efficacy of this pedagogical method surfaces.

a. Quantitative Insights: N-Gain Analysis

1) Experimental Group: The N-Gain scores for students engaged in collaborative writing manifest substantial improvements, showcasing a mean N-Gain score of 57.42%. This amplification denotes a noteworthy enhancement in their writing proficiency levels.

2) Control Group: In contrast, the control group's N-Gain scores exhibit a notably lower mean of 5.60%, emphasizing nominal progress in writing proficiency. This stark variance emphasizes the significant impact of collaborative writing compared to conventional teaching methods.

b. Individual Student Progress

Individual student analysis elucidates a broad spectrum of progress within the experimental group. Students exhibited diverse rates of improvement, ranging from moderate to substantial enhancements in their writing abilities. This diversity underscores the personalized impact of collaborative writing on students with varying proficiency levels.

c. Comparative Proficiency Levels

A detailed examination of pre-test and post-test scores highlights the stark disparity in writing proficiency between the experimental and control groups. Post-intervention, the experimental group showcased notably higher post-test scores compared to the control group, consolidating the efficacy of collaborative writing in augmenting writing skills.

d. Theoretical Framework Integration

The analysis aligns with existing pedagogical theories emphasizing collaborative learning as a facilitator of enhanced learning outcomes. The findings substantiate the theoretical underpinnings

that collaborative writing fosters a conducive environment for skill development through peer interaction, idea exchange, and collective learning experiences.

This comprehensive analysis unravels the profound influence of collaborative writing on enhancing students' writing proficiency, underscoring its potential to reshape pedagogical practices for improved learning outcomes. The amalgamation of quantitative data and theoretical integration amplifies the significance of collaborative writing as an impactful educational approach.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Collaborative writing at SMP Muhammadiyah 2 Paguyangan emerges as an unequivocal force in enhancing writing proficiency. With an average N-Gain of 57.42% in the experimental group, the results not only indicate improvement but signify a significant leap in students' writing abilities. Individual student development showcases substantial variation, indicating that each student responds uniquely to collaborative writing interventions.

The face-off between the experimental and control groups highlights the superiority of collaborative writing. With an average N-Gain of only 5.60% in the control group, this difference signifies a highly specific impact of collaborative writing methods on enhancing writing skills. This dismisses any doubt that collaborative writing is not just an alternative but an effective solution for improving students' writing competence.

In conclusion, the robust N-Gain outcomes underscore the tangible benefits of integrating collaborative writing practices into the curriculum. This study provides compelling evidence that collaborative writing goes beyond conventional teaching methods, offering a dynamic approach that propels students towards heightened writing proficiency. The findings advocate for the continued implementation of collaborative writing strategies, emphasizing its role as a catalyst for substantial advancements in students' writing skills at SMP Muhammadiyah 2 Paguyangan.

Theoretically, the results show a strong alignment with contemporary educational paradigms that value collaboration and interaction in the learning process. Collaborative writing is not just about improving writing abilities but also creating a learning environment that fosters the exchange of ideas, collective knowledge construction, and profound learning experiences.

In a continually evolving educational environment, collaborative writing emerges as the key to unlocking students' full potential in the writing

aspect. These findings imply a call for educators to perceive collaborative writing not only as an additional strategy but as a paradigm shift in engaging students in language learning.

## **B. Limitation of Study**

Despite the comprehensive nature of this study, certain limitations affected the research process and findings:

- a. **Disruption Due to School Events:** In August, SMP Muhammadiyah 2 Paguyangan encountered multiple school events that disrupted the regular academic schedule. These events inadvertently affected the efficacy of teaching and learning activities, including the implementation of the collaborative writing intervention. Consequently, the constrained teaching time might have influenced the depth and duration of the intervention, potentially impacting the extent of observable changes in students' writing proficiency.
- b. **Possible Interference with Data Collection:** The scheduling conflicts and interruptions during the school events might have posed challenges in data collection. It could have impacted the consistency of observations, student participation, and the overall engagement with collaborative writing tasks during the specified period.
- c. **Mitigating Factors and Reflections:** Despite these limitations, this study attempted to address the challenges by maintaining detailed records of the disruptions and adapting data collection strategies where possible. Acknowledging these limitations encourages a reflective approach to interpreting the study's outcomes, prompting a deeper understanding of the potential implications on the research findings.

Recognizing these limitations is crucial for contextualizing the study's outcomes within the constraints faced during the research period. It encourages a nuanced interpretation of the findings and highlights areas for further investigation to mitigate similar challenges in future research endeavors.



### **C. Suggestion**

1. To the Researcher
  - a. Flexible Scheduling: Consider developing a flexible research schedule, accounting for potential disruptions in the school's academic calendar.
  - b. Contingency Plans: Prepare backup plans that allow the research to proceed despite potential disturbances in school activities. This might involve alternative data collection strategies or adjustments to the research timeline.
2. To the School
  - a. Collaborative Event Planning: Consider involving the researcher in the school's event planning. This collaboration could help minimize disruptions to both the research process and the learning environment.
  - b. Event Management: Implement event management strategies that consider their impact on the teaching and learning process. Discuss arrangements for events to minimize disruptions to the educational process.
3. Related Parties
  - a. Coordination in Scheduling: Encourage coordination between involved parties, such as the researcher and the school, when scheduling activities. This collaboration aims to minimize disruptions to both the research and educational processes.
  - b. Planning and Collaboration Protocol: Establish clear collaboration protocols between the researcher and the school to address potential disruptions in the academic calendar. Document strategies to maintain research continuity.

These suggestions aim to help both parties anticipate and navigate potential disruptions that could affect the research and learning processes at the school.



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**APPENDICES**





### Appendix 3

#### Pre-Test and Post-Test Scores Experimental Group

No	Name	Pre-Test	Post-Test
1	Ade Lina Destiyani	29	77
2	Alfian P.	29	72
3	Ardiansyah Bima Pratama	28	55
4	Asfia Umma Al Khirama	38	69
5	Bilqist Zahrotus Syifa	37.5	74
6	Gendis Putri Azalia	31	65
7	Hilyatul Umah	25	65
8	Meyka Humaira Safitri	31	84
9	Muhammad Candra Aprilian	27	65
10	Muhammad Ikhwan Amin	30	69
11	Muhammad Razka Wijaya	30	67
12	Muhammad yusuf Fauzikri	25	56.5
13	Nadila Nur Inayati	30	76.5
14	Nazifa Galuh Utami	31	71
15	Rendi Ardiansyah	33	64
16	Sheza Assyifa	35	89
17	Syifa Aulia Priyanto	30	72
18	Zidna Sumayya S.	34	76



#### Appendix 4

##### Pre-Test and Post-Test Control Group

No	Name	Pre-Test	Post-Test
1	Adinda Putria Ningsih	29	31.5
2	Bunga Puspita Okta Fiani	31	39.5
3	Dinda Puspita S.	34	35.5
4	Dodi Setiawan	30	31.5
5	Fani Ayu Safitri	23.5	36
6	Faza Nur Alifah	28	31
7	Ma'arif Almubarok	22	37
8	Muhamad Firgi Ramadhan	31	34.5
9	Muhammad Safik	32	32.5
10	Novi Tri Septiani	37	39
11	Rizal	30	31.5
12	Sevia Rahma Dani	30	31
13	Silvi Sinta E.	35	36
14	Slamet Mulyadi	28	32.5
15	Suci Selfiana	41	42
16	Syafa Yulinar	25	28
17	Valdan Ibrahimovic	28.5	33
18	Vira Arintan Febriyanti	35	40.5

## Appendix 5

### N-Gain Scores Experimental Group

N-GAIN SCORE (EXPERIMENTAL GROUP)				
No	Name	Pre-Test	Post-Test	N-Gain Score (%)
1	Ade Lina Destiyani	29	77	67.61
2	Alfian P.	29	72	60.56
3	Ardiansyah Bima Pratama	28	55	37.50
4	Asfia Umma Al Khirama	38	69	50.00
5	Bilqist Zahrotus Syifa	37.5	74	58.40
6	Gendis Putri Azalia	31	65	49.28
7	Hilyatul Umah	25	65	53.33
8	Meyka Humaira Safitri	31	84	76.81
9	Muhammad Candra Aprilian	27	65	52.05
10	Muhammad Ikhwan Amin	30	69	55.71
11	Muhammad Razka Wijaya	30	67	52.86
12	Muhammad yusuf Fauzikri	25	56.5	42.00
13	Nadila Nur Inayati	30	76.5	66.43
14	Nazifa Galuh Utami	31	71	57.97
15	Rendi Ardiansyah	33	64	46.27
16	Sheza Assyifa	35	89	83.08
17	Syifa Aulia Priyanto	30	72	60.00
18	Zidna Sumayya S.	34	76	63.64

## Appendix 6

### N-Gain Scores Control Group

N-GAIN SCORE (CONTROL GROUP)				
No	Name	Pre-Test	Post-Test	N-Gain Score (%)
1	Adinda Putria Ningsih	29	31.5	3.52
2	Bunga Puspita Okta Fiani	31	39.5	12.32
3	Dinda Puspita S.	34	35.5	2.27
4	Dodi Setiawan	30	31.5	2.14
5	Fani Ayu Safitri	23.5	36	16.34
6	Faza Nur Alifah	28	31	4.17
7	Ma'arif Almubarak	22	37	19.23
8	Muhamad Firgi Ramadhan	31	34.5	5.07
9	Muhammad Safik	32	32.5	0.74
10	Novi Tri Septiani	37	39	3.17
11	Rizal	30	31.5	2.14
12	Sevia Rahma Dani	30	31	1.43
13	Silvi Sinta E.	35	36	1.54
14	Slamet Mulyadi	28	32.5	6.25
15	Suci Selfiana	41	42	1.69
16	Syafa Yulinar	25	28	4.00
17	Valdan Ibrahimovic	28.5	33	6.29
18	Vira Arintan Febriyanti	35	40.5	8.46
	Mean	30.56	34.58	5.60

## Appendix 7

### Students List of 9<sup>th</sup> Grade B (Experimental Group) SMP Muhammadiyah 2 Paguyangan

No	Name
1	Ade Lina Destiyani
2	Alfian P.
3	Ardiansyah Bima Pratama
4	Asfia Umma Al Khirama
5	Bilqist Zahrotus Syifa
6	Gendis Putri Azalia
7	Hilyatul Umah
8	Meyka Humaira Safitri
9	Muhammad Candra Aprilian
10	Muhammad Ikhwan Amin
11	Muhammad Razka Wijaya
12	Muhammad yusuf Fauzikri
13	Nadila Nur Inayati
14	Nazifa Galuh Utami
15	Rendi Ardiansyah
16	Sheza Assyifa
17	Syifa Aulia Priyanto
18	Zidna Sumayya S.

## Appendix 8

### Students List of 9<sup>th</sup> Grade A (Control Group) SMP Muhammadiyah 2 Paguyangan

No	Name
1	Adinda Putria Ningsih
2	Bunga Puspita Okta Fiani
3	Dinda Puspita S.
4	Dodi Setiawan
5	Fani Ayu Safitri
6	Faza Nur Alifah
7	Ma'arif Almubarok
8	Muhamad Firgi Ramadhan
9	Muhammad Safik
10	Novi Tri Septiani
11	Rizal
12	Sevia Rahma Dani
13	Silvi Sinta E.
14	Slamet Mulyadi
15	Suci Selfiana
16	Syafa Yulinar
17	Valdan Ibrahimovic
18	Vira Arintan Febriyanti

## Appendix 9

### Expert Validation

**EXPERT VALIDATION**

Title of The Research : The Effectiveness of Collaborative Writing Towards Students' Writing Proficiency of 9<sup>th</sup> Grade SMP Muhammadiyah 2 Paguyangan

The Researcher : Refinaldi Aditya Galih Pratama

NIM : 1817404081

Major : English Education Study Program

Data of Validator

Name : Muflihah S.S., M.Pd.

Age : 51

Educational Background : Master's Degree in English Language and Literature, Muhammadiyah University of Purwokerto

Teaching Experience : 24 years

**Instruction**

Put a checkmark (v) in the assessment column that matches with your assessment based on the question for writing assessment.

5= Strongly Agree

4= Agree

3= Doubt

2= Disagree

1= Strongly Disagree

No	Statements	1	2	3	4	5
1.	The language used is by the understanding of 9 <sup>th</sup> grade Students of Junior High School				✓	
2.	Arrangement of the sentences by good and correct writing					✓
3.	The language used is easy to understand					✓
4.	The material asked is in accordance with the measured competence					✓
5.	The question communicative				✓	+
6.	Do not use work/ expressions that give rise to multiple interpretation or misunderstandings					✓
7.	The question formulation does not contain word/ expressions that can offend student's feelings					✓
8.	The subject matter is formulated briefly and clearly					✓
9.	The meaning of the questions is clear					✓

A. Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

1. Can be used without revisions
2. Can be used with minor revisions
3. Can be used multiple revisions

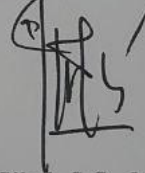
4. Unable to used

B. Comments/Suggestion

Instruction is not clear.  
Give criteria for marking.

Purwokerto, 16<sup>th</sup> August 2023

Validator,



Muflihah S.S., M.Pd.

19720923200003 2 001









## Appendix 10

### Certificate of Observation



MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
CABANG MUHAMMADIYAH KECAMATAN PAGUYANGAN  
**SMP MUHAMMADIYAH 2 PAGUYANGAN**  
TERAKREDITASI "B"

Alamat: Jl. Raya Winduaji No 426 Paguyangan 52276 Kab. Brebes (0289) 4311645

NPSN : 20326545

NSS : 202032904090

#### SURAT KETERANGAN

Nomor : 086/IV.AU/F/2023

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah 2 Paguyangan menerangkan bahwa :

Nama : Refnaldi Aditya Galih Pratama  
NIM : 1817404081  
Jurusan : Tadris Bahasa Inggris  
Jenjang : S-1  
Universitas : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Bahwa yang tersebut di atas benar-benar telah melaksanakan kegiatan Penelitian Skripsi di SMP Muhammadiyah 2 Paguyangan dari tanggal 20 Agustus 2023 sampai dengan 22 September 2023.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Paguyangan, November 2023  
Kepala Sekolah,  
  
**H. KHWANI, M.Pd.**  
NIP. ----



**Appendix 11**  
**Certificate of BTA-PPI**

  
**IAIN PURWOKERTO**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**UPT MA'HAD AL-JAMI'AH**

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.ainpurwokerto.ac.id

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**SERTIFIKAT**  
Nomor: In.17/UPT.MAJ/12654/05/2021

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

**NAMA : REFNALDI ADITYA GALIH PRATAMA**  
**NIM : 1817404081**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	90
# Tartil	:	80
# Imla`	:	85
# Praktek	:	75
# Nilai Tahfidz	:	90



Purwokerto, 05 Jan 2021

  
ValidationCode

## Appendix 12

### Certificate of EPTIP



**MINISTRY OF RELIGIOUS AFFAIRS**  
**INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO**  
**LANGUAGE DEVELOPMENT UNIT**

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, [www.iainpurwokerto.ac.id](http://www.iainpurwokerto.ac.id)

## EPTIP CERTIFICATE

*(English Proficiency Test of IAIN Purwokerto)*

Number: In.17/UPT.Bhs/PP.009/11610/2021

This is to certify that

**Name** : REFNALDI ADITYA GALIH PRATAMA  
**Date of Birth** : BREBES, June 13th, 2000

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on July 23rd, 2018, with obtained result as follows:

1. Listening Comprehension : 43  
2. Structure and Written Expression : 54  
3. Reading Comprehension : 38

**Obtained Score** : 450



The English Proficiency Test was held in IAIN Purwokerto.



ValidationCode



Purwokerto, June 2nd, 2021  
Head of Language Development Unit,

**H. A. Sangid, B.Ed., M.A.**  
NIP: 19700617 200112 1 001

Appendix 13  
Certificate of EPTUS



وزارة الشؤون الدينية  
الجامعة الإسلامية الحكومية بوروكرتو  
الوحدة لتنمية اللغة

عنوان: شارع خندريال احمد ياني رقم: ٤ بوروكرتو ٥٣٧٦ هاتف ٢٨١ - ٢٨٢٤٤ - www.iainpurwokerto.ac.id

الترتيب

الرقم: ١٧٠٥١ /UPT.Bhs /PP.٠٠٩ /٢٠١/١١٦١٠

منحت الى

: ريفنالدي أدتيا غاليه فراتاما

الاسم

: بيريسس، ١٣ يونيو ٢٠٠٠

المولود

الذي حصل على

: ٤٩ فهم المسموع

: ٥٠ فهم العبارات والتراكيب

: ٤٦ فهم المقروء

: ٤٨٣ النتيجة



في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ١١  
ديسمبر ٢٠١٨

بوروكرتو، ٢ يونيو ٢٠٢١  
رئيس الوحدة لتنمية اللغة،

الحاج أحمد سعيد، الماجستير  
رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٢١٠٠١



ValidationCode

## Appendix 14

### Certificate of APLIKOM

# SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO  
**UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA**  
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



**IAIN PURWOKERTO**

No. IN.17/UPT-TIPD/4557/III/2021

**SKALA PENILAIAN**

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
66-70	B-	2.6

**MATERI PENILAIAN**

MATERI	NILAI
Microsoft Word	90 / A
Microsoft Excel	90 / A
Microsoft Power Point	85 / A-

Diberikan Kepada:

**REFNALDI ADITYA GALIH PRATAMA**  
NIM: 1817404081

Tempat / Tgl. Lahir: Brebes, 13 Juni 2000

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program **Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.





Purwokerto, 05 Maret 2021  
Kepala UPT TIPD



**Dr. H. Fajar Hardoyono, S.Si, M.Sc**  
NIP. 19801215 200501 1 003





## Appendix 15

### Certificate of Seminar Proposal



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinhsau.ac.id

#### **SURAT KETERANGAN** **SEMINAR PROPOSAL SKRIPSI**

No. No. B.2088.Un.17/FTIK.JTBI/PP.00.9/08/2023

Yang bertanda tangan di bawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

**"THE EFFECTIVENESS OF COLLABORATIVE WRITING TOWARDS STUDENTS' WRITING PROFICIENCY OF 9th GRADE SMP MUHAMMADIYAH 2 PAGUYANGAN"**

Sebagaimana disusun oleh :

Nama : Refhaldi Aditya Galih Pratama  
NIM : 1817404081  
Semester : 11  
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 28 Juli 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 1 Agustus 2023

Koordinator Prodi Tadris Bahasa Inggris



Wijayanti Marutah, M.Pd.

NIP. 199212152018012003

## Appendix 16

### Certificate of Comprehensive Examination



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

#### SURAT KETERANGAN

**No. B-2104Un.19/WD1.FTIK/PP.05.3/08/2023**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Refnaldi Aditya Galih Pratama  
NIM : 1817404081  
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Jum'at, 4 Agustus 2023  
Nilai : B+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 8 Agustus 2023  
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.  
NIP. 19730717 199903 1 001

**Appendix 17**  
**Certificate of KKN**



**SERTIFIKAT**

Nomor: 1123/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)  
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama : **REFNALDI ADITYA GALIH PRATAMA**  
NIM : **1817404081**  
Fakultas/Prodi : **FTIK / TBI**

**TELAH MENGIKUTI**

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021  
dan dinyatakan **LULUS** dengan Nilai **87 (A)**.



Purwokerto, 29 Oktober 2021  
Ketua LPPM,  
H. H. Ansori, M.Ag.  
NIP. 19650407 199203 1 004



## Appendix 18

### Certificate of PPL II





**KEMENTERIAN AGAMA**  
**UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**  
**LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

**Sertifikat**

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023  
Diberikan Kepada :

**REFNALDI ADITYA GALIH PRATAMA**  
**1817404081**

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

**A**

Mengetahui,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

  
Prof. Dr. H. Suwito, M.Ag.  
NIP. 19710424 199903 1 002

Purwokerto, 28 Maret 2023  
Laboratorium FTIK  
Kepala,

  
Dr. Nurfuadi, M.Pd.I.  
NIP. 19711021 200604 1 002



**Appendix 19**  
**RPP CONTROL GROUP**

**RPP (Rencana Pelaksanaan Pembelajaran) Exposition Text - Kelas IX**  
**SMP Muhammadiyah 2 Paguyangan**

Mata Pelajaran : Bahasa Inggris  
Kelas : IX  
Materi Pokok : Exposition Text  
Alokasi Waktu : 2 x 45 menit

**A. Indikator Pembelajaran**

1. Siswa dapat menjelaskan pengertian exposition text.
2. Siswa dapat mengidentifikasi struktur exposition text.
3. Siswa mampu menulis exposition text sederhana.

**B. Tujuan Pembelajaran**

1. Siswa memahami pengertian exposition text.
2. Siswa mampu mengidentifikasi struktur exposition text.
3. Siswa mampu menulis exposition text sederhana.

**C. Langkah-langkah Pembelajaran**

1. Pendahuluan (15 menit)
  - a. Guru memperkenalkan materi exposition text dan tujuan pembelajaran.
  - b. Guru menyampaikan pengertian exposition text dan mengapa penting untuk dipahami.
2. Pembelajaran Inti (2 x 45 menit)
  - a. Sesi 1 (45 menit)
    - Guru menjelaskan struktur exposition text (pembukaan, isi, penutup).

- Guru memberikan contoh exposition text dan menekankan poin-poin strukturalnya.
  - Siswa diberi waktu untuk membaca dan mencatat struktur exposition text.
- b. Sesi 2 (45 menit)
- Guru memberikan pemahaman tentang ciri khas bahasa exposition text.
  - Guru memberikan contoh exposition text yang lebih kompleks.
  - Siswa diminta untuk mengidentifikasi struktur dan ciri khas bahasa exposition text dalam contoh yang diberikan.
3. Kegiatan Penutup (15 menit)
- a. Guru merangkum materi yang telah dipelajari.
  - b. Siswa diberi tugas untuk menulis exposition text sederhana sebagai pekerjaan rumah.
  - c. Guru memberikan petunjuk dan kriteria penilaian tugas.

#### **D. Penilaian**

1. Partisipasi siswa dalam diskusi.
2. Kemampuan siswa mengidentifikasi struktur exposition text.
3. Tugas tulis siswa.

#### **E. Sumber Belajar**

1. Buku teks Bahasa Inggris kelas IX.
2. Materi dan contoh exposition text yang relevan.

Paguyangan, Juli 2023

Mengetahui,

Kepala Sekolah,

Guru Mata Pelajaran,

**Ikhwani, M.Pd.**

NIP. -

**Endras Kurniawan, S.Pd.**

NIP. -

**Appendix 20**  
**RPP Experiment Group**

**RPP (Rencana Pelaksanaan Pembelajaran) Exposition Text - Kelas IX**  
**SMP Muhammadiyah 2 Paguyangan**

Mata Pelajaran : Bahasa Inggris  
Kelas : IX  
Materi Pokok : Exposition Text  
Alokasi Waktu : 2 x 45 menit

**A. Indikator Pembelajaran**

1. Siswa dapat menjelaskan pengertian exposition text.
2. Siswa dapat mengidentifikasi struktur exposition text.
3. Siswa mampu menulis exposition text sederhana.
4. Siswa dapat bekerja sama dalam kelompok untuk menganalisis dan membuat exposition text.

**B. Tujuan Pembelajaran**

1. Siswa memahami pengertian exposition text.
2. Siswa mampu mengidentifikasi struktur exposition text.
3. Siswa mampu menulis exposition text sederhana.
4. Siswa dapat bekerja sama dalam kelompok untuk menganalisis dan membuat exposition text.

**C. Langkah-langkah Pembelajaran**

1. Pendahuluan (15 menit)
  - a. Guru memperkenalkan materi exposition text dan tujuan pembelajaran.
  - b. Guru menyampaikan pengertian exposition text dan mengapa penting untuk dipahami.

- c. Guru menjelaskan bahwa siswa akan bekerja dalam kelompok untuk menganalisis dan membuat exposition text.
2. Pembelajaran Inti (3 x 45 menit)
    - a. Sesi 1 ( 45 menit)
      - Guru menjelaskan struktur exposition text (pembukaan, isi, penutup) secara singkat.
      - Guru membentuk kelompok-kelompok kecil dan memberikan tugas awal: menganalisis exposition text sederhana.
      - Siswa berdiskusi dalam kelompok, mengidentifikasi struktur exposition text, dan mencatat poin-poin kunci.
    - b. Sesi 2 (45 menit)
      - Guru memberikan contoh exposition text yang lebih kompleks.
      - Siswa berdiskusi dalam kelompok untuk menganalisis struktur dan ciri khas bahasa exposition text dalam contoh yang diberikan.
      - Setiap kelompok diminta untuk menyajikan temuan mereka di depan kelas.
    - c. Sesi 3 (45 menit)
      - Guru memberikan panduan penulisan exposition text kepada masing-masing kelompok.
      - Setiap kelompok diminta untuk membuat exposition text sesuai dengan panduan yang diberikan.
      - Siswa mempresentasikan hasil pekerjaan kelompok mereka di depan kelas.
  3. Kegiatan Penutup (15 menit)
    1. Guru merangkum materi yang telah dipelajari.
    2. Siswa diberi kesempatan untuk memberikan umpan balik positif kepada kelompok lain.
    3. Guru memberikan tugas individu sebagai tindak lanjut.

#### **D. Penilaian**

1. Partisipasi aktif dalam diskusi kelompok.



2. Kemampuan kelompok dalam menganalisis dan menyajikan struktur exposition text.
3. Kualitas dan presentasi exposition text yang dibuat kelompok.
4. Tugas individu sebagai tindak lanjut.

#### **E. Sumber Belajar**

1. Buku teks Bahasa Inggris kelas IX.
2. Materi dan contoh exposition text yang relevan.
3. Panduan penulisan exposition text.

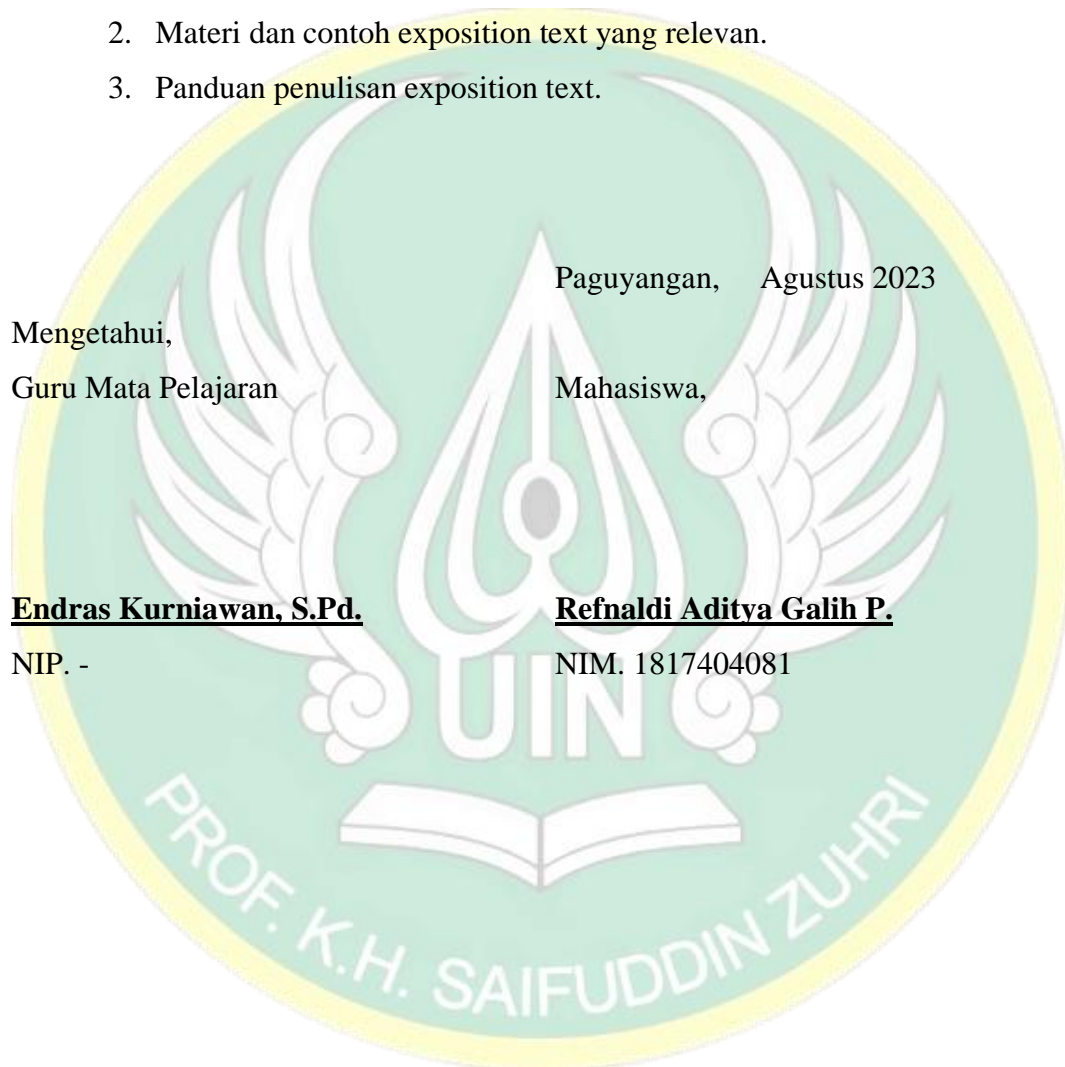
Mengetahui,  
Guru Mata Pelajaran

**Endras Kurniawan, S.Pd.**  
NIP. -

Paguyangan, Agustus 2023

Mahasiswa,

**Refnaldi Aditya Galih P.**  
NIM. 1817404081







**PRE-TEST**  
 THE EFFECTIVENESS OF COLLABORATIVE WRITING  
 TOAWRDS STUDENTS' WRITING PROFICIENCY OF 9<sup>TH</sup> GRADE  
 SMP MUHAMMADIYAH 2 PAGUYANGAN

Name	: Ardiansyah Bima Pradama
Student Number	:
Class	: IX A/B

Read the statement below.

**Waduk Penjalin has become even better after undergoing renovations, making it highly suitable to be developed as a tourist attraction.**

Based on the statement above, write a paragraph of at least 3-7 sentences expressing your opinion about the statement above. Your writing will be evaluated based on content, vocabulary, and grammar.

The assessment scale for each aspect is as follows:

Content : Maximum score is 50

Vocabulary : Maximum score is 25

Grammar : Maximum score is 25

Answer:

I disagree with the statement because environment  
 to your mancing fish and ship clean you as air rainbow

ASPECT	Content	Vocabulary	Grammar	Total
SCORE	10	10	10	30

**Appendix 22**  
**Students' Post-Test Result Samples**

**POST-TEST**  
THE EFFECTIVENESS OF COLLABORATIVE WRITING  
TOWARDS STUDENTS' WRITING PROFICIENCY OF 9<sup>TH</sup> GRADE  
SMP MUHAMMADIYAH 2 PAGUYANGAN

Name	: Adelina Destiyani
Student Number	: 01
Class	: IX A/B

Read the statement below.  
**Waduk Penjalin needs promotion as a tourist attraction.**  
In your opinion, how can you promote Waduk Penjalin to attract the attention of visitors?  
Your writing will be evaluated based on content, vocabulary, and grammar.  
The assessment scale for each aspect is as follows:  
Content : Maximum score is 50  
Vocabulary : Maximum score is 25  
Grammar : Maximum score is 25

Answer:

By utilizing social media such as making cinematic videos and making interesting posters about the Penjalin Reservoir, adding facilities as attractive as possible to attract visitors, improving existing facilities at the Penjalin Reservoir, always being active in creating content and providing better security.

ASPECT	Content	Vocabulary	Grammar	Total
SCORE	30	29	30	89

**POST-TEST**  
**THE EFFECTIVENESS OF COLLABORATIVE WRITING**  
**TOWARDS STUDENTS' WRITING PROFICIENCY OF 9<sup>TH</sup> GRADE**  
**SMP MUHAMMADIYAH 2 PAGUYANGAN**

Name	: Alvin Putra
Student Number	:
Class	: IX A/B

Read the statement below.

**Waduk Penjalin needs promotion as a tourist attraction.**

In your opinion, how can you promote Waduk Penjalin to attract the attention of visitors?  
 Your writing will be evaluated based on content, vocabulary, and grammar.

The assessment scale for each aspect is as follows:

- Content : Maximum score is 50
- Vocabulary : Maximum score is 25
- Grammar : Maximum score is 25

Answer:

Come on friends, go to the penjalin Reservoir. The place is suitable for a holiday, because there the place is very beautiful view of cool and there is a very beautiful view of the hills and there are also boats available to see the view around the penjalin Reservoir. By boat you only need to spend IDR 20.000

ASPECT	Content	Vocabulary	Grammar	Total
SCORE	30	29	30	89

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3511  
ii ka

### POST-TEST

THE EFFECTIVENESS OF COLLABORATIVE WRITING  
TOWARDS STUDENTS' WRITING PROFICIENCY OF 9<sup>TH</sup> GRADE  
SMP MUHAMMADIYAH 2 PAGUYANGAN

Name	: Ardiansyah Bima Pratama
Student Number	:
Class	: IX A/B

Read the statement below.

**Waduk Penjalin needs promotion as a tourist attraction.**

In your opinion, how can you promote Waduk Penjalin to attract the attention of visitors?

Your writing will be evaluated based on content, vocabulary, and grammar.

The assessment scale for each aspect is as follows:

Content : Maximum score is 50

Vocabulary : Maximum score is 25

Grammar : Maximum score is 25

Answer:

1. ~~Content~~; Rain-fed reservoirs that utilize rainfall as the main water stored for agricultural ~~irrigation~~ irrigation purposes which are channeled through the Pemali River
2. Vocabulary: Toilet (Toilet), Prayer room (musola), vehicle parking area (area parkir kendaraan), boat (Perahu), ~~Photo spots~~ Photo spots (spot foto), food stalls (kedai makanan)
3. Grammar: exotic reservoir romance, ngarad tradition, Eat delicious betutu and cukul fish, surrounded by aesthetic photo spots, sail the lake by boat

ASPECT	Content	Vocabulary	Grammar	Total
SCORE	29	29	18	66

**Appendix 23**  
**Treatment Documentation**

