



Teaching Descriptive Text-Construction using Collaborative Writing

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ABSTRACT

The study aims to describe the teaching of descriptive text writing using a collaborative method. The research design is descriptive qualitative. The researcher uses observation, interview, and documentation techniques for collecting data. The data analysis technique includes reducing, displaying, and creating a conclusion. The result of the research shows that the implementation of the increasing understanding of the material and critical thinking skills also hone students' resilience and persistence. It is recommended that collaborative learning methods be applied to support the writing learning process and that writing exercises be systematically structured.

KEYWORDS: writing, descriptive text, collaborative method

1.0 INTRODUCTION

Writing is one of the four language skills besides speaking, listening, and reading in language instruction. Writing, according to Purnamasari (2021), is the capacity to express thoughts, feelings, and opinions to other people through writing language. In another way, writing is putting thoughts, feelings, and ideas into words on paper. Students must have enough ideas, arrange them correctly, and communicate them in an acceptable style for their writing. According to Dewiratna (2019), writing is useful for digesting and generating information acquired and presented in the right language context. Furthermore, writing proficiency is essential for developing language learners' analytical and critical thinking skills.

Writing provides a special chance to investigate concepts and gather data. Writing helps people convey their ideas to others more easily. Writing is a complex process that involves changing thoughts and ideas, considering how to convey them, and organising them into sentences and paragraphs to make them visible and tangible on paper. This can be inferred from the explanation provided above. Writing is a means to learn and think. It provides a singular chance to investigate concepts and gather data. Writing is one of the four English language skills non-native speakers must acquire.

Additionally, writing skills improve language competency and enable people to communicate effectively in various academic and professional contexts. There must be a reason for writing. People cannot write without a reason, even if they only write a simple letter. The first is to inform and explain what people write in their writings. People often present information in writing. The second purpose of writing is to persuade someone to do or believe something by giving reasons. Then, people wrote almost everything to express themselves, including their self-expression, if necessary. Writing also allows them to express their personality. Lastly, writing can entertain. People may laugh while reading funny story writing, which can entertain a person for this purpose. Based on the opinions above, Manullang (2021) concludes that writing is the activity of putting all



our thoughts and ideas into words to summarise into a piece of writing. In simpler terms, writing is expressing our thoughts and ideas by putting them down on paper or typing them on a computer. It involves organising our thoughts clearly and coherently to create a written piece that others can read and understand. For example, when you write an essay for school or a story for fun, you are engaging in the act of writing. The goal is to effectively communicate your ideas and messages to others through written words. There are many other and more important purposes for someone's writing, namely to provide information or instructions for doing something. In this case, students must understand correctly the purpose and intent of writing.

Writing instruction helps students communicate their thoughts in writing by guiding and supporting them while recommending additional skill areas like word choice and appropriateness. According to Nguyen and Phuong (2021), students typically struggle to organise their thoughts, use proper grammar, and use good writing mechanics. Unlike other abilities, writing demands the use of proper grammar and spelling. There are several advantages of teaching English writing skills to pupils: they can communicate in such circumstances. They become more comfortable speaking the language and are compelled to use a bilingual or standard dictionary, which broadens their vocabulary. As students focus on word formation and spelling, other skills are refined and enhanced. My writing abilities are sophisticated. This viewpoint supports Palupi's (2020) assertion that writing abilities are quiet. First, students' skills, like spelling and plagiarism, significantly impact students' writing outcomes. The other instrument is an adapted Plagiarism Awareness Questionnaire developed by Jereb et al., as cited in Ratnasari (2019), used to measure students' awareness of plagiarism. Teachers require engaging media, strategies, and techniques for teaching writing. It is crucial to have engaging media as part of that. The teacher should not employ engaging media, and students will quickly become disinterested. Numerous scholars take writing challenges seriously and work to help the students they study write better.

With writing skills, a person will easily express ideas in written form, so that with good writing skills, readers will easily know and understand what the writer is conveying. Therefore, according to Suyanto, writing skills are something that students must master to complete their studies, such as postgraduate doctoral degrees in dissertation writing, postgraduate master's degrees in thesis writing, and undergraduate thesis writing. Therefore, all students must also master writing skills, including Senior High School and Junior High School. It is difficult for students to understand how and what they will write. Students also find it difficult to understand and consider writing lessons boring.

In today's conditions, learning should no longer be boring, like a few decades ago. Before beginning the teaching and learning process, teachers must prepare several items, including lesson plans, resources, and techniques. Kholili (2023) explains that highly motivated learners will surely influence their success in language learning. Since various approaches can boost student interest in teaching and learning, their use and selection are crucial in educational improvement. Teachers should also be more creative in explaining lesson themes using appropriate methods.

Methods may mean different things to different people because the learning method makes it easier for teachers to convey lesson material to achieve learning objectives. Joyce and Weil in Lefudin (2014) argue that teaching is a learning method because it aims to help students obtain information, ideas, skills, values, ways of thinking, tools to express themselves, and ways of teaching. For some, this means a set of teaching descriptive; for others, it means avoidance of teaching descriptive. This is a key language skill for others, as well as the type and amount of vocabulary and structure. Meanwhile, Brown's definition method is a series of specifications generalised within a class to achieve linguistic goals. The method's main focus is on the roles and behaviour of teachers and students. In addition, the method pays attention to linguistic objectives and subject matter, sequence, and material. Meanwhile, according to Arends in Fathurrohman (2015), a learning model is a pattern or plan to help students learn specific learning material with

various knowledge, attitudes, and skills. Based on the definitions above, it can be concluded that model learning is a plan to guide teachers in carrying out teaching and learning activities and helping students understand the learning material to achieve the objectives. The learning model has developed quite well, like learning a language.

Additionally, many teachers employ various techniques to help students learn and retain language more easily to help them become effective in English. In Indonesia, giving students access to a list of words with extra definitions or letting them use them themselves is the typical method for solving this issue. Examine a bilingual dictionary or ask your teacher to explain each word in the passage. Many methods can be utilised to teach writing, including the collaborative writing method. Abbas & Fathira (2022) claim that Collaborative Writing has emerged as a new approach or model in education, particularly for teaching writing skills.

The Collaborative Writing method is a method that can make writing easier by collaborating. Storch (2019) defines Collaborative Writing as an activity in which two or more writers work together to produce a single text. Collaborative Writing helps students work together with their classmates. According to McDonough et al. (as cited in Kumalasari, 2023), this collaboration gives students a chance to enhance their language skills and the quality of their writing. Collaborative Writing includes the following activities. According to Storch (2019), it requires students to participate and be responsible for the text that has been written together from the first Stage to the final stage of writing, which are brainstorming, gathering information, organising outlines, drafting, revising, and editing the writing. Second, it includes decision-making, problem-solving, and knowledge sharing for each student. According to Veramuthu and Shah (2020), collaborative writing is a writing process that requires students' contribution, which is effort and ideas at each stage of writing. Furthermore, it requires each student to take responsibility while doing the writing task with others, which can be participation and interaction. Nguyen and Trinh (2021) explained that collaborative writing allows students to train their English abilities and develop their writing skills with their peers or group.

Thus, the research focuses on describing the implementation of a collaborative method in teaching writing a descriptive text.

1.1 METHODOLOGY

This research uses a qualitative descriptive approach with the case study research design, which allows for the freedom to analyse the implementation of collaborative methods in descriptive text writing. The research was conducted in one of the junior high schools in Madiun, with research subjects including an English teacher and students who consistently implemented collaborative methods. Subject selection was carried out purposively to ensure that the data obtained was relevant to the research focus.

Data was collected through several techniques, namely participant observation, semi-structured interviews, and documentation. Observation aims to directly observe the interactions, strategies and teaching stages implemented by the teacher and students' responses during learning. Interviews were conducted with teachers and several students to explore their views regarding implementing collaborative methods, including the challenges and impact on students' writing abilities. In addition, documentation in the form of teaching materials, student assignments, and learning notes was collected to support analysis and provide deeper context for the data obtained.

The collected data was analysed using a thematic approach involving data reduction, data presentation, and conclusion. Data reduction involves summarising, selecting, and grouping information based on themes relevant to the research objectives. The data is then presented as a descriptive narrative to provide a comprehensive picture of the implementation of the collaborative



method. Conclusions are drawn by interpreting the data analysed to answer research questions comprehensively.

1.2 RESULTS AND DISCUSSION

Students can work in pairs or groups to produce quality writing using a learning strategy called Collaborative Writing. Spring in Anggraini et al. (2020) stated that Collaborative Writing is when two or more individuals work together to create, revise, and draft the whole text based on their ideas. Yong (in Anshu & Yesuf, 2022) claims that Collaborative Writing is defined as writing that emphasises the entire writing work through the shared and cooperative efforts of the writers. According to Suparto et al. (2021), in Collaborative Writing, students write in teams, read their work, talk about it, and then review it. Apart from providing an opportunity to practice writing essays, collaborative writing also fosters introspection, knowledge sharing, critical thinking, and communication. Dobao and Blum (cited in Anisa & Fahri, 2020) highlight that Collaborative Writing enables students to share ideas, observe one another, and articulate their viewpoints during the writing process. This collaborative approach encourages interactive student engagement, fostering a richer exchange of ideas and perspectives to enhance their writing skills. Writing produced by a pair of students or a group of students in which there is cooperation and contribution of group members plays a major role is called Collaborative Writing.

Collaborative Writing not only enhances individual writing skills but also cultivates a sense of teamwork as students learn to navigate diverse perspectives and combine their strengths. Additionally, this collaborative approach prepares students for real-world scenarios where effective communication and collective problem-solving are invaluable skills. Karyaatry (2018) emphasised that one of the reasons is that EFL students need to use appropriate language in their writing. Kusumawardhani (2019) also gave tips that students must master the rules related to grammar to reduce their writing errors. According to Utami (2012), writing is an activity that needs to be arranged in a certain order to be logical and connected. Therefore, it takes quite a long time to produce it. This is often challenging because students struggle with passive words, new vocabulary, and making phrases.

In this regard, Collaborative Writing may be one approach that language teachers can implement to foster the writing development of their EFL learners. According to McDonough (2018), collaborative writing allows students to improve their language use and writing quality by working with friends. In addition, Rezeki and Surmiyati (2021) added that students can discuss, share ideas, and even debate to reach a mutual agreement when they write collaboratively. Of course, this can hone other skills, such as communication, critical thinking, and creativity.

1.3 CONCLUSION

In summary, developing writing skills in junior high school significantly impacts student development. Collaborative writing organises thoughts, helping students understand complex topics and stimulating their critical thinking. Students improve their understanding of the subject and develop the ability to articulate thoughts in coherent writing. Especially for students studying more complex topics, Students can easily organise and analyse information systematically with writing skills.

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