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The Effect Of Using Collaborative Method On Students' Descriptive Text At SMAN 3 Kediri

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ABSTRACT
Managing learning in education by using the right model or method will provide good social skills and high motivation for students. We know that there are many types of strategies in teaching English. However, on this occasion, the researcher wants to examine the effect of collaborative writing in improving students' abilities which can be one of the alternative ways. Some studies show that collaborative writing can increase students' motivation in improving writing skills. whether collaborative method has a significant effect for writing descriptive text in learning. In addition, the purpose of this study in general is to obtain information or an overview of the effects of collaborative writing method in descriptive text in English language learning. This research uses quantitative methods with a quasi-experimental approach. This research was divided into control class groups and experimental class groups and used data analysis techniques in the form of pretests and posttests. The experimental samples were taken from class XI-B and class XI-C which each class used different treatments. The calculation results showed a significant effect of collaborative writing method on students' writing ability. Evident from the calculation of the control class before treatment, the average score of the control group was 38.00. After the treatment, the average score increased by 17.8 points to 55.80. This means that there is not much significant difference between the control group taught with conventional methods. The experimental group before treatment was 40.85. While after treatment using the collaborative writing method, the average score increased by 38.4 points to 79.25. From the data above, the researcher concluded that the use of conventional methods can develop students' writing skills. Although the value of this conventional method is worse than the collaborative writing method and the average value of this method shows only 38.00 and 40.80 so that the average value of the control group is lower than the experimental group.

ABSTRACT
Mengelola pembelajaran dalam pendidikan dengan menggunakan model atau metode yang tepat akan memberikan keterampilan sosial yang baik dan motivasi tinggi bagi siswa. Kita tahu bahwa ada banyak jenis strategi dalam mengajar bahasa Inggris. Namun, pada kesempatan ini, peneliti ingin memeriksa efek menulis kolaboratif dalam meningkatkan kemampuan siswa yang dapat menjadi salah satu cara alternatif. Beberapa penelitian menunjukkan bahwa menulis kolaboratif dapat meningkatkan motivasi siswa dalam meningkatkan keterampilan menulis. apakah metode kolaboratif memiliki efek yang signifikan untuk menulis teks deskriptif dalam pembelajaran. Selain itu, tujuan dari studi ini secara umum adalah untuk mendapatkan informasi atau gambaran tentang efek dari metode menulis kolaboratif dalam teks deskriptif dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan pendekatan quasi-eksperimental. Penelitian ini dibagi menjadi kelompok kelas kontrol dan kelompok kelas eksperimental dan menggunakan teknik analisis data dalam bentuk pretest

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dan posttest. Sampel eksperimental diambil dari kelas XI-B dan XI-C yang masing-masing kelas menggunakan perawatan yang berbeda. Hasil perhitungan menunjukkan efek yang signifikan dari metode menulis kolaboratif pada kemampuan menulis siswa. Ternyata dari perhitungan kelas kontrol sebelum pengobatan, skor rata-rata kelompok kontrol adalah 38.00. Setelah perawatan, skor rata-rata meningkat 17,8 poin menjadi 55,80. Ini berarti tidak ada perbedaan yang signifikan antara kelompok kontrol yang diajarkan dengan metode konvensional. Kelompok eksperimental sebelum pengobatan adalah 40,85. Sementara setelah pengobatan menggunakan metode menulis kolaboratif, skor rata-rata meningkat dengan 38,4 poin menjadi 79,25. Dari data di atas, peneliti menyimpulkan bahwa penggunaan metode konvensional dapat mengembangkan keterampilan menulis siswa. Meskipun nilai metode konvensional ini lebih buruk dari metode menulis kolaboratif dan nilai rata-rata dari metode ini hanya menunjukkan 38,00 dan 40,80, sehingga nilai tengah dari kelompok kontrol lebih rendah dari kelompok eksperimental.

PENDAHULUAN

Writing is an important skill that every student must master, especially in this digital era. But unfortunately, only a few students are interested in writing. Alwasilah (2008) says that writing is considered by students and teachers as the most difficult language skill to teach. Writing in essence is not just pouring speech into written language. According to Alwasilah (2008), writing is a mechanism of pouring ideas, thoughts, or knowledge written with the correct structure, coherent between paragraphs, and free from mechanical errors, such as spelling and punctuation. Writing is a person's ability, proficiency, and expertise in conveying his ideas into a discourse so that it can be accepted by heterogeneous readers, both intellectually and socially. The ability to use Indonesian among students and teachers is still far from expectations. Badudu (in Arifin & Hadi, 2001) views that managing learning in education by using the right model or method will provide good social skills and high motivation in students.

In improving the quality of the teaching and learning process, in addition to educators having to be creative, active participation from students in participating in the teaching and learning process is also needed. The classroom atmosphere needs to be planned and built in such a way that students get the opportunity to interact with each other. In a learning atmosphere full of competition and student isolation, the negative impact is in the form of negative attitudes and relationships that will shape and kill student enthusiasm. This kind of atmosphere will hinder the formation of active knowledge. Therefore, teachers need to create a learning atmosphere where students work together positively. Understanding English as a foreign language starts with learning English through the right skills. It is important for students to master English in all skills such as listening, reading, speaking, and writing. According to Rass (2005), writing skill is a difficult skill for students to master, because it must balance various things such as content, organization,

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purpose, reader, vocabulary, punctuation, spelling, and capitalization. In this case the researcher will focus on writing skills. One of them is writing descriptive text.

According to Mahsun (2014:28), descriptive text is a text that has a social purpose to describe an individual object or object based on its physical characteristics. Although it looks easy, students still need guidance to write this kind of text. In short, they know the topic but cannot put it into writing. Descriptive text writing in high school students still needs to be improved, because when encountered in PLP II, especially at SMAN 3 Kediri, there are still many students who need to be improved in writing descriptive text. This can be seen from the value of descriptive text writing assignments in class XI students of SMAN 3 Kediri. Based on observation in writing descriptive text, it shows that there are still many students who need to improve their understanding in understanding descriptive text. It is also known from the English subject teacher when assessing descriptive text assignments that those who get high scores are 10 students, students who get medium scores are 10 students, and those who get low scores are 15 students.

Based on observations found in the field, it was found that the application of collaborative learning models between students is very necessary in learning, so collaborative learning needs to continue to be used, esp. to motivate and improve learning outcomes. According to Riyadi & Mailinawati (2019), indicators to assess collaboration skills consist of: positive interdependence, face-to-face interaction, individual responsibility, communication skills, group work skills. With these conditions, it can be analyzed for shortcomings in collaborative learning to improve learning deficiencies in the classroom. In accordance with Hayatin's research findings, this method also has characteristics in the process, stimulates students' grammatical development, and there is direct feedback that can make a positive contribution to the development of students' writing skills, especially in writing descriptive texts.

METODE
A. Research Design

In this study, the research design used by researchers was quantitative research with a quasi-experimental approach. According to Sugiyono (2010), the quasi-experimental approach reveals that the theoretical post-test results of two groups are different without any influence. In this study, the collaborative writing group method was taught to all participants so that they could choose between the experimental group and the control group. In summarizing the experimental research, the sample was divided into two groups which can be seen as follows:

Tabel 1. Research Design

Group	Pre-Test	Treatment	Post-Test

Experiment Group	X_1	X	Y_1
Control Group	X_2	X	Y_1

B. Population and Sample
1. Population

These factors encouraged the researcher to choose the entire class XI of SMA N 3 Kediri as the population in this study. This demographic was chosen by the researcher for several reasons. First, because the researcher found that many of the grade XI students at SMAN 3 KEDIRI still have difficulty understanding English texts, also due to the students' low engagement, lack of vocabulary, and poor writing structure. Finally, many of them scored below the KKM. These factors encouraged the researcher to choose the XI grade students of SMAN 3 KEDIRI including XI-B and XI-C as the research population.

Table 2. Number of Population

No.	Class	F	M	Total
1.	XI-B	17	18	35
2.	XI-C	19	16	35
	Total of Population			70

2. Sample

A sample is representative of the entire population. A sample is a small portion of the population whose data we collect. Researchers use samples to draw conclusions about the population. Since the sample represents a percentage of the population, the sample provides a true picture of the population. Because classes XI B and XI C have the most homogeneous average value based on the average value of student ability test results, classes XI B and XI C were chosen in this study. using two classes and the class itself. The researcher chose class XI B as the experimental group, and class XI C as the control group.

No.	Class	Group	Siswa
1.	XI-B	Experiment Class	35
2.	XI-C	Control Class	35

C. Instrumen Penelitian

Researchers exclusively use tests as the primary method of data collection for these studies. According to Ary (2010), a test is a series of treatments presented to a person to elicit responses on which a numerical score is based. The researcher used criteria to measure the data based on Glass (2005) as follows; ideas or content, organization, vocabulary, sentence fluency and conventions. When conducting the test, the

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researcher used a camera to take pictures during the treatment as a researcher's document. Other research instruments were lesson plans, English textbooks, projector/infocus, laptop and test papers collected during the study.

D. Penilaian Tes

Researchers used criteria to measure data based on Glass (2005) and researchers made test scoring criteria with an assessment score scale made as follows:

Table 4. Test Assessment Criteria

Score	Level	Criteria
Idea or Content	5	Have a clear idea and fit the topic where the details are specific and concrete.
	4	Has concrete and specific and interesting topics to support the idea.
	3	Has concrete and specific supporting details but there may be some missing parts.
	2	Much of the text is repetitive and ideas and topics are unrelated.
	1	Absolutely no connection to the topic and vague ideas and details.
Organization	5	Prefaces that are clear and attract readers such as paragraphs, topics and ideas are clear and have a logical order.
	4	Reader-appealing prefaces in which each paragraph is mostly logically related and appropriate use of conjunctions
	3	Unattractive prefixes, one or two inappropriate passages, and some inappropriate conjunctions
	2	Prefixes are less interesting, paragraph structure tends to be less suitable, and few conjunctions are correct.
	1	Unclear prefixes, unclear paragraph structure, and inappropriate conjunctions.
Vocabulary	5	All written completely, using consistent, purposeful sentences and appropriate conjunctions.
	4	All written completely but there may be one or two sentences that are unclear, most sentences are unclear, appropriate conjunctions

	3	Has one or two sentences that are not clear, most sentences do not fit, inappropriate conjunctions
	2	Has many errors only one or two clear words, inconsistent sentences, inappropriate conjunctions
	1	No connection between sentences, inappropriate conjunctions, and unclear paragraphs.
Convention	5	Correct spelling although there are difficult words, correct punctuation, appropriate use of upper- and lower-case letters, appropriate and easy to understand conjunctions.
	4	Correct spelling, appropriate spelling, and correct hyphenation although there are one or two inappropriate uses
	3	Has some incorrect spellings, correct punctuation, some correct conjunctions
	2	Many incorrect spellings, little appropriate punctuation, inappropriate conjunctions, and confusing readers
	1	Spelling is difficult to understand, punctuation is incorrect and inappropriate, the reader is confused.

Table 5. Assessment of Scoring Text

Criteria of Mastery	Level of Mastery
85-100	Excellent
70-84	Very Good
60-69	Good
50-59	Fair
Less than 50	Very Poor

E. Data Collection Technique

1. Pre-Test

A pre-test is when a questionnaire is tested on a (statistically) small sample of respondents before a full-scale study, to identify any issues such as unclear wording or questionnaires that take too long to administer. Pre-test can also be used to refer to an initial measurement (such as brand awareness or advertising) before an experimental treatment is given and

subsequent measurements are taken. Both the experimental and control groups took the pre-test given by the researcher. The initial data of this study came from the pre-test which was used to measure students' ability in writing texts. The control group did not receive any treatment with collaborative learning method. The pre-test questions were written in the form of paragraphs covering the subject matter.

In the Pre-test, the steps used are as follows:

- Students prepare a piece of paper
- Students are asked to write their Name
- The researcher reads the instructions and explains how to take the test
- The researcher ensures whether students really understand the procedure or not

2. Treatment

There are two groups in this study, namely the experimental group and the control group. The experimental group is the group that will receive Collaborative Writing treatment, while the control group is the group that receives different treatment, namely conventional teaching strategies.

a. Experiment Group

Each group was given a pretest and then the researcher explained about text description using brainstorming and made points from the explanation. The researcher then asked the students to build a text from the points that had been explained. To make it easier to understand, the activities using the collaborative method strategy and the conventional strategy are displayed in the table as follows:

Table 6. Experiment Group Using Collaborative Method

Activity	Teacher	Students	Time
Pra Activity	• The teacher greets the students • The teacher and students pray together • The teacher checks the students' attendance • Teacher motivates students and gives brain storming • Teacher gives pretest to create description text about "myself"	• Students greet the teacher • Teacher and students pray together • Students pay attention to the teacher who is teaching • Students listen to the teacher • Students start taking the test	20'
Main Activity	• The teacher explains about Descriptive text (Definition, social function, generic structure, examples) • Teacher divides students into 5-6 groups • The teacher pays attention to each group	• Students listen to the teacher • Students count to make groups • Students sit in each group • Students start taking the test	40'

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Activity	Teacher	Students	Time
	and helps if there are difficulties		
Post Activity	• The teacher asks the students to collect their group results • The teacher asks the students to make conclusions about the material that has been learned • The teacher repeats about the description text	• Students collect their writing results • Students make conclusions about today's lesson • Students listen to the teacher	30
Closing	The teacher asks the class leader to lead the prayer	Praying	

b. Control Group

Table 7. Control Group Using Conventional Teaching Strategy

Activity	Teacher	Students	Time
Pra Activity	• The teacher greets the students • The teacher and students pray together • The teacher checks the students' attendance • Teacher motivates students and gives brain storming • Teacher gives pretest to create description text about "traditional food"	• Students greet the teacher • Teacher and students pray together • Students pay attention to the teacher who is teaching • Students listen to the teacher • Students start taking the test	20'
Main Activity	• The teacher explains about Descriptive text (Definition, social function, generic structure, examples) • The teacher asks the students to do the test • The teacher asks the students to analyze their descriptive texts	• Students listen to the teacher • Students count to make groups • Students analyze their own description text	40'
Post Activity	• The teacher asks the students to collect their group results • The teacher asks the students to make conclusions about the material that has been learned • The teacher repeats about the description text	• Students collect their writing results • Students make conclusions about today's lesson • Students listen to the teacher	30
Closing	The teacher asks the class leader to lead the prayer	Praying	

3. Post Test

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Silalahi (2017) defines the post-test to determine the ability and score of students after being given treatment in the experimental group. After treatment, a post-test is conducted on the selected class with the same method as in the treatment. Both groups will be given a post-test after learning; Used to determine the score between two groups given different treatments. The posttest is given to find out whether the technique is effective or not.

F. Data Analysis Technique

There are two groups of data. Namely the control and experimental groups. To analyze the data, researchers used the test formula, following the steps of data collection:

- Collecting students' pretest and posttest scores
- Finding out the difference
- Calculating the difference
- Finding out the standard deviation
- Finding the test formula

After that the researchers collected the data, then the researchers analyzed the data with the following steps:

a. Assessment Strategy

To determine the percentage of writing elements, we can use the Sudijono formula (2007:43) as follows:

$$S = \frac{R}{N} \text{ X } 100\%$$

Where:

S : Percentages
R : Total Score
N : Number of Sample

b. Finding mean score of each group

$$\bar{x} = \frac{\Sigma f x}{N}$$

Where:

$\bar{x}$: The Average Score
$\Sigma f x$: Sum of the Raw Score
N : Number of Students

c. Finding Standard Deviation of Each Group

$$S = \frac{\sqrt{\Sigma d^2}}{N - 1}$$

Where:

S : Standard Deviation
Σ^{d^2} : Sum of Mean Deviation
N : Number of Students
1 : Constant Number

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d. Finding Standard Error of Difference of Mean

$$SE(xe - xc) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

Where:
SE $(xe - xc)$: Standard Error
se : Standard Deviation of Experiment
sc : Standard Deviation of Control
$N1$: Number of Students of Experiment
$N2$: Number of Students of Control

e. Test Effect

$$t_{test} = \frac{\bar{x}e - \bar{x}c}{SE(xe - xc)}$$

Where:
$\bar{x}e$: Mean of Post Test in Experiment
$\bar{x}c$: Mean of Post Test in Control
$SE(xe - xc)$: Standard Error

Findings

Based on the results of data analysis, there is a finding that there is a significant effect of using Collaborative Writing on students' writing achievement in class XI of SMAN 3 Kediri in writing text Before the treatment, the average score of the control group was 38.00. After the treatment, the average score increased by 17.8 points to 55.80. This means that there is no significant difference between the scores of the control group taught with conventional methods. While the average score of the experimental group before treatment was 40.85. After treatment with the Collaborative Writing method, the average score increased by 38.4 points to 79.25. This means that there is an increase in the score range in the experimental class which shows a significant effect of using the Collaborative Writing method. In addition, the score increase in the experimental class was higher than the control class. (38.4 > 17.8) points after they learned with two different methods namely conventional writing and collaborative writing. Collaborative writing and summarizing approaches effectively improved students' learning. Writing in groups is seen as an excellent teaching strategy for creating descriptive language. Collaborative Writing is effective in improving students' writing ability. The students' writing skills demonstrated showed that the collaborative writing method had a great impact on the way they were taught to write descriptive texts. after learning with conventional methods and Collaborative Writing, the increase in the experimental class score was greater than the control class.

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In addition, based on the t-test calculation of the post-test results, from table 4.6, it is known that the sig value (2 tailed) is 0.00 <0.05 so it can be concluded that there is a difference between the control class and the experimental class. This calculation leads the research to the decision that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

Discussion

This research is quasi-experimental research, which is research that uses collaborative writing method on students' writing ability in descriptive text. Where class XI students of SMA N 3 Kediri became the population in this study.

Collaborative writing is a learning method that is done in groups and produces a written work. Based on the results of the calculation of the control class and experimental class scores above, it was found that there was a significant effect of the collaborative writing method on students' writing skills, especially in the experimental class. This is proven by the calculation results for the experimental class which show that they have higher scores than the control class taught with conventional teaching.

Before the treatment, the average score for the control group was 38.00. After the treatment, the average score increased by 17.8 points to 55.80. This means that there is no significant difference between the scores of the control group taught with conventional methods. Meanwhile, the mean score for the experimental group before treatment was 40.85. After the treatment using the collaborative writing method, the average score increased by 38.4 points to 79.25. This means that there is an increase in the score range in the experimental class which shows a significant effect of using the collaborative writing method. In addition, the score increase in the experimental class was higher than the control class. (38.4 > 17.8) points after they learned with two different methods, namely conventional writing and collaborative writing. The collaborative writing, summarizing approach effectively improved students' learning. Writing in groups is seen as an excellent teaching strategy for creating descriptive language. Collaborative writing is effective in improving students' writing ability. The students' writing ability demonstrated shows that the collaborative writing method has a great impact on the way they are taught to write descriptive texts. Collaborative writing, the students rely on their peers to learn. This means that students work together to teach each other, and they alternate between the roles of student and teacher. The effectiveness of the collaborative writing process on students to write descriptive text is higher. As a result, it can be concluded that the teaching approach has an impact on students' writing ability. Students who read descriptive

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texts should concentrate on the concept of text value and choose what to include while leaving out important details. Creating descriptive text is a very important skill. Students' ability in writing descriptive language can be improved through collaborative writing strategies. Based on the observation results, this strategy can improve students' ability in writing descriptive texts students' interest and involvement in the teaching and learning process. It serves as an alternative method to instruct students how to write descriptive texts.

In comparison to some previous related studies, the first conducted by Veronika Unun Pratiwi (2020) entitled "Improving Students' Writing Skills Through Collaborative Learning: A Case Study of Senior High School Veteran 1 of Sukoharjo" proves that Collaborative Writing can improve students' ability to write recount texts. This can be seen from the test scores. In the multiple-choice pre-test, the average value of the pre-test was 59.7 and increased to 68.1 in post-test 1 cycle 1. In cycle 2, the average value of post-test 2 was 79.7. In the essay pre-test, the average value of the pre-test was 61.3 and increased to 69.1 in post-test 1 cycle 1. In cycle 2, the average value of post-test 2 was 78.4. It can be concluded that there is a significant improvement in students' writing skills after using collaborative learning.

The second researcher is S. Supiani (2012), conducted a study entitled "Improving the Students' Ability in Writing Descriptive Text Trough Collaborative Writing Technique". She conducted class action research on 28 eighth grade students of SMP Negeri 1 Pelaihari in the academic year 2011/2012. This action research was conducted in two cycles. Each cycle consisted of planning, implementation, observation, and reflection. In collecting data, data were obtained from questionnaires, interviews, and observations as well as writing tests. The results of this study showed that collaborative writing technique could improve students' ability in writing descriptive text. This is evidenced by the significant increase of the average score of post-test cycle 1 and post-test cycle 2. In addition, the students also became more motivated to learn English, especially in writing.

From the research results above, there is an effect of using collaborative writing method on students' writing ability in descriptive text, especially in the experimental class. This study also found an improvement from students in writing descriptive texts such as describing more about family, animals, tourist attractions, and achievements in writing descriptive texts after using the collaborative writing method, because the material is related to the object that will be told by the study group. On the other hand, this method is effective on students' writing ability in descriptive text. This shows that the collaborative writing method, which expresses ideas as well as conveys messages from writers to readers, can be used to improve students'

writing skills. Such benefits provide students with a good way to explore their writing ability, students will be interested so that the urge to write further becomes the reason for the improvement of students' writing ability, especially in the post-test.

Conclusion

After analysing the data, it is concluded that there is a significant effect of teaching writing using collaborative writing on students' writing ability. Teaching writing using collaborative writing is better than the conventional method. The results showed that the experimental group's pre-test average was 40.85 with a very poor category. Then experienced an increase in good post-test with a mean of 79.25 with a very good category. And the average score as an increase is 38.4 points. It can be concluded that after being given the treatment the ability of students has increased. Meanwhile, the control class showed that the average pre-test was 38.00 and the post-test was 55.80. The results showed that the t test was (0.00 <0.05). Based on the analysis of research data, it was found that the alternative hypothesis (Ha) was accepted. It means that there is a significant effect of using Collaborative Writing on students' achievement in writing description text of class XI students of SMAN 3 Kediri. Based on the above conclusion, the researcher proposes English teachers to use collaborative writing when they teach writing.

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