



### THE INFLUENCE OF COLLABORATIVE WRITING TECHNIQUE ON STUDENTS' WRITING SKILLS IN ESSAY

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**Abstract:** The present study aimed to investigate the Influence of Collaborative Writing Technie on Students' Writing Skills in Essay. The objective of this research is to know and describe the influence of Collaborative Writing Technique towards students' writing skills in Essay. The method of this research was conducted by using quasi experimental method. In collecting the data, the writer used writing test. In analyzing the data, the writer used  $t_{test}$  formula. Based on the result, the writer found that the average score of student's writing skills on essay in experimental class was higher than control class ( $\bar{\chi}_1 = 67.5 > \bar{\chi}_2 = 60$ ). Based on the data analysis by using  $t_{test}$  formula that  $t_{test}$  was higher than  $t_{table}$  ( $3.64 > 2.00 > 2.66$ ). Therefoe, it is concluded that there is an influence of Collaborative Writing Technique towards students' writing skills in essay at the fifth semester of English Department of STKIP PGRI Bandar Lampung. It means Collaborative Writing Technique is an effective technique which can be implemented by the teacher to improve students' writing skills, especially in teaching essay.

**Keywords:** writing skills, collaborative writing, essay

### INTRODUCTION

Writing skills is one of the language skills that should be learned and mastered by students because it is an important means of communication in nowadays life. Having good writing skills is very important for everyone according to its advantages. A good writing skills can lead a person to get better jobs and careers. Moreover in this era, writing skills can facilitate people around the world to communicate with one another.

In writing, the students share their ideas into word in a meaningfulway. It requires students to create a written product not only in a smooth way and without hesitation, but also in a well-grammatical structure and good sequence in order to make the readers understand the intended purposes. However, being fluent in writing requires good but not necessarily perfect understanding of accuracy

aspects like grammatical agreements, writing mechanics, and the choice of dictions so that the sentences can be easily understood and not to be misinterpreted by the readers

However, based on the preliminary research the writer found that the students' writing needs to be improved. They encountered various problems in writing essay. This might happen because the students had lack of adequate vocabulary mastery, grammar mastery, limited knowledge, bad reading habits, and lack of practicing writing in their daily life.

To overcome students' writing skills the writer proposes the implementation of Collaborative Writing Technique in teaching writing, especially in teaching essay. The writer chose Collaborative Writing Technique because it is said that it builds student confidence, especially among those students who are lower-level writers. Collaborative Writing Technique opens the door to more creativity and ideas as brainstorming begins and the synergy builds. Working together prepares students for real world employment where writing in teams may be a routine expectation.

Collaborative Writing Technique is a technique where the students work together in small groups and write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing. It means that the students share their ideas or opinions together with their friends.

Based on the background of problem above, the writer is interested to improve the students' writing ability of essay by implementing Collaborative Writing Technique in teaching writing. Therefore, the writer proposes a research entitled: *The Influence of Collaborative Writing Technique towards Students' Writing Skills in Essay at the Fifth Semester of English Department of STKIP PGRI Bandar Lampung in the Academic year of 2020/2021*. The objective of this research is to know and describe the influence of Collaborative Writing towards students' writing skills in Essay.

## **LITERATURE REVIEW**

### **The Concept of Writing**

Writing is one language skills that should be learnt by the students. The students should be encouraged to express their feelings and ideas into the paper that has been arranged into sentences that have meaning. According to Peha (2003:58) states that, "writing as the communication of content for a purpose to an audience". It means that the content refers to what the written wants to say consisting of main idea and key details. But, it is not easy because the content should be understood by other people. The reader should know what the writer means in his/her writing. It is supported by Murcia (2001:207) "... It is via writing that a person can communicate a variety of message to a close or distant,

known and unknown reader or readers”. It means that writing used as tool communication and the message will be understood by reader.

In addition, Brown (2001:347) “because writing is a composing process and result requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing”. From the opinion above, it can be concluded that writing is the result of a set of process that leads the writers to have a good writing. The process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process, there is no one good result of writing produce for the first time. It must be revised and edited until the good writing is produced. This is the duty of a teacher to ensure that students follow the right path.

In writing, there are several aspects which should be considered by students in order to write well. Jacobs *et al.* (1981) focuses on content, organization, vocabulary, language use, and mechanics. They are explained as follow:

1) Content

Content approved in essence, the main interaction experience. that is, jointly agreed by the writer as a unit in developing the subject. Fill in the paragraph to talk about a specific settlement, restatement, and agreement.

2) Organization

Organization refers to the suggest logical organizational content. This is more than refuting to gather all the supporting facts and ideas. How to search early still looking for order, trying to make a pattern in the materials and work to deliver the subject in accordance with what is still the purpose of producing goals.

3) Vocabulary

Vocabulary refers to the selection of words and idiom choice which are suitable with the content. It begins with the assumption the writer wants to express the ideas as clearly and directly.

4) Language Use

Language use refers to the use of correct structures, its show Tense, number, word order, articles, pronoun, and prepositions. Language use also refers to form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5) Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., Demonstrates full command of spelling, punctuation, capitalization, layout and the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

A teacher should concern the components of writing for teaching writing to achieve the goals of teaching and learning process. The components writing are parts of the way in writing that has an important role in teaching writing.

### **The Concept of Teaching Writing**

Teaching writing is teaching students to gather ideas, organize them and arrange them into a piece of writing. The teacher offers guidance in helping students to engage in the thinking process of composing, but in separate for students opinion, must not impose his/her own thoughts on students writing. In state of interrering the conversation of composing of drafting, in state of helping students negotiate between their interests in purposes in the experiences and intentions of their academic reader, many teachers have retreated into a hands-off approach the students writing.

In teaching writing, the teacher should balance the process and product. They should make sure that the application of the process principle does not detract from a careful on the product as well. According Shih (in Brown, 2001:335) states that the process approaches do with the following steps:

- a. Focus on the process of writing that leads to the final written product
- b. Help student writes to understand their own composting process
- c. Help them to build repertoires of strategies for prewriting, and rewriting
- d. Give students time to write and rewrite
- e. Place central importance on the process of revision
- f. Let students discover what they want to say as they write
- g. Give students feedback throughout the composing process
- h. Encourage feedback from both the instructor and peers
- i. Include individual conferences between teacher and student during the process of composition.

According to Gebhard, (2000:221), ‘‘We cannot teach the students to write by looking only at what they have written’’. We must understand how what that came into being, and it assumed that from it did. We have to do hard thing, examine in intangible process, rather than essay thing, and evaluate the tangible product. In teaching writing, teachers should direct students’ attention to how of text construction rather than what text is about. Thus, there are some stages of writing that teacher should concentrate in, as stated by Harmer (2004:4) as follow:

1) Planning

Before starting to write or type, the writers brainstorm ideas to help them decide what they are going to write.

2) Drafting

This first ‘go’ at a text is often done on the assumption that it will be amended later.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. They may move paragraph around or write a new introduction. They may use a different form of words for a particular sentence. This editing are often helped by other readers (or editor) who comment and make suggestion.

#### 4) Producing final version

Once writer have edited their drafted, making the changes they consider to be necessary, they produce their final version. Then, the writers is now ready to send the written text to intended audiences.

From the explanation above, the researcher concludes that in teaching writing the teacher should engage students in writing activity because, through writing the students' thinking or ideas can be expressed well and by writing it can add their knowledge. In this study, the researcher focus on aspect of writing proposed by Hammer which are planning, drafting, editing and producing final text.

Based on the theory above, the writer conclude that in teaching writing the teacher should teach all the components in writing above, the teacher should also explain it one by one to make the students understand well and be able to produce good writing skill.

### **Concept of Essay**

John (2020) states that an academic essay is a structured form of writing students face in school, college, and university as a part of their curricula. The most common purposes of such writing are to either present some new pieces of information or to use existing facts and knowledge to deliver specific ideas. This type of assignment allows students to demonstrate their knowledge and creativity and encourages them to develop their ideas to communicate a message.

### **Basic Structure of Essay**

Lindsay Kramer (2021) although every essay is unique, they all adhere to the same basic essay structure. Every essay starts with an introduction section, follows it with at least one body paragraph that supports the points made in the introduction, then wraps up with a conclusion section that reiterates the author's thesis and summarizes the body paragraphs.

#### **1. Introduction**

The first section of an essay is called the introduction. As this name implies, this is where the writer introduces the topics you'll be covering in the essay. It's also where the writer states the thesis, the definitive sentence where the writer makes the argument clear. The essay's introduction should be concise and quickly hook the reader.

## **2. Body sections**

An essay might only need two supporting paragraphs, or it could need four or five (or more). If the writer is supporting the thesis with multiple sources, a general rule to follow is one body paragraph per source cited. However, the type of essay he/she is writing might require his/her to deviate from this. For example, in a compare-and-contrast essay, he or she will write one section (at least one paragraph long) for each comparison and contrast you make. In an analytical essay, he or she will write one body section for each point he or she makes to support his or her thesis.

The Body of the essay, which contains the central argument and can be further broken up into three unique sections: (a) Background information, (b) Evidence supporting the author's position, and (c) A discussion of both sides of the issue, which addresses and refutes arguments that contradict the author's position

## **Types of Academic Essays**

John (2020) states that academic writing can be categorized into four main types of essays namely: narrative, descriptive, expository, and persuasive. Expository and persuasive types are most commonly seen in university curriculums as they are more scientific and objective. Narrative and descriptive essays are more subjective and engage your creativity. Now, let's break down each type and look at each academic essay definition.

### **1. Narrative Essay**

This type of writing requires the author to create a compelling story of practically anything imaginable. In other words, it is a super-condensed version of a novel. This type of essay requires students to demonstrate their creative abilities. Therefore, it implies the constant use of strong adjectives. Their use will help the author of an essay to create a strong, graphic picture for their story and enhance the audience's perception of the topic. Although telling a compelling story is basically the main purpose of this type of essay, there is much more to it than there seems. A well-written narration should also have a point that is "written between the lines". Simply put, there should be a clear message delivered through the text. By putting a hidden message between the lines, you motivate the reader to read the paper in its entirety as it sparks their curiosity.

### **2. Descriptive Essay**

In short, in this type of essay, the author chooses a specific thing, experience, emotion, or idea and describes it for the reader. Just like with narrative writing, this style requires the author to be subjective and creative. And, just like a narrative essay, the author is meant to draw a picture in the audience's eyes. Another key to success in writing a descriptive essay is carefully selecting words. Such a paper should evoke certain emotions in the reader and connect

them to the object of discussion. Finally, the paper should describe the subject in simple terms. When the reader understands the subject well after reading an essay - that's when you know you have written a stellar.

### **3. Expository Essay**

Another type of academic writing — an expository essay is used to help readers understand subject matter by providing grounded information and facts. This type of writing requires its author to support all of the information included in the paper with valid evidence. An expository paper is no place for opinions or personal views on a subject. A quality paper should use analysis that consists of factual information on its subject. The author's key goal is to inform and educate the audience through clear logic and facts. Just to give you an example, this “How to Write an Academic Essay” article can be considered as expository writing.

### **4. Persuasive Essay**

Writing a persuasive paper requires one to embrace the role of a salesman (or saleswoman). You can state an opinion, project, or idea which you then have to sell to your reader(s). The logic behind how you supply the reader(s) with information should be impenetrable, leaving them with no doubt that what you are expressing is the only truth they need to know. Cater your points carefully to avoid being pushy, and hide your sales tactic behind well-thought-out sentences. When it comes to defending an argument, you can use logical tactics, emotional tactics, or a mix of both; this depends on what you are attempting to argue.

## **Conclusion**

Once the writer reaches the conclusion, he or she is almost there! This is the part of his or her essay where he or she wraps it up and summarizes the points he or she made in the body paragraphs. If the writer has any final thoughts or perspectives he or she wants to impress on reader before they finish reading your essay, this is where you make them.

### **The Concept of Collaborative Writing Technique**

Collaborative Writing Technique is a teaching strategy that uses pairs or more student to correct the task with collect the task with to collect documents. It supported by Hernandez, (2000) that “Collaborative writing is a powerful technique of writing that encourage cooperation, critical thinking, peer learning, and active participant toward an end product”. It is supported by Harmer (2004:73) “successful collaborative writing allows students to learn from each other”.

Harmer, Jeremy (2004:12) states that collaborative writing is one way to encouraging students in drafting, reflecting, and revising. A pair or group students working together on piece of writing can respond to each other's idea (both in term of language and content), making suggestion for changes, and so

contributing to the success of the finished product. Besides, Barkley *et al.* (2005: 312) define that in collaborative writing, students' pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing. It means that in pairs or triads, students will produce better work than when they work alone.

According to De Silva (2007:7), collaborative writing is the process in which multiple authors work together to produce one document. It is not just the soliciting of ideas about the document but, the actual contribution of the various sections which are then collected together to form the final document. It means that the students work together in order to produce one piece of writing by helping each other and gathering ideas to make one document at the end of the process.

According to Sharples (1999: 170) there are three types of team working in collaborative writing which can be described as follow:

- a. Sequential writing, where one person writes at a given time; each writer completes his or her task and then passes it on to the next person, who becomes the next single writer.
- b. Parallel writing  
When a team divides collaborative writing work into discrete units and works in parallel. This strategy is also referred to as a separate writer strategy or a partitioned writing strategy. Parallel writing conveys work in parallel by multiple writers, and such work does not necessarily have to be partitioned into separate sections
- c. Reciprocal writing  
When each team member works on a separate part of the document and maintains control of his or her portion throughout the writing process.

In addition, Brown (2001:47) states that "In collaborative learning, the learner engages with more capable other (teachers, advanced peers, etc.) who provide the assistance and guidance". It means that in collaborative learning the student more be active than the teacher. In learning writing the students do not only learn about writing but they can interact with their friends to get the result.

Based on all statements above, the writer knows that collaborative writing is a teachig strategy where the students work together in small group and write a formal paper together. In small group the student contributes at each stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing. Collaborative writing is important to help students to work together. Through collaborative writing, the teacher can increase the students' writing ability because they can communicate and interact with other in the group. The students can develop their ideas in paragraph and become a good composition. After that, the students change their composition with their partner.



### **The Benefits of Using Collaborative Writing Strategy in Teaching Writing**

There are some advantages of collaborative writing based on (Mulligan and Garofalo, 2011), they are:

- 1) As for social skills development, students developed a greater sense of responsibility through the collaborative effort and that it helps them to get along with others and give them an opportunity to get to know their classmates better.
- 2) In terms of stress reduction and time-saving benefits, the pair-work approach give the students less pressure to do a good job, ease their burden as they can share the work load, and allows them to save time because of the shared effort.
- 3) The motivational benefits includes the fact that because the students are being given a single grade, it makes them try harder, thus reflecting the role social responsibility plays in their output.
- 4) Concerning actual improvements in the content of their writing, it is clear that the collaborative approach enables some of the students to create a richer body of content.
- 5) Finally, it is clear gains which is made in structural and grammatical proficiency.

### **The Procedure of Teaching Writing through Collaborative Writing**

Barkley *et al.* (2005:312) there are some steps of collaborative writing as follows:

- 1) Students form pairs or triads at you direction or by choosing partners and then generate ideas by brainstorming together or conducting preliminary research.
- 2) Together, students organize their ideas and create on outline.
- 3) Students divide up the outline, selecting or assigning sections for each student to write initial drafts individually.
- 4) Teams read first drafts and discuss and resolve any significant disparities in voice, content, and style.
- 5) Teams combine individual sections into a single document.
- 6) Team revise and edit, teams submit their work, checking for content and clarity as well as grammar, spelling, and punctuation.
- 7) After the final edit, teams submit their papers to the lecturer for assessment and evaluation.

## **METHOD**

### **The Method of Research**

In this research, the writer intended to find out the influence of using Collaborative Writing Technique in teaching writing, so, this research was based

on the quantitative method, especially categorized as a quasi-experimental study. The population of the research was the fifth semester students of English department of STKIP PGRI Bandar Lampung in the academic year of 2021/2022. The population of the research consisted of two classes with 24 students each. In this case, the writer took two classes. One class was an experimental class which was taught through Collaborative Writing Technique and the other class was a control class which was taught through direct instruction at the same level. Therefore, the writer took the two classes as the sample of the research. The sample of the research was taken using cluster random sampling technique because the students' English achievements were nearly the same. To get data of the students' writing skills in essay, the writer used writing test that is by asking the students to write an essay based on the topic given. In scoring students' writing skills, the writer used the scoring rubrics proposed by Tribble (1996: 130-131). To know the data analysis the difference of the average score of each class the writer in this research used the quantitative analysis in order to know the influence of collaborative writing towards students' writing ability of report text. The formula that is used in this research is a  $t_{test}$ .

## **FINDINGS AND DISCUSSION**

### **Data Normality Test of Experimental Class**

The normality test is used to know whether the sample is in normal distribution or not. Based on the students' score of experimental class the writer got:  $\bar{x} = 67.5$ ,  $s^2 = 67.82$  and  $S = 8.23$ . After analyzing the data normality test in experimental class, the writer got  $L_0 = 0.1011$  with  $n = 24$ . The criterion test are rejected  $H_0$  if:  $L_0 > L_{table}$  and accepted  $H_0$  if:  $L_0 < L_{table}$ . Looking at  $L_{table}$ , it was known that  $L_{table}$  for significance level of 5% ( $\alpha=0.05$ ) was 0,1730. So, it can be concluded that  $H_0$  was accepted with  $L_0 (0.1011) < L_{table} (0.1730)$ . It means the data have normal distribution.

### **Data Normality Test of Control Class**

Based on the students score of control class the writer got:  $\bar{x} = 60$ ,  $S^2 = 81.17$ , and  $S = 9.00$ . After analyzing the data normality test in control class, the writer got  $L_0 = 0.1704$  with  $n = 24$ . The criterion test are rejected  $H_0$  if:  $L_0 > L_{table}$  and accepted  $H_0$  if:  $L_0 < L_{table}$ . Looking at  $L_{table}$ , it was known that  $L_{table}$  for significance level of 5% ( $\alpha=0.05$ ) was 0,1730. So, it can be concluded that  $H_0$  was accepted with  $L_0 (0.1704) < L_{table} (0.1730)$ . It means the data have normal distribution.

### **Homogeneity Test of Variance**

After proving the data that have distribution, the writer conducted the test of homogeneity of variance by using homogeneity test of variance formula, from both data the writer got:

$S_1^2 = 67.82$ ,  $S_2^2 = 81.17$ . Then, in the next calculation, the writer got  $F_{ratio}$  was 1.20 with the test criterion  $H_0$  is accepted if  $F_{ratio} \leq F_{\frac{1}{2}\alpha}(v_1, v_2)$  and rejected  $H_0$  if  $F_{ratio} \geq F_{\frac{1}{2}\alpha}(v_1, v_2)$ . Significance level 0.05 and 0.01, for  $\alpha = 0.05$  was 2.00 and for  $\alpha = 0.01$  was 2.70. After analyzing the data the writer got  $F_{ratio}$  is less than  $F_{table}$  with  $F_{ratio} (1.20) \leq F_{table} (2.00 \text{ and } 2.70)$ . So,  $H_0$  was accepted. It means that the variance of the data in experimental class and control class are homogeneous.

### Hypothesis Test

To test the hypothesis in this research, the writer used statistical formula of  $t$ -test. From the calculation of hypothesis test the writer got:  $n_1 = 24$ ,  $n_2 = 24$ ,  $\bar{X}_1 = 67.5$ ,  $\bar{X}_2 = 60$ ,  $S_1^2 = 67.82$ , and  $S_2^2 = 81.17$

### Equality Test of the Averages

Based on the data was included into the  $t_{test}$  formula. The writer got  $s^2$  was 74.33 and  $s$  was 8.62. After that the standard deviation was included into the  $t_{test}$  formula (see appendix 17 on page 76 ), the writer got  $t_{test}$  was 3.64 the testing criterion is  $H_a$  accepted if  $t_{test} > t_{table}$ . In the calculation it was gotten that  $df$  was 46. For significance level 5% ( $\alpha = 0.05$ ) it was obtained that  $t_{table}$  was 2.00 and for significance level 1% ( $\alpha = 0.01$ ) it was obtained that  $t_{table}$  was 2.66.

Based on the explanation above, the writer found that  $t_{test} > t_{table}$  is higher than  $3.64 > 2.00 > 2.66$ . Therefore,  $H_a$  is accepted. It means that teaching essay through Collaborative Writing Strategy has influence. Therefore, the writer could conclude that there is an influence of Collaborative Writing towards students' writing skills in essay at the fifth semester of English Department students of STKIP PGRI Bandar Lampung in the academic year of 2021/2022.

### The Difference of Two Averages

Based on the data was included into the  $t_{test}$  formula. The writer got  $s^2$  was 74.33 and  $s$  was 8.62. After that the standard deviation was included into the  $t_{test}$  formula, the writer got  $t_{test}$  was 3.64 the testing criterion is  $H_a$  accepted if  $t_{test} > t_{table}$ . In the calculation it was gotten that  $df$  was 46. For significance level 5% ( $\alpha = 0.05$ ) it was obtained that  $t_{table}$  was 1.68 and for significance level 1% ( $\alpha = 0.01$ ) it was obtained that  $t_{table}$  was 2.42.

Based on the explanation above, the writer found that  $t_{test} > t_{table}$  is higher than  $3.64 > 1.68 > 2.42$ . Therefore,  $H_a$  is accepted. It means that the average score of students' writing ability of report text which is taught through Collaborative Writing Strategy higher than which is taught through direct instruction.

### Discussion

As we know that in writing, there are five components must be mastery by the students. The five components are Content, Organization, Vocabulary,

Language use, and Mechanic. The writer conclude that in teaching writing the teacher should teach all the components in writing above, the teacher should also explain it one by one to make the students understand well and be able to produce good writing skill. Based on the problem, the writer had solved the problem above by giving treatment in the class by using Collaborative Writing Technique. Collaborative Writing is a technique where the students work together in small group. This statement is supported by Barkley *et al.* (2005: 312) define that, in collaborative writing students' pairs or triads write a formal paper together, working together can help students to learn and perform the stage of writing more effectively. The students typically write better and take more pride in their writing when they revising, and editing the writing. It means that, this technique can improve students' writing skill and can improve the components in writing.

In this research the writer found that the students who are taught by using Collaborative Writing Technique in experimental class is more interesting and the students also more under-standing in learning writing because using Collaborative Writing Technique the students work with their friends and can share their ideas. In line with collaborative writing, Storch (2005), Fung (2006) state, "one of the reasons which make the students enjoy the groups work is that they had an opportunity to learn about new ideas". It is known that Collaborative Writing Technique is one of good technique to increase students in learning English especially writing skill. Whereas the students who are taught by direct instruction have difficulties in learning writing because the students work individually, they cannot share their ideas with their friends and the students also feel that learning writing is something that make them bored. It means that the students who are taught by using direct instruction can not contribute at each stage of the writing process with their friends. On the other hand, the students who are taught by Collaborative Writing technique is more likely to learn writing skill because they contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing together with their group. Storch (2005:167) states, a number of students in groups (3-4 students) noted that it was helpful for both improving their grammatical accuracy and learning vocabulary. In terms of improving grammatical accuracy, the students commented that it is easier to correct other people's errors than their own.

The result of the hypothesis test shows that  $t_{test}$  is 3.64 and  $t_{table}$  for  $\alpha = 0.05$  is 2.00 and  $\alpha = 0.01$  is 2.66. The testing criterion is  $H_a$  accepted if  $t_{test} > t_{table}$ . From the result above it means that  $H_a$  is accepted with  $t_{test} = 3.64 > t_{table} = 2.00$  and 2.66.

From the statement above, It can be said that teaching writing by using Collaborative Writing Technique has positive influence. It can be known according to the experimental class test result compared with the control class test result. It is relevant with the theory provided by Harmer (2004:73) said that, it

gives each member of collaborative writing access to others' minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating. The writer indicated that technique is a way to make the students easy in teaching and learning process. It means that if the teacher used the technique or method in teaching learning process it can help to achieve the goal, because the students are able to understand the material clearly. If the students understand the material they can increase their language skills included writing, speaking, reading and listening. By using Collaborative Writing Technique the students can develop their writing skills, especially in writing essay.

## CONCLUSION

Based on the result of the data analysis and computation which used  $t_{\text{test}}$  formula in the chapter IV, the result of analysis is significance, which is  $t_{\text{test}} > t_{\text{table}}$ . There is different in achievement of student's writing ability of report text between the students who learn by using Collaborative Writing Technique and the students who learn by using direct instruction. From the result of analysis data the writer would like to give some conclusion as follows: (1) There is an influence of Collaborative Writing towards students' writing skills in essay at the the fifth semester of English Department students of STKIP PGRI Bandar Lampung in the academic year of 2021/2022, (2) The average score of students' writing ability which is taught through Collaborative Writing is higher than which is taught through direct instruction. It was seen from the average score of experiment class and control class. Therefore, it is recommended that the lecturer can implement Collaborative Writing Strategy in teaching writing to the students, especially in writing essay.

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