THE INFLUENCE OF COLLABORATIVE WRITING TOWARDS STUDENTS' DESCRIPTIVE WRITING ABILITY

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Abstract: *The research reports on the Influence of Collaborative Writing Towards Student's Descriptive Writing Ability. Collaborative writing technique was applied in this research to improve the student's descriptive writing ability. The aims of the research were to know and to describe student's descriptive writing ability and to know and to describe whether there is influence of Collaborative writing towards students' descriptive writing ability. The research was conducted by using a quasi-experimental design with pre test and post test. The population of this research are the students at the first semester of the tenth class at SMA Adiguna Bandar Lampung that consisted of 49 students in 2 classes. The sample of this research were two classes, they were as control class and experimental class. Control class was taught by Individual writing while experimental class was taught by Collaborative writing. In getting the data, the writer used writing test. The result showed that based on the calculation, the writer got that t_{cal} = 5.54 and t_{tab} = 1.68 and 2.42. It means that $t_{cal} \geq t_{tab}$. So, H_o is rejected and H_a is accepted. From the result above, the writer states that there is significance influence of collaborative writing towards students' descriptive writing ability of the tenth class of the first semester at SMA Adiguna Bandar Lampung.*

Keywords: *Writing, Descriptive, Collaborative*

INTRODUCTION

English has very important position in all aspects of life. They can be in business, educational domains, academic domains, commercial domains and even realms that deal with security. English also helps us to get more chances for getting job. Being able to speak English and learn English properly should be a requirement that people do in studying in order to receive the benefits. Considering the importance of English as a tool of the communication in the world, students are demanded to master the four skills. They are speaking, reading, listening and also writing.

Discuss about writing deeper, According to Spear (1988:14) "Writing is more than an English department priority; it is more than a tool for testing students in whether they know what we think they should. It is means of readying students for full partnership in the intellectual and social responsibilities of the adult comunity". It explains clearly that writing is a way of communication. The process of communication can be said succesful if the reader and the writer understand the language being used in written communication. Writing is one of the skills that can encourage us to be creative. Besides speaking, writing can explore what in our minds is. Writing is also one of the human ways to record the tracks of his mind. Writing can help us to remind what we have got and helps us to

open our knowledge. That statement is supported by Brown, "Writing is in fact a transaction with words where by you free yourself from what you presently think, feel and perceive (Brown, 2001:337)".

But, for our Indonesian students, writing is considered as a scourge. Especially students in SMA Adiguna Bandar Lampung. Based on the researcher's preliminary research, the writer found that the students' ability in writing descriptive text still need to be increased. Descriptive text is one of the text types is taught to students in MA/SMA. Descriptive text presented in grade ten at the first semester. Capturing an event through descriptive writing involves paying close attention to the details by using all of our five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read. Teaching descriptive writing will help your students' writing be more interesting and full of details, encourages students to use new vocabulary words and it can help students clarify their understanding of new subject matter material.

Anderson (2003:26) states that "A factual description describes a particular person, place, or thing". In this kind of text, the students are required to list the characteristics of something and usually deals with the physical appearance of the describing thing. In other words, a particular person, place or thing is described in details in this composition. Its purpose is to tell about the subject by describing its features without including personal opinions. Anderson also stated, "A factual description differs from an information report because it describes a specific subject rather than a general group" (Anderson,2003:26). The students of SMA Adiguna Bandar Lampung found difficulties in how to describe something using adjective, adverb, and writing their sentences that use grammatically correct. The difficulties that faced by students

make their writing feels empty. There are some solutions in solving the problems. One of them is using an effective technique in teaching writing. It means that the student should be taught by using technique which can increase students' writing skill.

Based on the background of the problem, the teachers are suggested to create and implement any suitable technique in teaching. The technique has to relevant to the students' interest.

This research was intended to explore the way to solve the problem by showing the implementation of teaching writing descriptive text by using Collaborative Writing technique. Collaborative writing is one of the techniques that can increase students' descriptive writing ability.

Based on the explanation above, the researcher formulated the hypothesis as follows, how is the influence of collaborative writing technique towards students' descriptive writing ability and how is the average score of students' descriptive writing ability who learn writing through collaborative writing technique.

The objective of this research were to know and to describe the influence of collaborative writing technique towards students' descriptive writing ability and to know and to describe whether the average score students' descriptive writing skill who learn descriptive writing through collaborative writing is higher than those who learn writing descriptive text through Individual Writing.

THEORIES

Collaborative or group composition is one of the prewriting activity. Tompkins (1991:236) states that "Collaborative compositions are an essential part of many writing experiences, especially when students are learning to use the writing process or new writing form". Collaborative writing is a

powerful method of writing that encourages cooperation, critical thinking, peer learning, and active participation toward an end product (Hernandez, 2000). It means that the collaborative writing technique is an appropriate technique to improve student's writing ability and reach a good final product. Collaborative writing also appropriate to implement in a big class. As we know that, big class is one of the problem for the teacher. It is impossible to correct students' task in a short time. In this case, the teacher can train and develop the students' writing ability through collaboration. Collaborative writing describes a full-length writing assignment completed in pairs or small groups. This is supported by (Hernandez,2000) "It is meaningful interaction and shared decision making between members of group using a common set of tools; and thus, the combination of techniques is effective in promoting improved student writing". In addition, Harmer (2004:73) states that "Collaborative writing has the power to foster the writing habit in a unique way". Collaboration means that students work together with the other or partner. In practice, learning by collaborative means that students work in pairs or in a small group to reach the goal of learning. In groups or in pairs, each students are asked to read their friends' written and then correct it. This collaboration is not area to looking for their friend's mistakes but this is for learning from the mistakes and then the students correct it together so that the same mistakes can be avoided. Collaborative system is the solution to answer the teacher's problem to arrange the students in a big class.

The statements above is supported by Chin (1996) states that "There are a number of advantages to teaching collaborative writing to students, in the classroom collaborative writing can increases students participation, facilitates discussion of readings and enhances critical thinking". It means that collaborative can encourages students to continually assess their own performance and class work as well as that of their peers. 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 shows that in collaborative learning, the students be more active and have roles. The students just not learn how to write, but it is more, the students get knowledge how they showed skill understanding, interaction with their friend, make goal to get the result.

Here students just not know how they get good score in writing but how to get the rules in process of writing. It is very important because students had not again think how to get good score but they have knowledge to make competition with themselves and get more exercise. Collaborative in an educational context has become a popular technique with the several different type of application. It has been used quite widely in both language teaching and teacher training. The use of collaborative as learning tools for fluency practice in writing. It examined the interaction between the teacher and students, and between each student and his partner and try to find out the students opinion about the writing activity. From the theoris above, the writer assumed that Collaborative writing is a highly effective way for students at all levels to learn not only effective writing skills, but also real-world social and professional skills.

The procedures of teaching writing through collaborative is adapted from Barkley (2012:381):
  a. The students make in pairs or group that consists of three persons based on the division from the teacher or it can also be up to themselves.
  b. The students discuss and arrange their ideas and make a writing frame.

c. The students share the writing frame; choose or divide each of parts for every member so that they can make it individually.

d. The group then reads the first writing and discusses the differences in thinking, content and the significant style.

e. The group merges their individual work become a text.

f. The group revises and edits their writing, checks the content, grammar, spelling and punctuation.

g. After the last editing, the group submits the final text to the teacher to get score and evaluation.

METHODOLOGY

In this research, the writer intended to find out the influence of using collaborative writing technique in teaching writing descriptive text ability, so, this is based on the experimental method, especially quasi experimental design. it means that the writer involved herself in learning and teaching process. In this case, the writer uses two classes. One class as experimental class and the other class is the control class. The classes were taken from the first semester of the tenth class of SMA Adiguna Bandar Lampung, the first as an experimental class that was taught by using collaborative writing and the second class as a control class that was taught through Individual writing.

The population on this research was taken from SMA Adiguna Bandar Lampung of the tenth class of the first semester in 2018/2019. There are 49 students from 2 classes. The writer took two classes as the sample of the research. One class as the experimental class where the writer taught writing descriptive text through collaborative writing technique, and the other class as the control class where the writer taught writing through individual writing. In this case, the writer asked the students to write individually. The number of the sample which I used in this research are 49 students. The experimental class consist of 23 students. The control class consist of 26 students. In getting the sample of research, the writer used Total Sampling Technique because the total of the sample is same with total population.

To know the students' descriptive writing ability, the writer used writing test. The students were asked to make composition based on the topic or title provided. In scoring system, the writer adapted from John.B.Heaton (1988:146).

Table 1
The Scoring System

Content		
30-27	Excellent to very good	knowledgeable - substantive-etc
26-22	Good to average	some knowledge of subject adequate range-etc
21-27	Fair to poor	limited knowledge of subject-little substance-etc
16-13	Very poor	does not show knowledge of subject-non-substantive-etc
Organization		
20-18	Excellent to very good	fluent expression-ideas clearly stated-etc
17-14	Good to average	somewhat choppy loosely organized but main ideas standout-etc
13-10	Fair to	non-fluent-ideas confused or

	poor	disconnected-etc
9-7	Very poor	does not communicate-non organization-etc
Vocabulary		
20-18	Excellence to very good	sophisticated range-effective word/idiom choice and usage-etc
17-14	Good to average	adequate range-occasional errors of words/idiom, form, choice, usage, but meaning not obscure
13-10	Fair to poor	limited range-frequent errors of words/idiom, form, choice, usage-etc
9-7	Very to poor	essential translation-little knowledge of English vocabulary
Language usage		
25-22	Excellent to very good	effective complex construction-etc
21-19	Good to average	effective but simple construction-
17-11	Fair to poor	etc major problems in simple /complex construction-etc
10-5	Very poor	virtually no mastery of sentence construction rules-etc
Mechanics		
5	Excellent to very good	demonstrates mastery of conventions-etc
4	Good to average	occasional errors of spelling, punctuation-etc
3	Fair to poor	frequent errors of spelling, punctuation. Capitalization-etc
2	Very poor	no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc

1) Content (The ability to think creatively and develop thoughts)
2) Organization (The ability to write in appropriate manner)

3) Vocabulary (The ability to uses language effectively)
4) Language use (The ability to write and appropriate sentences)
5) Mechanics (The ability to use correctly those convention peculiar to written language e.g punctuation, spelling)

Based on the indicators of writing test, the score of each student is 20-100.

(Heaton,1988:146)

The last activity in this research is the researcher analyzed the data to know the result of the research. In analyzed the data, the writer used quantitative analysis and some formulas to calculating the data formed score from the test given from experimental and control class. The formula that was used is t-test.

FINDING AND DISCUSSION
Research Finding

In the hypothesis test, there were equality test of two averages and difference test of two averages.

It was used to prove the hypothesis proposed by the researcher they are accepted or not by using t–test formula. The formula of t–test is as follow:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Notes:

n_1 : total number of students experimental class.

n_2 : total number of students control class.

$\bar{X}_1$: the average score of experimental class.

$\bar{X}_2$: the average score of control class.

S_1^2 : the variance of experimental class.

S_2^2 : the variance of control class.

From the table above, it was obtained:

n_1 : 23
n_2 : 26
$\bar{X}_1$: 69.13
$\bar{X}_2$: 58.88
S_1^2 : 55.39
S_2^2 : 32.88

Then the data is included into the following t–test formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$s^2 = \frac{(23-1)\,55.39 + (26-1)\,32.88}{23 + (26 - 2)}$$

$$s^2 = \frac{1218.58 + 822}{47}$$

$$s^2 = \frac{2040.58}{47}$$

$$s^2 = 43.42$$

$$s = 6.59$$

After standard of deviation was found, the researcher calculated them into t–test as follow:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{69.13 - 58.88}{6.59\sqrt{\frac{1}{23} + \frac{1}{26}}}$$

$$t_{test} = \frac{10.25}{6.59\sqrt{0.04 + 0.04}}$$

$$t_{test} = \frac{10.25}{6.59\,(0.28)}$$

$$t_{test} = \frac{10.25}{1.85}$$

$$t_{test} = 5.54$$

The hypotheses are:

$H_0 1 : \mu_1 = \mu_2$ (There is no influence of Collaborative Writing towards students' descriptive writing ability at the first semester of the tenth grade at SMA Adiguna Bandar Lampung in 2018/2019).

$H_\alpha 1 : \mu_1 \neq \mu_2$ (There is influence of Collaborative Writing towards students' descriptive writing ability at the first semester of the tenth grade at SMA Adiguna Bandar Lampung in 2018/2019).

The Testing Criterion:

H_o is accepted if $t_{test} > t_{table}$

$t_{table} = t (1 - \frac{1}{2} \alpha) (dk)$

$dk = n_1 + n_2 - 2$
$= 23 + 26 - 2$
$= 47$

For the significant level 5% ($\alpha = 0.05$) obtained:

$t_{table} = t (1 - \frac{1}{2} 0.05) (47)$
$= t (0.975) (47)$
$= 2.02$

For the significant level 1% ($\alpha = 0.01$) obtained:

$t_{table} = t (1 - \frac{1}{2} 0.01) (47)$
$= t (0.995) (47)$
$= 2.70$

Based on the data analysis, it has got $2.02 < 5.54 > 2.70$. It means that H_α is accepted. So, the writer could conclude that there is influence of Collaborative Writing towards students' descriptive writing ability at the first semester of the tenth grade at SMA Adiguna Bandar Lampung in 2018/2019.

The Testing of the Different of Two Average Scores

The hypotheses are:

$H_0 2 : \mu_1 < \mu_2$ (The average score of students' writing ability which is taught through Collaborative Writing in Descriptive text is smaller than which is taught through individual writing at tenth class of SMA Adiguna Bandar Lampung in 2018/2019).

$H_\alpha 2: \mu_1 > \mu_2$ (The average score of students' writing ability which is taught through Collaborative Writing in Descriptive text is higher than which is taught through individual writing at tenth class of SMA Adiguna Bandar Lampung in 2018/2019).

The Testing Criterion:

H_o is accepted if $t_{test} > t_{table}$

$t_{table} = t (1 - \alpha) (dk)$

$dk = n_1 + n_2 - 2$
$= 23 + 26 - 2$
$= 47$

For the significant level 5% ($\alpha = 0.05$) obtained:

$t_{table} = t (1 - 0.05) (47)$
$= t (0.95) (47)$
$= 1.68$

For the significant level 1% ($\alpha = 0.01$) obtained:

$t_{table} = t (1 - 0.01) (47)$
$= t (0.99) (47)$
$= 2.42$

Based on the data analysis, we can see that $t_{test} > t_{table} = 5.54 > 1.68$. It means that the score of students which is taught through Collaborative Writing technique is higher than the score of students which is taught through individual writing.

Discussion

Based on the data analysis, testing of hypothesis and the result of the calculation, it was found that null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It was supported by the average score of experimental class (69.13) and the average score of control class (58.88).

From the hypothesis, the writer also found that the students who learned descriptive writing through *collaborative writing* got better average score than those who learned descriptive writing through *individual writing*. This is also supported by Hernandez (2000) that says that it is meaningful interaction and shared decision making between members of group using a common set of tools; and thus, the combination of techniques is effective in promoting improved student writing. After conducting the research, the writer also finds the conditions as follows:

First, the writer finds that with collaborative technique the students feel enjoy and happy in learning English, especially writing. This statement is supported by Harmer (2004:73) "Collaborative writing has the power to foster the writing habit in a unique way". Collaborative technique does not make the students bored in writing because they always interact each other and also it can develop students' creativity.

The second is the writer found that the students often make mistakes in grammar. But, through this technique, the students can learn from each other so they still feel positive although they have made mistakes. Collaborative technique can motivate the students to keep write, to learn how other write and read more references so they can learn from their friend's mistakes. Collaborative technique also can make students more respectful and more responsible because in this technique, the students have roles as a writer, a reader, and a collaborator.

In this case, the writer would like to inform that using collaborative writing is one of the good techniques to motivate the students in learning English especially in learning writing although there are still several students from Experimental class and Control class that got the low scores. In control class, there are nine students that got low scores.

In Experimental class, there are two students that got low scores. This happens because there are some obstacles in applying Collaborative technique in learning writing. The writer found that there are some problems when applying this technique. For example, when the writer asked the students to correct their friend's text, the students got difficulties to correct it because they don't master in grammar, vocabulary, mechanics, etc. So, they confused and finally they became lazy to correct it. This is also supported by Powell (2001) that says that in Collaborative writing technique there is a personality conflict. For this problem, the writer give the solution to the students that still got the low scores. The solution is the students need to be given intensive training in learning English, especially in grammar. They are also suggested to be able to take the time for learning English intensively.

CONCLUSION

Based on the result of the data analysis and computation which is used t_{test} formula, it was found that the students' descriptive writing ability which was taught through collaborative writing is better than through individual writing. So, the writer gives the conclusion and suggestion as follows:

1. Collaborative Writing is one of the techniques which can be used to teach English, especially in writing. It can help the students to reach the good final product in writing. There is influence of collaborative writing towards the students' descriptive writing ability at the first semester

of the tenth class at SMA Adiguna Bandar Lampung in 2018/2019.

2. The students who were taught through collaborative writing get better score than those who were taught through individual writing. It can be seen from the result of the hypothesis testing and average score of experimental class was higher than control class. By using Collaborative writing technique, the average score of students' descriptive writing ability in Experimental class is 69.13 and by using Individual writing technique, the average score of students' descriptive writing ability in Control class is 58.88 It means that, Collaborative can be applied as one of the techniques in teaching English especially in teaching writing. It also can be seen that there is a significant influence at the significant level of 0.01 and 0.05 the t_{test} is higher than t_{table} ($t_{test} > t_{table}$), that is 5.54 > 2.42 for significant level 0.01 and 5.54 > 1.68 for significant level 0.05.

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