THESIS

**TEACHING STUDENT'S WRITING SKILL BY USING
COLLABORATIVE WRITING STRATEGY IN DESCRIPTIVE TEXT AT
NINTH GRADERS OF SMP PLUS DARUSSALAM BLOKAGUNG IN
ACADEMIC YEAR 2021/2022**

By:

FIRDA AFKARINA ALI

NIM: 18112210006

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC INSTITUTE DARUSSALAM

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Fulfillment of The Requirement For The Degree of Strata 1 in English Education
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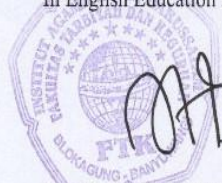
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FIRDA AFKARINA ALI

NIM: 18112210006

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2022

APPROVAL SHEET

This certifies that thesis of **Firda Afkarina Ali** has been approved by thesis advisor for further approval by the board of examiners.

Banyuwangi, April, 5th 2022.

Head of Undergraduate Program
In English Education Department

Advisor,

Dr. Hj. Zulfi Zumala Dwi Andriani, SS, MA
NIPY. 3150722128401

Moh. Mahmud, M.Pd.
NIPY. 3150506057801

AGREEMENT

This to verify that this thesis of **Firda Afkarina Ali** already approved by the boards of examiners as requirement for the Sarjana degree in the English education the department.
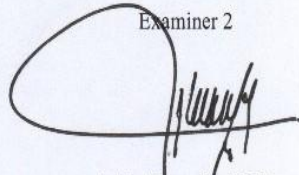
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Examiner 1

Dr. Hj. Zulfi Zumala Dwi Andriani, SS, MA

NIPY. 3150722128401
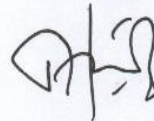
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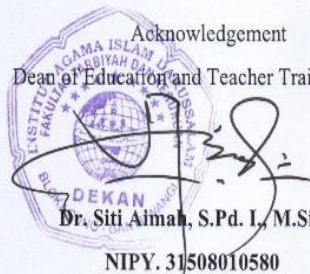**Adib Ahmada, M.Pd**

NIPY. 3150506057801

Examiner 3

Faiqotur Rizkiyah, M.Pd

NIPY. 3151710129201

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Dean of Education and Teacher Training Faculty

Dr. Siti Aimah, S.Pd. I., M.Si

NIPY. 31508010580

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MOTTO

(You are a Fighter, You are Awesome, You are 100% that's)

DEDICATION

I Proudly dedicate to the people who have been in my life so far:

1. Firstly, I dedicate this thesis to myself, who have tried to be the best for
   all. May Allah always be pleased with me.

2. Secondly, To Abi Ali Imron Rosyidi and Mama Lailatul Jawaroh who
   always pray for the best for me. Hi Aulia Shinta Rosyadi, thank you for
   always listening to my complaints.

3. To all my besties, especially the Functionaries of Al Madrasah Dormitory
   also TBIG 18 who always support each other without stopping. Without
   you, I'm Nothing :)

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Here with, I:

Name	: **FIRDA AFKARINA ALI**
NIM	: 18112210006
Study Program	: English Education Department
Address	: Purwoharjo-Banyuwangi

Declare that:

1) This thesis has never submitted to any other tertiary education for any other academic degree.
2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.

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ABSTRACT

Ali, Firda Afkarina. 2021. *"Teaching Student's Writing Skill by Using Collaborative Writing Strategy in Descriptive Text at Ninth Graders of SMP Plus Darussalam in Academic Year 2021/2022"*, A Thesis Of Department Of English Education, Faculty Of Tarbiyah And Teachers' Training, Darussalam Islamic Institute, 2021. Supervisor: Moh. Mahmud, M.Pd.

Keywords: Advantages and Disadvantages, Collaborative writing Strategy and Teaching Writing

In learning English, writing is one of the important skills that must be learned for students in junior high school. One good strategy that can be used by teachers in English classrooms is the collaborative writing strategy. Collaborative writing strategy is one good strategy to express their ideas and be applied in written form. The research problem is: 1). How is using collaborative is using collaborative writing strategy in descriptive text. 2). What the advantages and disadvantages using collaborative writing strategy in descriptive text. The objectives of this study are: (1) to describe the implementation of the collaborative writing strategy in writing. (2) to find out the advantages and disadvantages for students when the teacher applies the collaborative writing strategy in teaching writing descriptive texts.

This study uses a qualitative method that uses descriptive qualitative to analyze data. This research was conducted at nineth graders and nineth grade English teacher SMP Plus Darussalam Blokagung.

The findings in this study using collaborative writing in teaching descriptive text have some advantages and disadvantages for students and teachers in teaching descriptive text. First, this strategy can improve writing skills. Secondly, students can easily write descriptive texts in their own words. Third, increase students' feelings and motivation. Also the disadvantages is First, the teacher cannot distinguish between students working on assignments individually or in groups. Second, it is difficult for teachers to know the abilities of each student. Third, it cannot be used with a large number of students.

ABSTRAK

Ali, Firda Afkarina. 2021. *"Teaching Student's Writing Skill by Using Collaborative Writing Strategy in Descriptive Text at Ninth Graders of SMP Plus Darussalam in Academic Year 2021/2022"*, A Skripsi Of Department Of English Education, Faculty Of Tarbiyah And Teachers' Training, Darussalam Islamic Institut, 2020. Pembimbing : Moh. Mahmud, M.Pd.

Kata Kunci: *Keuntungan dan kerugian, Strategi Kolaborasi Menulis dan Teaching writing*

Dalam belajar bahasa Inggris, menulis adalah salah satu Keterampilan penting yang harus dipelajari untuk siswa di sekolah menengah pertama. Salah satu strategi yang baik yang bisa digunakan guru di kelas bahasa Inggris adalah strategi kolaborasi menulis. Strategi kolaborasi menulis adalah salah satu strategi yang baik untuk mengekspresikan ide mereka dan diterapkan dalam bentuk tulisan. Masalah penelitian adalah: 1). Cara menggunakan kolaboratif adalah menggunakan strategi penulisan kolaboratif dalam teks deskriptif. 2). Apa kelebihan dan kekurangan menggunakan strategi penulisan kolaboratif dalam teks deskriptif. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan implementasi strategi kolaborasi menulis dalam menulis. (2) untuk mengetahui keuntungan dan kekurangan pada siswa ketika guru menerapkan strategi kolaborasi menulis dalam mengajar menulis teks deskriptif.

Penelitian ini menggunakan metode kualitatif yang menggunakan deskriptif Kualitatif untuk menganalisis data. Penelitian ini dilakukan pada siswa kelas sembilan dan guru Bahasa Inggris kelas sembilan SMP Plus Darussalam Blokagung.

Temuan dalam penelitian ini menggunakan kolaborasi menulis dalam mengajar teks deskriptif memiliki beberapa keuntungan dan kerugian bagi siswa dan guru dalam pengajaran teks deskriptif. Pertama, strategi ini dapat meningkatkan keterampilan menulis. Kedua, siswa dapat dengan mudah menulis teks deskriptif dengan kata-kata mereka sendiri. Ketiga, meningkatkan perasaan dan motivasi siswa. Dan kerugian memakai strategi ini sebagai berikut:

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I do expect this thesis gives advantages to the world of education. For improvement of this thesis, I need for any constructive and suggestion from you all. Hopefully, Allah blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Amin.

Banyuwangi, 04 April 2022

The Writer

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CHAPTER I

INTRODUCTION

A. Research Background

According to Tarigan (2008:16) language is the ability to pronounce the sounds of articulation or words to express, express or convey thoughts, ideas and feeling. The definition clearly shows that talking with regard to the pronunciation of words that aims to deliver what will be delivered either feeling, idea or ideas for listeners to understand what the speaker. English is a second language learned at school after Indonesian language.

According to Utami (2013:2) Writing is the expression of language in the forms of letter, symbols, or words. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message type into a computer. On the other hand, according to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

According to Barkley (2012:256) Collaborative writing technique is the technique that student pairs or triads 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. Working together can help students to learn and perform the stages of

writing more effectively. So, this technique helps students stay focused on the goal, which is to work together to produce a good writing.

Collaborative writing techniques encourage students to connect with the real world. for each assignment, form pairs and ask students to write together. This method gives students the opportunity to think analytically, to elaborate as they change the material being taught in their own words.

Writing descriptions through collaborative writing is considered to be the right choice to solve the problem of learning to write descriptions, based on the fact that students have the potential to progress and develop. With the potential that is owned and accompanied by experience, students will be able to build their own knowledge. It is hoped that by using collaborative writing in learning, students will find it easier to develop ideas, thoughts, and ideas that will be poured into writing descriptions. In addition, the teaching and learning process will be livelier and more enjoyable.

Teaching writing is not an easy practice. It needs good cooperation between students and teachers in the learning process. Based on the curriculum 2013, there are several texts that must be mastered by students in junior schools. Among them are descriptive, narrative, procedural, etc. So, descriptive writing is one of the texts that must be studied and taught at SMP Plus Darussalam Blokagung. Each text has a distinct social function, schematic structure, and language features.

Based on the researcher's experience in teaching practice at SMP Plus Darussalam Blokagung, students have many problems in writing. First,

students lacked ideas and it was difficult to organize their ideas logically. Because they think writing needs more work in terms of composition and language to make it true. Second, students are deficient in vocabulary. They cannot express their ideas into paragraphs, develop topic sentences and add supporting ideas. Then, low motivation. They are too lazy to do their writing exercises given from the teacher. They will do it hastily if the assignment will be collected by the teacher even, they will cheat their friend's answer. The opinion of Tarigan (1990:187) as most teachers cannot present written material in an attractive, inspirational and creative way even though the teaching techniques chosen and practiced by teachers in the implementation of writing learning greatly affect student achievement. Strategy is one of the methods that must be used by teachers in teaching writing. Useful to help students be interested in the lesson the teacher will explain. There are several strategies for teaching writing. One of them is the collaborative writing strategy.

Considering the conditions of the students' writing ability and the importance of having a good writing ability, the researcher thinks that there should be an effort to improve it. One effort that can be used is by using collaborative writing. Collaboration in writing means more than putting students in pairs or groups in doing the activities. They work together with the other members of the group to reach the goal.

The researcher chose SMP Plus Darussalam Blokagung. Exactly of ninth grade with 21 students as the object for this to solve the research

problem because the teacher implemented strategies that increased students' interest in the learning process and it will be easy to develop ideas especially in writing descriptive texts. Researchers found information from the English teacher that the teacher had implemented a collaborative writing strategy in teaching and the learning process. Researchers conducted this research because it is very important for teachers to teach students to use good strategies to make students enjoy class, interesting for lessons and easy to develop their ideas in written form.

Researchers investigated the process and to determine the advantages of teaching and learning activities in the classroom using collaborative writing as a strategy in teaching descriptive text. So, this research was conducted with the title "**Teaching Students Writing Skill by Using Collaborative Writing Strategy in Descriptive Text at Ninth graders of SMP Plus Darussalam Blokagung in academic year 2021/2022"**

B. Research Problem

Referring to the limitation of the problem, the researcher formulates the problem as follows:

1. How is the using of collaborative writing strategy in teaching writing descriptive text at ninth graders of SMP Plus Darussalam Blokagung in the academic year 2021/2022?

2. What are the Advantages and Disadvantages of teaching writing descriptive text using a collaborative strategy at ninth graders of SMP Plus Darussalam Blokagung in academic year 2021/2022?

C. Research Objective

In relation to the formulation of the problem above, the objective of the research is:

1. To know using of the collaborative writing strategy in teaching writing descriptive text at nineth graders of SMP Plus Darussalam Blokagung in academic year 2021/2022

2. To know the Advantages and Disadvantages for students when teachers apply collaborative writing strategy in teaching writing descriptive text at SMP Plus Darussalam Blokagung in academic year 2021/2022

D. Research Significance

The findings of this study are expected to have both theoretical and practical importance for the teaching and learning process in English.

1. **Theoretical**

The research findings are expected to support the existing theories on collaborative writing strategies, teaching writing and descriptive text.

2. **Practical**

   a) **For Researchers**

   The research findings will improve teaching skills in teaching English using collaborative writing strategies and develop this.

   b) **For Teachers**

   The English teacher of ninth grade of SMP Plus Darussalam Blokagung who receives the results of the research as an input which can be used to develop the writing processes to be more effective and efficient ones.

   c) **For Students**

   The students of ninth grade of SMP Plus Darussalam Blokagung who receive the information of the use of collaborative writing in improving their ability in writing.

   d) **For Other Researchers**

   Other researchers who can regard the results of the research as inputs and references.

E. **Research Scope and Limitation**

   To make the discussion more specific, the researcher will limit the topics and discussions that will be discussed in this study. strategies applied by teachers in learning activities, especially the application of collaborative writing strategies in descriptive texts in English lessons. In this study, the teacher uses a collaborative writing technique with descriptive text material as

a learning strategy in the writing class at SMP Plus Darussalam Blokagung precisely in the ninth grade with a total of 21 students.

The subjects in this study were English teachers and students in the ninth grade of SMP Plus Darussalam Blokagung. The main reason why the researcher chose this school as the research subject. Because the teacher is a facilitator in each student's teaching. Therefore, teachers must have strategies that are attractive to students, so that students are interested and easily understand the material being taught. teachers must be able to master the class, how to make students happy, not bored and can be more active in exploring their own abilities, either by asking questions about what they don't know. By using this strategy, it is possible for students to show improvement at the end of the study.

F. Definition of Key Terms

To have the same ideas and concepts in this research, the researcher explains the terms used in this study, as detail below this:

1. Collaborative Writing

The concept of collaborative writing (CW) is a derivation of the concept of cooperative learning (CL), which according to Jacob (1999:13) is defined as a learning strategy that involves students in small group activities (at least two people) each of which has a different level of ability. Different to improve their mastery of the lesson. Each group member is not only

responsible for learning what is being taught but they are also responsible for helping their group mates to learn and understand the lessons they get.

2. **Teaching Writing**

Teaching writing is a process in English language activities, Curry Coffin and Goodman (2003: 78). In this study, teaching writing is the teacher's way of delivering descriptive material to students in the learning process that can express their ideas in writing.

3. **Descriptive Text**

Descriptive text is a type of English genre that describes an event, place, person, or thing (Oshima & Hogue, 1997:223). It is explained through English sentences in the simplest and easiest English form of writing (Yudantoro, 2010:7). In this study, descriptive text is a text that describes a person and a place to make students understand about the physical appearance of people and descriptions of places.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Related Literature

1. Collaborative Writing

a. Definition of Collaborative Writing

According to Barkley (2012:256) Collaborative writing technique is the technique that student pairs or triads 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. Working together can help students to learn and perform the stages of writing more effectively. So, this technique helps students stay focused on the goal, which is to work together to produce a good writing.

Based on those explanations, it can be assumed that collaborative writing is a teaching writing method by involving students writing in groups, reading and talking about writing, and giving evaluation to the writing.

Traditional teaching writing emphasizes on the theories of writing and domination of the teacher. But nowadays it is different. The application of collaborative writing requires for instance, the students to be more active and involve a whole part in their writing

study process. Every student has their own right to ask question, to give comment, and to convey suggestion on the writing. Indirectly, students can learn from their own mistakes and so do their friends.

At SMP Plus Darussalam Blokagung, Especially in ninth graders, a collaborative writing strategy has been applied using two learning techniques, namely discussion and presentation techniques. This is accordance with the theory stated by Sukardi (2008: 220) in the discussion in this study.

b. **Steps of Collaborative Writing**

According to Barkley (2012:381) There are several procedures that should be done to implement collaborative writing technique in teaching writing. The procedures of teaching writing are as follows: 1). Divide students into several groups, each group consists of three students. 2). Determine the topic of each group. 3). Each group begins to outline their plans for conducting research and gathering information to support their work. 4). Students should have ideas about their writing and the concepts of its content. 5). Each student works actively with others and composes a paper based on their own idea, the result of this process is the first draft. 6). Then, students read their work to determine whether what they wrote is appropriate or not. 7). Next, students find the best version of the corrected draft and the final

version collected to the teacher. 8). The last is the teacher evaluation, the teacher give feedback, comments and correct their writing.

c. **Learning Objectives of Writing using Collaborative Writing Strategies**

Bazerman (1985:13) states that the strategies used in writing will lead to the type of writing that will eventually be displayed, although the content still needs to be developed and the language details still need to be improved. Writing strategies include free writing strategies, planning, idea generation, meaning searching, groups or pairs, remembering the reader, the purpose and context of revising writing, drafting and proofreading (Alnufaie & Grenfell :2012). Moreover, Collins (2008) claims that "Actual writing will be a more limited task in selecting and realizing the techniques that will be used to achieve the goals". We call this mental procedure a writing strategy. So, an important strategy for writers to apply in their writing activities, can help them make writing easier and create good writing results.

According to White (1985) writing activities can be a medium or tool for studying language components because in writing skills students are required to apply knowledge of grammar, grammar, sentence structure, idioms and vocabulary. In addition, students are also given the opportunity to explore the language they are learning.

So the understanding of Collaborative Writing is a writing method that encourages strong collaboration, critical thinking, peer learning, and active participation towards the final product. The practice of collaborative writing has recently been compared to other more traditional techniques entering the classroom in response to the need to address issues of structuring, negotiating, and combining ideas in written form (Natalija and Orgjen 2005:40).

Collaborative Writing plays an important role in the learning process. The application of collaborative writing, for example, requires students to be more active and involve all parts of their writing learning process. Every student has the right to ask questions, provide comments, and provide suggestions for their writings. Indirectly, students can learn from their own mistakes and so can their friends. Writing is not an easy task, let alone collaborative writing, Encouraging students to carefully reread word for word and re-examine sentences, paragraphs, and entire sections. Helping students stay focused on their goal, which is to work together to produce good written work. In line with the opinion of Barkley (2012:381).

d. Advantages and Disadvantages of Collaborative Writing

According to Barkley (2012:381) there are several advantages and disadvantages of using collaborative writing:

1. **Advantages:**

   a). Collaborative writing technique is a challenging activity, making them involved in collaborative work that is simpler. b). Writing is not an easy task, let alone collaborative writing, encouraging students to reread carefully word for word and re-examine sentences, paragraphs, and entire sections. c). They will be trained in good writing compose coherent sentences, spelling and punctuation. d). Guide students in editing and indicate to what extent they have followed good writing practices, by completing an evaluation sheet. e). Helping students stay focused on their goals means working together to produce good written work. f). Guiding students to synthesize, edit and revise to produce good and correct writing.

2. **Disadvantages**

   a). Realize that collaborative writing can be difficult to assess, and besides the common challenges of rating writing, there is difficulty distinguishing between individual and group contributions. b). Not all students dare to channel their abilities. c). Cannot be used in large groups.

2. **Writing**

There are many experts who define what writing is. According to Pulverness, Spratt, and Williams (2005: 26) writing is one of the four

language skills: Listening, speaking, reading, and writing. Writing is also one of productive skills which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information. According to Brown (2000: 335) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. From the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

1. **The Process of Writing**

   According to Harmer (2004: 4-5) the process of writing has four elements:

   A. **Planning**

   In the first place the writers have to consider the purpose of their writing not only the type of text they wish to procedure, but also the language they use, and the information they choose to include. Secondly, experienced writers think of audience they

are writing for, since this will influence not only the shape of the writing (how it laid out, how the paragraphs are structured, etc.), but also the choice of the language, for example, it is formal or informal in tone. Thirdly, writers have to sequence the facts, ideas or arguments which they have decides to include.

B. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

C. Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

D. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version, this may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

2. Type of Writing

There are three types of written text. This includes informative text, argumentative text, and descriptive text.

A. Informative Text Type

Informative text is the narrative of a story; success in writing narratives can be seen in chronological order. The main purpose of a narrative is to entertain, to gain and captivate the reader's interest. There are many types of narrative. They can be fantasy, reality or a combination of both such as fairy tales, mysteries, science fiction, romances, horror stories, adventure stories, fairy tales, myths and legends, historical narratives, ballads, slices of life, personal experiences and of course, fantasy stories.

B. Argumentative Text Type

This type of text is based on evaluation and subsequent subjective judgments as an answer to a problem. It refers to the reasons put forward for or against something, such as essays, articles, etc. Other types are based on generic structures and language features that are predominantly used, the text is divided into several types including narrative, narrating, descriptive, reports, explanations, analytical expositions, hortatory expositions, procedures, discussions, reviews, anecdotes, spoofs, and news items. These variations are known as genres.

C. Descriptive Text Type

Descriptive writing provides illustrations of people, places, events, situations, thoughts, and feelings. Descriptions of presenting sensory information make writing come alive. It expresses an experience that the reader can actively participate in using imagination.

3. Characteristics of a Good Writing

The purpose of writing is to make a good writing text. According to Adelstain and Pival (1984:4) Define the characteristic of a good writing as follows:

a. **Good Writing is Interesting**. This is true regardless of whether is it designed to amuse, inform, or persuade the reader. Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers. To do so, writers need not be experts, but they should avoid telling readers what is obvious or already known.

b. **Good Writing is Clear**. Its ideas have been organized so logically, word selected so carefully, and sentences crafted so skilfully that readers do not need to struggle to understand what the writers mean.

c. **Good Writing is Concise**. It contains no unnecessary words, phrases, or sentences, consequently, readers will not feel that their time is wasted.

d. **Good Writing is Effective**. It conveys a message to readers in such a way that it will achieve the effect what the writer intended. To achieve this objective, writer must choose wisely the words, sentences, and paragraph structures that will best communicate to their readers. So that readers will not be distracted from the message, good writers also follow the accepted conventions of spelling, punctuation, capitalization, and so on.

e. **Good Writing Reflects the Authentic Voice of the Writer**. It conveys the sound of someone talking with another person. However, good writers adapt that "speaking style" to suit the relationship appropriate to the purpose and audience of the writing occasion.

3. Teaching Writing

Teaching writing is an approach to enable students to write in the target language. According to Brown, in teaching writing, teachers must learn more about how to build fluency not just accuracy, how to use original text, and context in the classroom, how to focus on linguistic communication goals, and how to harness learners' intrinsic motivation to

learn. He said that teachers do not only focus on the final product but also focus on the writing process (Douglas. 1994).

The goals of teaching writing skills can be achieved through several approaches. According to Harmer, there are two approaches to teaching writing. They focus on the writing process and focus on the product of the writing process itself. He stated that the focus on the writing process guides those who advocate a written approach process (Jeremy, 2005). However, the teachers must pay attention to the various stages of each writing process.

Writing is considered a language skill that you have to master. Writing is important when speaking, reading, and listening because writing is a tool for recording and organizing knowledge into useful, reusable notes. To get some writing goals, students must know how to write all types of writing, such as letters, reports, advertisements, etc. Students also need to learn some writing conventions (punctuation, paragraph construction, etc.) just as they learn pronunciation in order to speak correctly. Therefore, that is why writing is taught in language teaching.

a) **Reasons for Teaching Writing**

According to Harmer (2005:79) the reasons for teaching writing include strengthening, language development, learning styles, writing as a skill. For more details, see the explanation below: First, written language strengthening helps students to learn languages.

This helps students to understand how to put words together. It is the main source of language learning because it is presented visually. Second, language development is that language development can be influenced by experience in the writing process itself. Third, the writing learning style is very suitable for students who produce language in a slower manner. Finally, writing as a skill is a basic language skill such as speaking, listening, and reading. Skills are clearly important for language learners it will help students learn. Writing process, there must be good coordination between hand, brain and eye brain at the same time.

b) The Teacher's Role in Teaching Writing

The teacher plays an important role in the teaching and learning process of writing. Harmer stated that although teachers need to use some or all of the usual roles when students are asked to write (Harmer, 2001: 261-262). The most important are the following:

First is the motivator, one of the principal teacher roles in the writing assignment will motivate students, create the right conditions for idea generation, convince them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on the part of the teacher for the writing process of a longer sequence.

Second is a resource, especially as long as more writing assignments are extended, the teacher must be prepared to supply information and language where it is needed. The teacher needs to let students know they are available and be prepared to see their work as it progresses, offering advice and suggestions in constructive and thoughtful ways. Because writing takes longer than conversation, for example, there is usually time to discuss with students individually, or students work in pairs or groups.

Third is the feedback provider, providing feedback on writing assignments demanding special attention. Teachers should respond positively and encourage what content students have written. When offering corrections, the teacher must choose what and how focused it is based on what the student needs at this particular stage of study, and the work that has been done.

4. Text

A text is a meaningful linguistic unit in a context (Siahaan 2008:1) A linguistic unit is a phoneme or a morpheme or phrase or a clause or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non-linguistic context. Linguistic context is the linguistic unit before and after a text. Non-linguistic context is outside a text.

So, a text is any meaningful linguistic unit in both linguistic context and non-linguistic context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song or poetry or a drama or a lecture, etc. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or a article or a book, etc. A text refers to any meaningful short or long spoken or written text.

A text of language is a text spoken or written in a language. An English text is a text spoken or written in English. A German text is a text spoken or written in German. An Indonesian text is a text spoken and written in Indonesian. A text is spoken or written in any language.

From explanation above, I conclude that a text is spoken or written in a language. A text of language is unique. Some language may have some similarities in a text. They also have some differences. The languages that have the dominant similarities can be of the same branch. But those that have the dominant difference can be of the different branch.

a. **Types of Text**

According English syllabus of school-based Curriculum (K13), the teaching of writing for students of junior high school involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching writing of students. Each of these texts has its own

characteristics and function. Students should have knowledge of these texts.

The example genres of the texts are: 1) Report Social function: to describe the way thing are, with reference to arrange of natural and social phenomenon in our environment. 2) News item social function: to informs readers, listeners or viewers about events of the day which are considered newsworthy or importance. 3) Analytical exposition social function: to persuade the reader or listener that something in the case. 4) Anecdote Social function: to share with others an account of unusual or amusing incident. 5) Recount Social function: to retell events for the purpose of informing and entertaining. 6) Narrative Social function: to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. 7) Procedure Social function: to describe how something is accomplished through a sequence of action or steps. 8) Description Social function: to describe a particular person, place or thing. 9) Hortatory Exposition Social function: to persuade the reader or listener that something should or should not be the case. 10) Explanation Social function: to explain the processes involved in the information or workings of natural or socio-cultural phenomena. 11) Discussion Social function: to present (at least) who points of view about an issue. 12) Reviews Social function: to critique an art work or

event for a public audience. 13) Spoof Social function: to retell an event with a humorous twist. (Dirgeyasa, 2014:3).

Related to the explanation above, it can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the students" writing ability. In this case the researcher only focuses in students" descriptive text writing ability as the form will be concluded as the material should be learned by the students for the ninth grade.

b. Descriptive Text

Descriptive text is a type of text that describes something, people, animals, or others. This is a text that students in High Schools teach. Therefore, students are expected to be able to understand and produce good descriptive texts by themselves. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds (Oshima & Hogue, 1997: 98). In addition, a good description is like a "word picture", the reader can imagine objects, places, or people in his mind. The specific function of descriptive text is to convey the reader what something is like. Generic structure is characteristic of the language in the text.

The descriptive generic structure is as follows: 1). Identification, it is the part of the paragraph that introduces or identifies the characters to be explained. Can be called a general

description of the subject. Usually that includes the object name, object type and so on. 2). Description, it is a part of a paragraph that describes the parts and characteristics of a person or something that will be described in detail. So, readers can clearly describe the subject.

B. **Previous Studies**

The researcher will explain some of the previous research related to this research. The purpose of this previous study is to explain the differences and is very useful for comparison. The previous research in question are:

The first research was conducted by Sister Sri Wahyuni, Department of English Education, Faculty of Tarbiyah Training and Teachers, State Islamic University of Medan North Sumatra with The Title "Increasing Students' Ability in Writing Through Collaborative Writing Strategies in Islamic Middle School Sma Muhammadiyah 01 Medan in academic year 2016/2017" because there are several obstacles in learning to write. that are faced by teachers and students in the learning process Teachers do not use collaborative writing strategies in teaching writing descriptive texts Students think that writing lessons is a difficult and boring lesson. The problems faced by students when writing descriptions are as follows: 1). Students are less able to write descriptive texts 2). Students lack vocabulary 3). Students find it difficult to explore ideas in writing descriptive texts.

The aims of this research are: to see how the Collaborative Writing Strategy improves students' ability to write descriptive text. This research uses classroom action research method using quantitative data to analyse the data. This research was conducted at SMP Islam Muhammadiyah 01 Medan. The findings in this study indicate that using speed writing in teaching descriptive texts has many advantages for students and teachers in teaching descriptive texts. First, this strategy can improve writing skills. Second, students find it easy to do this by writing descriptive text in their own words. Third, increase feelings and motivation. The difference with researchers is the research method, the location of study and grade of students. The similarity is in the application of writing text descriptions using a collaborative writing strategy.

The second study was carried out by sister Neni Astuti, Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung 2018 with the tittle" The Influence of Using Collaborative Writing Technique Towards Students' Writing Ability in Descriptive Text at The First Semester of The Eighth Grade at Mts Al-Hikmah Bandar Lampung in academic year of 2018/2019". Writing is one of important skill. Most of students at the eighth grade of MTs Al-Hikmah Bandar Lampung were 61% got under the criteria in writing. The objective of this research was to know whether there is significant influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTs Bandar Lampung.

The research methodology used was quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used collaborative writing technique, whereas in the control class the teacher used guided writing technique. Each class received the same pre-test and post-test. The population of this research was the eighth grade of MTs Al-Hikmah Bandar Lampung. The samples of this research were 2 classes consisting of 58 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analysed the data by using independent sample t-test, the results was that there was an influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.From the data analysis computed by using SPSS, it was obtained that Sig = 0.000 and = 0.05. It means Ha is accepted because Sig < α = 0.05. Therefore, there was significant influence of using collaborative writing technique toward students' writing ability in descriptive text at the first semester of the eighth grade at MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019. The difference with researchers is the method, place and subject, is used. The equation is the strategy which application this idea in writing descriptive texts.

The Third Study was conducted by brother Amrih Bekti Utami English Education Department Languages and Arts Faculty Yogyakarta State University in 2012 with the title "Improving Students' Writing Skills on

Recount Texts Through Collaborative Writing Technique (Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the academic year of 2011/2012),". He concluded that collaborative writing technique is thought to be beneficial in improving students' writing skills and is beneficial in bettering the development of students' writing skills because they revealed comments from their pairings. In addition, students' interest in the teaching-learning process grew. The method, location, and subject employed by researchers differ from those used by others. To write descriptive text, the equation employs natural collaborative writing.

NU	RESEARCH	SIMILARITY	DIFFERENCESS
1	Sri Wahyuni, Departement of English Education Faculty of Tarbiyah Training and Teachers State Islamic University of Medan North Sumatra. 2016. Entitled: "Increasing Student's Ability in Writing through Collaborative Writing Strateies for Students at SMA Muhammadiyah 01 Medan".	Is in the application of writing text descriptions using a collaborative writing strategy	**Previously:** This researcher using Classroom Action Research Method, The location in Medan North Sumatra and grade students is used. **Researcher:** Thesis and Methods using Descriptive

			Qualitative.
2	Neni Astuti, Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung. 2018. Entitled: "The Influence of Using Collaborative Writing Technique towards Student's Writing Ability in Descriptive Text at MTs Al Hikmah Bandar Lampung".	The Strategy which application this idea in writing descriptive text	**Previously:** This Researcher using Quasi Experimental Design, Researcher do research in Bandar Lampung especially at eight grade. **Researcher:** This thesis using Descriptive qualitative design at Ninth Graders in Blokagung
3	Amrih Bekti Utami, English Education Department Languages and Arts Faculty Yogyakarta State University.	This thesis also using Collaborative Writing Strategy	**Previosly:** The researcher using Classroom Action Research

| | 2012. Entitled: "Improving Student's Writing Skills on Recount Text through Collaborative Writing Technique at Eight Graders in SMPN 2 Sentolo". | | Method, Application this idea in Recoun Text, the place and subject of this research.

Researcher: This thesis using Descriptive qualitative method and applied this strategy in descriptive text. |

Table 2.1: Similarity and Differences of Previous Studies

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design used in this study is a qualitative descriptive research method. According to Nazir in Prastowo (2011:186) descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present.

While qualitative methods according to Bogdan and Taylor in Moleong (2011:4) define qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. The data generated are in the form of words, pictures and human behavior. According to Nasution (2003:5) qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around them.

According to Moleong (2005: 6) the purpose of qualitative research is to explain a phenomenon as deeply as possible by collecting the deepest data, which shows the importance of depth and detail of the data being studied. So, in practice, the number of research objects is usually less because it focuses on data dept, not quantity data.

In addition, this research aims to describe the use of collaborative writing strategies in learning writing skills in ninth grade students of SMP Plus

Darussalam Blokagung in the academic year 2021/2022. This research will help the reader to understand what happened in the environment during the observation, such as what the participants saw and what activities took place at the research site (Emzie, 2008: 174).

B. Research Setting

This research has been carried out for 2 (two) week, started on 1st january to 14st january 2022. The located in SMP Plus Darussalam Blokagung to be exact, Ninth grade students with a total of 21 students.

C. Research Subject

According Moeliono (1993: 862) describes research subjects as people who are observed as research targets.

This research has been carried out at SMP Plus Darussalam Blokagung. The research subjects were all class members who were involved in research on teaching and learning English in the ninth grade. They are ninth grade English teachers and ninth grade students at SMP Plus Darussalam Blokagung. There are 21 ninth grade students here. The teacher in this class uses collaborative writing strategies in the learning process.

Based on observations and several interviews with English teachers and students, it turns out that there are still many problems in the teaching and learning process in this class, for example, many students make noise in all activities and don't want to focus on lessons. They get bored easily during class

and then disturb other students. Therefore, the researcher decided to use a collaborative writing strategy to improve students' writing skills.

D. Data Source

Sources of data in this study using primary data and secondary data. This is in accordance with what was expressed by Sugiyono (2015:308) which states that primary data sources are data sources that directly provide data to data collectors, while secondary data sources are sources that do not directly provide data to data collectors, for example through others or through documents.

1. Primary data

Are all information, facts and facts that are related or relevant to research, where the relevance and relevance is very clear, even directly referred to as primary data, because these sources are the main determinants that determine the success or failure of a research. a study. that will do. The researcher used the main data collection, namely the English teacher of ninth grade in SMP Plus Darussalam Blokagung as the main resource person and direct observation at the institution to obtain data in the form of real conditions of the research problem.

2. Secondary data

Are all information, facts and facts that are also related or relevant to the research, but the relevance is not direct or not very clear. In fact, this secondary data is more of a skin nature, which is not able to describe the deepest substance of the information, facts and reality that will be studied or

researched. As supporting data (secondary data), this information is not decisive, but this data can clarify a reality in the implementation of research. Secondary data in this study in the form of data and documentation related to learning strategies in developing the quality of student learning in addition to obtaining the validity of the data.

E. Procedure of Data Collection

To get in-depth data, researchers use triangulation or combined data collection techniques. Triangulation technique is data collection using various methods for the same source. These methods include: interviews, observation, documentation.

1. Interview

According to Moleong, the interview is about a conversation with a specific purpose in front of things that are written. The conversation is carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who provides answers to these questions. The interviewer who will prepare for the interview, needs to make some questions to be asked, the order of the questions, how important the questions are, the time of the interview, and how to formulate the questions (Moleong, 2016: 192).

Interview informants that the researchers conducted were parties related to the dormitory starting from the principal, the management of the study club section, English tutors and students. The results of interviews with

English tutors include how to write learning techniques using collaborative writing strategies, what are the advantages when using that strategy, how students practice implementing these strategies, evaluation of learning, as well as supporting and inhibiting factors in the process of learning writing skills.

Then for informants from chief of dormitory, English tutors and students in SMP Plus Darussalam Blokagung. The data result obtained relates to how the process of implementing writing learning in the classroom, both implementation procedures, methods, learning, strategies, as well as supporting and inhibiting factors for learning to write using these strategies. based on the description, the steps taken by the researcher are as follows. For completeness, the data is listed in the appendix.

2. **Observation**

This observation activity is carried out to record / write all events that are related to each other competitively, as emphasized by Nasution (1996:58) that in our observations we do not only record events, but also everything that is suspected to have a relationship. Therefore, by direct observation, the aim of this research is to be able to reveal the facts more deeply and freely.

Observation its means that researchers seek information and data by observing directly the object of research and are always ready to make systematic notes. so that the information and data extracted is completely accurate. Observations that can be made by researchers are observations in the dormitory and directly from English tutors, especially the dormitory

administrators themselves. researchers directly see how teaching and learning activities there. students learn and can apply collaborative writing strategies given by the teacher in learning to write descriptive texts well and calmly.

3. Documentation

Documents are records of past events (Sugiyono, 2017: 329). Documents can be in the form of writing, images, or videos of research results. Old documents can be used in research as a data source because they can be used to test, interpret, and even predict (Moleong, 2016: 217). In this study, researchers took documents in the form of pictures, teacher materials (reading assignments), lesson plans and syllabus.

F. Data Analysis

In analyzing the information, the researcher uses an interactive learning model which consists of three steps as proposed by Miles and Huberman (1992:16) namely information reduction, information presentation, and drawing conclusions. The components of the analysis are interrelated during the research process.

a. Data Reduction

In this study, interactions in the writing class were recorded, then from the recorded material, the researcher carried out the following step which was called data reduction. In line with Miles and Huberman (1992:16) data reduction will be interpreted because of the selection process, simplification,

and transformation of information into the scope of records. This activity involves synthesizing data obtained from knowledge sources into a coherent description.

b. **Displaying Data**

The next component is analyzing the information. This system is used in compiling information, descriptions or narratives to conclude. By presenting the information, the researcher considers what he should do additionally, he can make an analysis or take action otherwise to support his understanding. In the narrative type, information can also be enriched with pictures and tables.

c. **Conclusion Drawing**

The last activity is drawing conclusions and verification. This stage shows the final results of the research. By using these findings, the researcher hopes to provide a clear picture of the teaching-learning interactions that occur in schools.

G. **Data Validity**

In this study, the validity of the data was checked using a triangulation model, in which the researcher collected data and at the same time checked its validity. As revealed by Sugiyono (2015:330) states that triangulation can be interpreted as a technique of collecting data and existing data sources as well as checking the credibility of the data obtained through interviews, observation and documentation. According to Saebani and Imron (2016: 67) say that there are

four kinds of triangulation in examination techniques to achieve validity, including:

1. **Data Triangulation**

   Using various data sources, such as documents, archives, interviews, observations or also by interviewing more than one object that is considered to have different points of view.

2. **Triangulation Observation**

   There are observers outside the researcher who also check the results of data collection. In this study, for example, supervisors act as observers (expert judgment) who provide input on the results of data collection. Here the researcher involves the supervisor as an observer as well as checking the results of the data collected by the researcher.

3. **Triangulation Method**

   The use of various methods to research something, such as interview and observation methods. In this study, the researcher conducted an interview method which was supported by the method of observation and documentation. This is to compare the results of interviews, observations, and documentation in testing the results of the data that has been collected.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings Data

1. History of SMP Plus Darussalam Blokagung

SMP Plus Darussalam Blokagung Banyuwangi is a junior secondary school that was founded in 1994 as part of the Darussalam Islamic boarding school Blokagung. Darussalam to develop a junior secondary education institution that is different from other conventional junior secondary education, namely a junior secondary education institution that generates multi-talented graduates while yet not leaving the true meaning of pesantren alumni.

So, in 1994, a Junior High School named SMP Plus Darussalam was formed, with Plus referring to a general educational institution under the auspices of the Ministry of National Education, as well as Islamic Boarding School Education under the supervision of the Ministry of Religion. As a result, SMP Plus Darussalam is an educational institution that is very different in its management from schools in general, and it has been strengthened by the recruitment of SMP Plus Darussalam in an Islamic boarding school-based junior high school since 2008, which is under the auspices of two departments at the same time, namely the Ministry of National Education and the Ministry of Religion, thus further

strengthening the junior high school. As a result, every student/santri at SMP Plus Darussalam is required to attend a boarding school without exception, and it can be argued that SMP Plus Darussalam is the only educational institution managed by Pondok Pesantren Darussalam that follows the boarding school system.

PERSONALIZED ORGANIZATION

SMP PLUS DARUSSALAM BLOKAGUNG

TEGALSARI BANYUWANGI

2021/2022

1. Principal : Muh. Ishaq, S.Pd., M.Pd.I

2. Head of Curriculum & BP/BK Boys : Mukafidhin, S.Pd.

3. School Treasurer : Akhmad Mumfadlil, S.Pd

4. Team LPMI 1 : Suryono, S.Pd., M.Pd.I

5. Team LPMI 2 : Imam Safi'I, S.Pd., M.Pd.I

6. Team LPMI 3 : Nur Fatoni, S.Sos.I, M.Pd.I

7. Student Affairs Committee : Maskub, S.Pd

8. Head of Sarpras & Library : Andik Hermawan, S.Pd.

9. Head of Public Relations & : M. Arif, S.Pd.

   Middle School Dormitory

10. Dormitory Language Chord : Siswanto

11. Men's Student Council Supervisor : M. Nija Fariqi, M.Pd.

12. Women's Student Council Supervisor: Reni Fitria R, S.Pd.

13. BP/BK Woman & Dansos   : Mumfarida, S.Pd.I.

14. Coord Operator   : Suseno, S.Pd.I.

15. Dapodik   : Arif Rofi Qurrohman

16. Chord. Found Unit, LKS & Edupay : Abdul Azis, S.Pd.

17. Chief of Administrative Staff : Kanzul Fikri, S.Pd.

2. Implementation of Writing Learning using Collaborative Writing Strategies

In the process of teaching and learning activities students using appropriate and interesting strategies is one thing that must be considered by the teacher. Collaborative writing strategy is used by the researcher in this thesis. By understanding the use of strategies and sources of material used, it will be easier for tutors to apply them to students.

a. Preparation Stages

1. Teacher prepares everything related to writing classes, specifically descriptive text lessons. Then teacher straightens the rows of students so that they can sit in a row neatly, arranging all the learning components

2. Teacher prepares what needs will be used for learning. includes descriptive text, learning aids such as study tables, markers, erasers, projectors and other components related to what material will be delivered.

b. Opening Stages

1. Teacher explains what material will be conveyed and gives examples

2. Teacher explains how to write properly and correctly

3. Teacher provides readiness for students by occasionally asking about the material that has been delivered by the teacher. with the aim of evaluating students orally.

c. Core Stages

1. Teacher divides the group of students into several groups.

2. Teacher gives some examples of descriptive text to the students, One group one descriptive text with a different title for each group.

3. Teacher instructs the students to gather with their respective groups to start a discussion.

4. Teacher appreciates students by giving students the opportunity to present their results in front of their friends.

5. Teacher evaluates students from with written and oral test.

d. Closing Stages

1. Teacher gives students the opportunity to present the results of their respective discussions

2. Teacher checks the results of the student's discussion by looking at the correlation of the descriptive texts they make.

3. Teacher corrects the grammar they use.

4. Teacher provides direction and evaluation of how to write descriptive text properly and correctly.

The implementation of the collaborative writing strategy at SMP Plus Darussalam Blokagung cannot be separated from the supervision of the head of dormitory and the functionaris language institution itself, as stated by the chief of the SMP Plus Darussalam Blokagung:

"Alhamdulillah, for the cooperation and assistance of all English teachers, this learning strategy has been implemented at SMP Plus Darussalam Blokagung. What I hope is, how learning in this school can run well and interestingly. Especially how to convey learning materials so that students can understand lessons easily and can help students' proficiency in writing English skills" (Interview 01 January 2022)

The statement above is reinforced by a statement from one of the English Teachers in the ninth grade, she said:

"In class, I try to prevent students from feeling bored with monotonous learning, students feel happy with the learning atmosphere provided, I have done a lot to create strategies according to my abilities as a teacher so that I can deliver material that attracts students' attention " (Interview 01 January 2022)

From the information of the principal and teacher, a learning strategy in the form of a collaborative writing strategy has been implemented at SMP Plus Darussalam Blokagung, the purpose of this

method is for students to get interesting and fun learning. In addition, the teacher also expressed her creativity by applying this strategy because it was proven that the students were happy with this activity and were very enthusiastic. Like seeing the results of the data obtained by researchers after conducting interviews with several students.

Collaborative writing strategy in improving students' writing skills is a fun activity and attracts students' attention, as expressed by one of the following students:

"Firstly, I think learn English is a something make we boring, but no is we can study hard about it. My Friends and I seriously like with strategy is miss adel given, because its very fun and interesting. So, learning English is not boring nor stressful." (Interview 03 January 2022)

From the statement on the data, it can be understood that some students feel very happy with learning using this collaborative writing strategy. Besides just listening to the teacher's explanation, students are also given the opportunity to increase their confidence by presenting the results of their discussions in front of their friends.

The method of using Collaborative Writing Strategy has been explained by Ninth Grade English Teacher as follows:

"Firstly, I divides some study group, after that I gives a different theme to each group. Then I give times to discuss for a few minutes. And lastly, students submitted the final assignment to teacher for correction and to fill in

the value of the student's daily assignment. For the assessment, I give

students the opportunity to present the results of their discussions in front of

their friends. (Interview 01 January 2022)

3. **Improving Student's Skill in Writing**

Based on observations made by researchers at SMP Plus Darussalam Blokagung, In taking the value of the assignments given by the teacher to the students in the SMP Plus Darussalam Blokagung, the teacher uses the categorization of Brown (2007:352) as follows:

Component of Writing	Score	Level
Content	4	Excellent
Vocabulary	3	Good
Grammar	2	Fair
Mechanics	1	Poor

Table 4.3.1: Table of Scoring Rubric Writing

The scoring rubric used in this study uses 4 types of levels, namely Excellent, Good, Fair, Poor. More details will be shown in the following table:

Components of Writing	Score	Level	Indicators
Content	4	Excellent	Present the information well chosen details across the paragraph
	3	Good	Present the information with setails in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary	4	Excellent	Good in vocabulary choice
	3	Good	Error in Vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in Vocabulary choice are and sometimes they with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar	4	Excellent	Good in Grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding

As for the assessment is done based on the results of the group discussion of the students themselves. That is, in learning this descriptive text by using a collaborative writing strategy which incidentally is a task that requires good and balanced cooperation with the group mates. So the assessment is taken according to how many sentences they compose in the descriptive text. one sentence equals 10 points. so 10 sentences get a value of 100 points. the teacher limits the students to only 10 sentences in the discussion task, if it is more than that, the students will get additional marks from the teacher himself. Based on the research data, the researcher was directly given by the english teacher in the class. The results obtained can be seen that the lowest score of students is 65 and the highest score is 90.

NU	GROUP	NAME	SCORE
1	1	1. ARMA	65

		2. BMAM 3.FRAP	
2	2	1. FDPN 2. MQU 3. NMM	90
3	3	1. SFP 2. ANI 3. DMAR	80
4	4	1. FHM 2. HANR 3. NZN	70
5	5	1. RAZ 2. SCH 3. BA	65
6	6	1. DEF 2. FAF 3. IAF	70
7	7	1. NM 2. SAZ 3. ZIR	65

Table 4.3.2 : Improving Student's Skill in Writing
Source : Data of SMP Plus Darussalam Blokagung

4. **Advantages and Disadvantages of using Collaborative Writing Strategies**

In this study, the ninth grade English teacher at SMP Plus Darussalam Blokagung found several advantages and disadvantages in applying collaborative writing strategies to students. The researcher asked several questions related to what were the inhibiting and driving factors in this school. precisely in the writing class at SMP Plus Darussalam Blokagung. This is in accordance with the theory that has been explained by Barkley (2012:381) in related literature. for a more complete explanation has been explained by the researcher in accordance with the data below:

"Advantages of using Collaborative writing Strategy based on English Teacher at Ninth Graders: a). Collaborative writing technique is a challenging activity, making them involved in collaborative work that is simpler. b). Writing is not an easy task, let alone collaborative writing, encouraging students to reread carefully word for word and re-examine sentences, paragraphs, and entire sections. c). They will be trained in good writing, composing sentences, spelling and coherent punctuation. d). Guiding students in editing and showing the extent to which they have follow good writing practice, by completing the evaluation sheet. e). Helping students stay focused on their goals means working together to produce good writing. f). Guiding students to synthesize, edit and revise to produce good and correct ones write.

Also Disadvantages of using Collaborative Writing Strategy among this: a). Be aware that collaborative writing can be difficult to assess, and in addition to the common challenges of ranking writing, there is difficulty distinguishing between individual and group contributions. b). Not all students dare to channel their abilities. c). Cannot be used in large groups." *(Interview 04 Januari 2022)*

5. Summary of Implementation using Collaborative Writing Strategies

Based on the data above, it can be concluded that the application of collaborative writing strategies can improve students' writing creativity. Judging from the response or feedback from students which of course has an important influence on the results of the value that will be obtained by students later. With interesting and creative learning strategies from the teacher, they enjoy developing their own ideas more. As a result, it can provide maximum results for students. According to Mrs. Adel, after using the collaborative writing strategy, this strategy is very suitable for effective writing learning.

6. General Findings

Dick and Carey (1990) in (Sanjaya, 2007) Learning Strategy consists of all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning goals. Learning strategies are not only limited to procedures or stages of learning activities, but also include the preparation

of materials or learning program packages that will be delivered to students.

Wiryawan and Noorhadi (1998) learning strategy is the selection of certain types of exercises that are in accordance with the learning objectives to be achieved. They emphasize that every behavior that is expected to be achieved by students in their learning activities must be practiced.

Gerlach and Ely (1990), Strategy is the chosen way to deliver learning methods in a particular learning environment. It was further explained that the learning strategy in question includes the nature, scope, and sequence of learning activities that can provide a learning experience to students.

So it can be concluded that a strategy is needed in learning so that teaching and learning activities are more effective and efficient and in order to achieve maximum results.

B. Research Discussion

1. Techniques of Collaborative Writing Strategy in Teaching Writing

A writer, especially writing in a foreign language. According to Zamel (1983) in Germain (1999: 58), the striking difference between writers who have experience writing in their mother tongue and a foreign language is cultural factors and the choice of writing strategies. For example, in his findings, there were many students who

wrote down their ideas, while other students made diagrams to help them sort out the main ideas and additional ideas, and some seemed to think a lot without writing. This shows that everyone has their own way of writing strategies. The aspect of the learner's cultural profile can also be one of the obstacles in writing. As we can find from the results of research by Scarcella (1984) in Germain (1999: 58) conducted on students majoring in English who are Korean, Japanese, and Taiwanese citizens.

He found that these students tended to be more closed to themes related to illness and politics. This shows that the exploitation of certain themes affects a person in expressing his ideas depending on the habits or cultural factors that shape his mindset. To reduce the difficulties experienced by learners in the process of learning to write, teachers can apply collaborative writing techniques. Collaborative writing is a writing learning technique that adopts the principles of collaborative learning and a process writing approach. According to Gokhale (1995) collaborative learning is a teaching method carried out in groups to achieve a goal. This is as stated by Gokhale in his article as follows:

Meanwhile, Tinzmann, et al (1990) stated that the advantages of the characteristics of collaborative learning in the classroom are as follows: (1) shared knowledge, (2) shared authority, (3) teachers as mediator, (4) heterogeneous grouping of students. Thus, it can be

concluded that the characteristics of collaborative learning are sharing and collaboration between teachers and students both in terms of knowledge and authority in the classroom to achieve common goals. This collaborative writing technique is a technique that is in accordance with the principles of the process writing approach which views that writing is carried out in several stages of the writing process. According to Flower & Hayes (1981) in Germain (1999: 27).

This process can be divided into three major phases, namely: pre-writing, writing, and revision. More clearly, these three processes can be further developed into 5 stages, namely: (1) pre-writing, (2) writing, (3) revising, and (4) publishing. At the pre-writing stage, a writer tries to find ideas, determine the title of the essay, determine the purpose, choose the form or type of writing, and make an outline of the essay. The idea for this article is usually obtained from experience, observation, reading material, and imagination. Therefore, at the pre-writing stage, a stimulus is needed to stimulate the emergence of responses in the form of ideas or ideas. At this stage students can be divided into small groups to discuss which will help them get ideas and feedback. At the writing stage, a writer pours his ideas and thoughts into a complete piece of writing.

After the writing is finished, the writer should do the revision stage. At this stage the author makes corrections to the entire paragraph in the writing. Corrections must be made to various aspects,

such as the structure of the essay and language. The structure of the essay includes the arrangement of main ideas and explanatory ideas and their systematics. Meanwhile, the linguistic aspects include word selection, language structure, spelling and punctuation. After this stage is passed, the author must edit the results of the correction at the revision stage as a form of improving his writing. If necessary, this paper should be published as needed.

This is in line with what Shih stated in Brown (2001:335), he said that the writing process consists of several steps. First, the teacher must help the students to understand their writing process so that they can find the appropriate strategy. Furthermore, students are given sufficient time to write and revise their writings. Then, the teacher must provide opportunities for other students to provide feedback so that he not only gets feedback from his teacher but also from his friends. Thus, learners are expected to be able to learn independently and the interaction between learners will increase. Regarding the implementation of collaborative writing techniques in learning to write, the results of Prasetyani's research (2005: 98) have recommended applying this technique in interesting and varied ways.

Based on observations, the teaching writing used in this research is language teaching with the direct method. This class adopts this method so that the class can write effectively. The direct teaching method is specifically designed to develop students' learning of

procedural knowledge and declarative knowledge that is well structured and can be learned in stages. The teacher gives a real-world simulation by giving several descriptive text titles and asking students to state their respective arguments, and describe according to these titles so that they become good descriptive texts. Class procedures are divided into opening, brief explanation, discussion, presentation, evaluation.

Based on the analysis, the technique used in the writing class is Discussion and Presentation. The discussion and presentation technique used by the researcher in this study is in accordance with the theory presented by Sukardi (2008:220). Supporting observation, the goal is to form students able to write about what material they have received. To support the interview, the competency targets, writing skills, grammatical rules, word choices that are relevant to the level of writing ability are described. The learning techniques in the writing class at SMP Plus Darussalam Blokagung are as follows:

1. **Discussion**

   Sukardi (2008: 220): Group discussion is a meeting of two or more people, which is shown to exchange experiences and opinions, and usually results in a joint decision. The discussion method is a teaching method that exposes students to a problem to be resolved by negotiating with their group friends. The difference with the lecture method, this method focuses on the learning center

of the students, not the teacher. So, students are expected to always be active when learning takes place. In order for these activities to run effectively, the teacher can provide a number of rules related to the implementation of the discussion.

The types of discussion methods in learning are as follows. 1). Class discussion is a discussion that consists of all students in the class. That is, the teacher does not divide students into several small groups. When the teacher gives a problem related to the material being studied, all students in the class must negotiate with each other to solve it. In this discussion, the best rating is given to the students who are the most active in the discussion. 2). Small group discussion is a discussion that takes place in small groups in class. Before the discussion takes place, the teacher will divide the students into small groups consisting of 3-5 people. Each group will be given a different problem, but still in the realm of the same material. 3). Symposium is a teaching method that discusses a problem to be reviewed from various scientific points of view. With the symposium, it is hoped that students will gain a broader insight. 4). Panel discussion is a discussion that involves several panelists. In this case, students can only listen to the panelists who are discussing. 5). Seminar is a teaching method in the form of meetings with many members. The meeting discussed a problem that was resolved through discussion under the guidance of experts.

6). workshop is a follow-up meeting from the seminar. In the workshop, the problems discussed are more specific, so they can be directly developed into a solution, even into a product.

The advantages and disadvantages of the discussion method are as follows: 1). Advantages: a. The classroom atmosphere becomes more competitive and fun. b). Learners become active in learning. c). Learners are trained to think critically, systematically, and find solutions. d). Learners are trained for deliberation in every decision making. e). Learning outcomes are easier to remember because of the involvement of students in solving the problem. 2). Disadvantages: a). If students' interest in class is lacking, discussion activities cannot run according to the rules. b). Vulnerable discussions are dominated by students who stand out in their fields. c). The teacher must be more extra control over the condition of the class because the students can make the discussion time just for chatting. d). The results obtained from the discussion cannot be generalized between one group and another.

In addition, the discussion also aims to solve problems, answer questions, add and understand students' knowledge and make decisions. In general, the discussion also aims to gain a clearer and more comprehensive understanding of something, in addition to preparing and finalizing a joint decision.

Discussion is one of the techniques used in learning to write at SMP Plus Darussalam Blokagung precisely in ninth grade. So that researchers are interested in researching how the learning process here. By looking at the techniques used by the teacher, students feel compelled to be more active and can think critically in doing the assignments given by the teacher. Based on the results of supported interviews, this discussion is usually also used in writing classes.

Based on the research conducted in this class, discussion can make students think creatively in describing the material that has been given by the teacher according to their respective titles. Students are more enthusiastic about compiling this task with their respective groups. they will add new vocabulary at each given meeting. Because this learning technique can directly make students always look for replacement vocabulary to make the expected sentences.

2. Presentation

Almost every subject or course we have the task of presenting a material in groups or individually. If you are a student or college student, surely you are no stranger to the word presentation. Almost every subject or course we have the task of presenting a material in groups or individually. But do you know what presentation is?

According to the opinion of Erwin Sutomo who explained that Presentation is an active activity where here a speaker will convey and communicate ideas and information to a group of audiences. It aims to make the class come alive and students become active in the material presented. In this activity there will be a discussion because the presentation will provoke questions and answers between the audience and the presenter. If in the office the situation is a little different, they usually come up with a new product or a new system to improve the company's performance. Where the results of the presentation will get a decision from the superior whether to be presented or not.

There are several types of presentation itself, the following is a review: 1). Impromptu presentation, which is a presentation that is done without any preparation. Here the presenter is also required to be able to master the material spontaneously. Here the speaker is appointed directly in conveying information to the listeners, without any preparation in everything, be it about the theme to be discussed or the tools used, so that the feeling of the speaker will be surprising. 2). Script presentation, which is a presentation that is done by reading the script for the audience or listeners. Not a few people who convey information using a script which is in the form of text. Every word that comes out is the result of the script, here the speaker will forget his main task which is to

make eye contact with the listener. So it can be said that the speaker is not delivering a speech, but here the speaker reads the speech. 3). Memorization Presentation, which is a presentation that is done by memorizing text material that has been previously provided. Unlike the case with the type of manuscript, the memorial which does not start a manuscript in its delivery, the speaker here only makes preparations in memorizing the contents of the text regarding the information that will later be conveyed. 4). Extemporary presentation which is a type of presentation that is very good to do than other types of presentations. The speakers here have prepared the material in outline, which will then be described in more detail when making a presentation.

There are several advantages and disadvantages to using the percentage method, including the following: 1). Advantages: a). it is enough to convey the material only once. This is because in one presentation all students will be easy to pay attention to. b). The material presented can be used at another time. c). more interesting, this is because the technology and media used in the presentation can present the material in a variety of ways. d). students are more active in learning. In addition to the presentation, students are also more active, so that it can stimulate active discussion between the presenter and the audience. 2). Disadvantages: a). Difficult to apply for some students. Not all

students are able and dare to present well in front of them. In addition, not all students are able to discuss after the presentation is delivered. b). Potentially boring for some students. for students who are less able to participate in this learning activity, it will feel very boring. c). Requires more preparation. presenters must prepare more to present good material to be delivered.

Furthermore, the technique used in learning to write at SMP Plus Darussalam Blokagung is Presentation.

According to Sukardi (2008: 220), who defines presentation as speaking, conveying his ideas or ideas orally in front of an audience. Because it is delivered orally, it is not surprising that the delivery process will look active in front of the audience and it is indeed required to be active, so that the audience does not get bored while following our presentation. Therefore, Dewa Ketut Sukardi mentioned that it is very important to have public speaking skills in an interesting way, and not boring. How the speaker conveys the material without having to make the audience sleepy. The purpose of a presentation is to convey an idea, convince the listener and convey information.

The presentation technique referred to in this study is that students can do the assignments given by the teacher well. Namely the task of describing the theme of tourist attractions and people using a collaborative writing strategy. Then students can present

their respective assignments in front of the class at random. With this technique students indirectly have to master the material that has been given by the teacher.

2. **Advantages and Disadvantages using Collaborative Writing Strategy**

In using this strategy, the teacher at SMP Plus Darussalam Blokagung stated that there were several advantages and disadvantages when using this strategy. Here are the advantages and disadvantages:

1. **Advantages:**

Students can instill an attitude of cooperation and tolerance between the opinions of each group and are able to improve the ability to express ideas.

a. Students whose writings are rather weak can recognize the writings of their group friends who are stronger.

b. Can encourage students to learn from each other between groups and create a cool learning fun.

c. Make students more thorough and often re-correct when they are going to write a draft that will be collected.

Thus, using this collaborative writing learning model can stimulate students' creativity, develop attitudes and broaden their

horizons. And by using this learning model the learning process can run well.

Based on the description above, the researcher concludes that the collaborative learning model instills cooperation and tolerance for the opinions of others, can instill an attitude of writing as a process, encourage students to learn from each other in group work and get used to correction of their mistakes.

2. Disadvantages

   a. This learning strategy requires good supervision from the teacher, because if there is no supervision then the collaborative process will not run effectively

   b. Students are likely to copy the work of other groups

   c. This strategy takes quite a long time, because it must be done with great patience

   d. Sometimes it's hard to find group friends that you can collaborate together

The following are some of the weaknesses when using the collaborative writing strategy at SMP Plus Darussalam Blokagung.

CHAPTER V

CONCLUSION

A. Conclusion

In applying the collaborative writing strategy, the teacher applies this strategy to descriptive texts for learning. First the teacher divides the students into 7 groups, each group consists of 3 students. Then the teacher determines the topic of each group. Each group begins to outline their plans for compiling and gathering information to support their work. Each group should have an idea about their writing and the concept of its content. Each group actively cooperates with their group and writes based on their own ideas, the result of this process is the first draft. Then, each student reads the work to determine whether what they wrote is appropriate or not. Next, students find the best version of the revised draft and the final version is submitted to the teacher. If some of them are confused, they can ask questions or if they don't know the vocabulary they can open a dictionary. The last is the teacher evaluation, the teacher provides feedback, comments and corrections to his writing. by means of the teacher giving students the opportunity to present the results of their discussions in front of their friends.

The use of collaborative writing strategies in descriptive text learning has many advantages for students and teachers in the teaching and learning process, it is known from the results of interviews with English teachers and

ninth grade students. First, collaborative writing is a good strategy to improve their writing. Second, after learning English using collaborative writing strategies, students find it easy to write in English. Third, collaborative writing strategies improve students' writing feelings because they are excited to describe what they got. Then, this strategy makes teachers more motivated to teach because collaborative writing strategies make students focus more on writing descriptive texts and can increase students' motivation.

With collaborative writing strategies, students are motivated to always and continuously learn. Because with this strategy students do not feel bored and bored. The success of students other than himself depends on the teacher who teaches, if the teacher can motivate students, students will always be enthusiastic and continue to be excited.

B. Suggestion

a. For English Teachers

In teaching and learning activities, teachers are expected to be able to use collaborative writing strategies as an alternative to writing English. Based on the research results, collaborative writing strategies can help teachers in the process of learning English. There were about 4 groups out of 7 groups who said that the collaborative writing strategy helped them focus more on developing ideas in writing descriptive texts. This means that the teacher tries to provide students with the experience of writing English, especially descriptive texts that are fun and not difficult.

b. For Students

Researchers hope that students learn English more actively. Students must have an interest in writing skills in English. In addition, students must pay attention when the teacher explains the lesson. Furthermore, collaborative writing strategies can encourage students to write more easily because they write what they want to write according to their respective titles using their own words.

c. Other Researchers

For further researchers, the results of this study can be used as additional references with different discussions. For readers, the researcher hopes that this research can provide some information and this research will contribute a little about the advantages of using fast writing strategies in teaching writing descriptive texts.

CHAPTER VI

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Nomor : 31.5/273.4/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMP Plus Darussalam Blokagung

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **FIRDA AFKARINA ALI**
TTL : **Banyuwangi, 14 Juli 2000**
NIM : **18112210006**
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Krajan-Sidorejo-Purwoharjo-Banyuwangi
HP : 085336325247
Dosen Pembimbing : **Moh. Mahmud, M.Pd**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Teaching Student's Writing Skill by Using Collaborative Writing Strategy at Ninth Graders of SMP Plus Darussalam Blokagung in Academic Year 2021-2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 04 Januari 2022
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

SURAT KETERANGAN

Nomor : 31.1/119/SMPD/S.5/VI/2022

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Plus Darussalam Blokagung Karangdoro Tegalsari Banyuwangi menerangkan bahwa :

Nama	: **FIRDA AFKARINA ALI**
NIM	: **18112210006**
Universitas	: **INSTITUT AGAMA ISLAM DARUSSALAM**
Status	: **MAHASISWA**
Prodi	: **TADRIS BAHASA INGGRIS**

Telah melakukan penelitian di SMP Plus Darussalam Blokagung Banyuwangi, untuk keperluan penyusunan skripsi dengan judul "**TEACHING STUDENT'S WRITING SKILL BY USING COLLABORATIVE WRITING STRATEGY AT NINTH GRADES OF SMP PLUS DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021 - 2022**".

Adapun waktu penelitian dilaksanakan mulai dari tanggal 01 Januari 2022 - 14 Januari 2022.

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

Blokagung, 03 April 2022

Kepala Sekolah

MUHAMMAD ISHAQ, S.Pd, M.Pd.I

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Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

CHAPTER I INTRODUCTION Background of the Research According to Tarigan, language is the ability to pronounce the sounds of articulation or words to express, express or convey thoughts, ideas and feeling. (Henry Guntur Tarigan, Berbicara sebagai Suatu Keterampilan Berbahasa, Angkasa Press, Bandung: Revised Ed, 2008, P. 16) The definition clearly shows that talking with regard to the pronunciation of words that aims to deliver what will be delivered either feeling, idea or ideas for listeners to understand what the speaker. English is a second language learned at school after Indonesian language.

Writing is the expression of language in the forms of letter, symbols, or words. (Utami Dewi, How to Write, (Medan: Latansa Press, 2013), p. 2) At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message type into a computer.

On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (David Nunan, Practical English Language Teaching, (New York: Mc Craw Hill, 2003), p. 88). According to Elizabeth, Collaborative writing technique is the technique that student pairs or triads write a formal paper together. (Elizabeth F Barkley.,

K Patricia Cross., & Claire Howell Major. Collaborative Learning Technique, Op.Cit, p. 256). Each student contributes at each stage of the writing process, brainstorming ideas, gathering and organizing information, and drafting, revising and editing the writing. Working together can help students to learn and perform the stages of writing more effectively.

So, this technique helps students stay focused on the goal, which is to work together

DOCUMENTATION

Doc 1 : Opening for Socialisation's Research in Aziziyah Dormitory

Doc 2 : Learning Activities at Ninth Graders of Aziziyah Dormitory

Doc 3 : Study Club of Al Aziziyah Dormitory

Doc 4 : Closing of Research Activities

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
TAHUN AJARAN 2020/2021

Asrama : Al-Aziziyah

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Part of Speech and Descriptive Text

Kelas / Semester : IX / Genap

Alokasi Waktu : 60 Menit

TUJUAN PEMBELAJARAN

Melalui pembelajaran berbasis teks, siswa diharapkan mampu menerapkan materi Part of Speech juga menyusun teks tentang mendiskripsikan sesuatu dengan baik dan benar

KEGIATAN PEMBELAJARAN

Pertemuan Pertama

- Apersepsi, Lalaran rumus materi, serta mengabsen seluruh siswa satu persatu
- Menginformasikan Tujuan Pembelajaran, Memberitahukan materi selama periode pembelajaran, serta membagi kelompok siswa
- Menjelaskan materi Part of Speech 1 (pronoun, adjective, noun, conjunction) beserta contohnya
- Mengevaluasi siswa satu persatu dengan cara memberi pertanyaan terkait Part of Speech 1 secara tunjuk acak
- Mendorong siswa berdiskusi kelompok pada pertemuan ini terkait bagaimana cara menerapkan materi Part of Speech dengan baik dan benar
- Memberikan siswa kesempatan untuk mengkomunikasikan, menyimpulkan, memberi umpan balik, dan menyampaikan rencana selanjutnya

Pertemuan Kedua

- Apersepsi, lalaran rumus materi, serta mengabsen seluruh siswa satu persatu

- Mereview materi pada pertemuan sebelumnya, dan mengarahkan siswa untuk fokus kembali pada materi yang akan di pelajari
- Merangsang pengetahuan siswa dengan cara meminta siswa menyebutkan macam-macam Part of Speech 1 beserta contohnya
- Menjelaskan materi Part of Speech 2(adverb, verb, interjection, preposition) beserta contohnya
- Mengevaluasi siswa satu persatu dengan cara memberi pertanyaan terkait Part of Speech 2 secara tunjuk acak
- Mendorong siswa berdiskusi kelompok pada pertemuan ini terkait bagaimana cara menerapkan materi Part of Speech dengan baik dan benar
- Memberikan kesempatan kepada siswa untuk mengkomunikasikan, menyimpulkan, memberi umpan balik, dan menyampaikan rencana berikutnya.

Pertemuan Ketiga

- Apersepsi, Lalaran rumus materi, serta mengabsen seluruh siswa satu persatu
- Mereview materi pada pertemuan sebelumnya, dan mengarahkan siswa untuk fokus kembali pada materi yang akan di pelajari
- Merangsang pengetahuan siswa dengan cara meminta siswa menyebutkan macam-macam Part of Speech beserta contohnya
- Menjelaskan materi Descriptive Text beserta cotohnya
- Mengevaluasi siswa satu persatu dengan cara memberi pertanyaan terkait materi Descriptive Text secara tunjuk acak
- Mendorong siswa berdiskusi kelompok pada pertemuan ini terkait bagaimana cara mendeskripsikan sesuatu dengan baik dan benar serta mempresentasikannya
- Memberikan siswa kesempatan untuk mengkomunikasikan, menyimpulkan, memberi umpan balik, dan menyampaikan rencana berikutnya

PENILAIAN

- Untuk pengetahuan teknik penilaian berupa tes tulis
- Untuk keterampilan teknik penilaian berupa praktik
- Untuk sikap Teknik penilaian berupa penilaian diri

Blokagung, 7 Januari 2022

Mengetahui,

Kepala Asrama   Guru Mata Pelajaran

Mutiatus Shofiah   Adelina Marhaeni

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Aloka si waktu	Sumber belajar	Penilaian
mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik 3.1.9 Merespon ungkapan menghargai kinerja yang baik 3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat 3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat 3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat 4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian. 4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman 4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik. 4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.	lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Aloka si waktu	Sumber belajar	Penilaian
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: *can, will.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan,	3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan 3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan 3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan 4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing	8 JP	• Buku bahas a inggri s • Kamu s bahas a inggri s Internet	• Lisan • Tertulis • Penugas an • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Aloka si waktu	Sumber belajar	Penilaian
	tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI		untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasik an di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya			
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan	3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan 3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan sesuai dengan konteks 3.3.3 Menyebutkan ungkapan tindakan memberi dan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui	12 JP	• Buku bahas a inggri s • Kamu s bahas a inggri s	-

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Aloka si waktu	Sumber belajar	Penilaian
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ungkapan keharusan, larangan, himbauan dengan modal *must, (don't) have to..., should,* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan	meminta informasi terkait larangan sesuai dengan konteks 3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai dengan konteks 4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasik an di kelompok lain diikuti tanya jawab		• Intern et	

Researcher	: How about the teaching and learning process in your class, miss?
Teacher	: Before the lesson starts I greet the students first by greeting and praying to start learning. Then check the attendance of students as their disciplinary attitude.
Researcher	: Do you think the students like English lessons?
Teacher	: Some students in class look bored with English lessons, because they think English is very difficult.
Researcher English?	: Then how do you make students feel enthusiastic when learning
Teacher	: At first I was confused about how to increase the enthusiasm of the students, finally I found a strategy that I have applied until now in teaching them to write. That is a collaborative writing strategy.
Researcher	: Do you think learning will be more effective when you apply collaborative writing strategies?
Teacher	: Yes, I feel that teaching and learning activities are more effective for students. Because I have evaluated them and the results have improved.
Researcher	: What material did you provide when using this strategy?
Teacher	: Descriptive text material
Researcher	: Why did you choose to use a collaborative writing strategy?
Teacher	: Because using this strategy really helps the students to start writing and eventually produce more writing. They can develop their ideas in their own words without hesitation and fear of making mistakes. It makes them more interested in learning. In addition, students are more active in the teaching and learning process because this is an effective strategy that encourages fluency.
Researcher	: What is your goal in using a collaborative writing strategy?
Teacher	: To make learning more effective. The essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students, but an effective learning process is able to provide good understanding, intelligence, perseverance, and opportunities. If teaching and learning activities are effective, it means that these activities will produce a positive impact.
Researcher	: How do you use collaborative writing strategies?

Teacher : First I divided the students into 7 groups, each group consisted of 3 students. Then I determine the topic of each group. Each group begins to outline their plans for conducting research and gathering information to support their work. Each student should have an idea about their writing and the concept of its content. Each student actively cooperates with his group and composes writing based on their own ideas, the result of this process is the first draft. Then, students read their work to determine whether what they wrote was appropriate or not. Next, students find the best version of the draft that has been corrected and the final version is submitted to the teacher. The last is the teacher evaluation, the teacher provides feedback, comments and corrections to his writing.

Researcher strategy? : What problems did you find in using the collaborative writing

Teacher : The problem I found was the lack of students' vocabulary, so they still had difficulty and hesitated in writing.

Researcher : Then what is the solution?

Teacher : By opening the solution dictionary, so that their vocab increases and they are sure of the answer.

Researcher : What are the advantages and disadvantages of using collaborative writing strategies?

Teacher : 1. Advantages:

a) Collaborative writing technique is a challenging activity, making them involved in collaborative work that is simpler.

b) Writing is not an easy task, let alone collaborative writing, encouraging students to reread carefully word for word and re-examine sentences, paragraphs, and entire sections.

c) They will be trained in good writing, compiling sentences, spelling and punctuation coherently

d) Guiding students in editing and showing the extent to which they have followed good writing practices, by completing an evaluation sheet.

e) Helping students stay focused on their goals means working together to produce good written work.

f) Guiding students to synthesize, edit and revise to produce good and correct writing.

2. Weaknesses

a) Be aware that collaborative writing can be difficult to assess, and in addition to the common challenges of ranking writing, there is difficulty distinguishing between individual and group contributions.

b) Not all students dare to channel their abilities

c) Cannot be used in large groups.

CURRICULUM VITAE

PERSONAL DATA

Name   : FIRDA AFKARINA ALI

Nim   : 18112210006

Address   : Purwoharjo Banyuwangi

TTL   : Bwi, 14 Juli 2000

Religion   : Islam

Email   : kareenrosyidi8@gmail.com

EDUCATION HISTORY

TK   : TK Tunas Kartika Tegaldlimo

SD/MI   : SDN 3 Kedungasri

SLTP   : SMP Unggulan Darul Ulum Muncar

SLTA   : MA Al Amiriyyah Blokagung

COLLAGE : IAIDA Blokagung