

THESIS

**THE USE OF COLLABORATIVE LEARNING IN TEACHING OF WRITING
DESCRIPTIVE TEXT OF THE ELEVENTH GRADE STUDENT OF SMK
DARUL FALAH IN ACADEMIC YEAR 2020/2021**



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ABSTRACT

Mawadhah, NV. 2021. *The Use of Collaborative Learning in Teaching Writing Descriptive Text of The Eleventh Grade Student of SMK Darul Falah in Academic Year 2020/2021*

Keywords: collaborative learning, google classroom, writing descriptive text.

One of the goals of teaching writing in SMK is for students to be able to write paragraphs in simple form. However, writing in English is still very difficult for many students because it still requires complex and difficult thinking. When writing paragraphs, students are encouraged to use the best possible sentences to convey their ideas to the reader. Based on these reasons, the researcher conducted research on the use of collaborative learning in descriptive writing learning, which in this learning system had never existed in Darul Falah Vocational School. This is also a problem in learning English. Therefore, researchers are more interested in conducting research at SMK Darul Falah. the use of collaborative learning in learning to write descriptive texts for class XI students of SMK Darul Falah for the 2020/2021 academic year.

Sources of data collected from interviews and observations, documentaries. interviews were conducted on learning activities in Google's classroom and outside of learning. Interviews related to principals and English teachers. The next step is the document, this document is related to the presence of the teacher and the student learning process. and observation, Effectiveness of teachers in teaching in Google Classroom to class XI students of SMK Darul Falah at school. Improving writing skills in English packaged in google classroom into collaborative learning.

To develop students' writing skills. especially in writing descriptive texts, English teachers are advised to give students as much practice as possible to provide more opportunities to practice writing and learn English. In addition, English teachers are advised to make various types of learning activities more creative in the classroom so that students can learn more comfortably and enthusiastically.

ABSTRAK

Mawadhah, NV. 2021. Pemanfaatan Collaborative Learning dalam Pembelajaran Menulis Teks Deskriptif Siswa Kelas XI SMK Darul Falah Tahun Pelajaran 2020/2021

Kata kunci: pembelajaran kolaboratif, google classroom, menulis teks deskriptif.

Salah satu tujuan pengajaran menulis di SMK adalah agar siswa mampu menulis paragraf dalam bentuk sederhana. Namun, menulis dalam bahasa Inggris masih sangat sulit bagi banyak siswa karena masih membutuhkan pemikiran yang kompleks dan sulit. Saat menulis paragraf, siswa didorong untuk menggunakan kalimat terbaik untuk menyampaikan ide mereka kepada pembaca. Berdasarkan alasan tersebut, peneliti melakukan penelitian tentang pemanfaatan pembelajaran kolaboratif dalam pembelajaran menulis deskriptif, yang dalam system pembelajaran ini belum pernah ada di SMK Darul Falah. dalam hal Ini menjadi masalah dalam belajar bahasa Inggris. Oleh karena itu peneliti lebih tertarik untuk melakukan penelitian di SMK Darul Falah. pemanfaatan pembelajaran kolaboratif dalam pembelajaran menulis teks deskriptif siswa kelas XI SMK Darul Falah tahun ajaran 2020/2021.

Sumber data dikumpulkan dari wawancara dan observasi, dokumenter. wawancara dilakukan pada kegiatan pembelajaran di kelas Google dan di luar pembelajaran. Wawancara terkait dengan kepala sekolah dan guru bahasa Inggris. Langkah selanjutnya adalah dokumen, dokumen ini berkaitan dengan kehadiran guru dan proses belajar siswa. dan observasi, Efektivitas guru dalam mengajar di Google Classroom pada siswa kelas XI SMK Darul Falah di sekolah. Meningkatkan keterampilan menulis dalam bahasa Inggris yang dikemas dalam google classroom menjadi pembelajaran kolaboratif.

Untuk mengembangkan keterampilan menulis siswa. khususnya dalam menulis teks deskriptif, guru bahasa Inggris disarankan untuk memberi siswa latihan sebanyak mungkin untuk memberikan lebih banyak kesempatan untuk berlatih menulis dan belajar bahasa Inggris. Selain itu, guru bahasa Inggris disarankan untuk membuat berbagai jenis kegiatan pembelajaran lebih kreatif di kelas agar siswa dapat belajar dengan lebih nyaman dan antusias.

CHAPTER I

INTRODUCTION

This chapter contains of background of study, research problem, objective of the research, scope and limitation, and the importance of the research.

A. Background of study

Learning English in digital era is very important in the realm of education in Indonesia. It is believed that learning English will develop Indonesians who can communicate in international languages with people from all over the world. As an international language, English covers all aspects of life, including politics, social issues, economy, religion, and education. English is taught from elementary school to university in Indonesia, as an international language. There are several skills that must be learned to communicate in English, including writing, reading, listening, and speaking. Various curricula and approaches have been developed to improve students' ability to understand English. However, these findings have not been felt to be able to support students to connect well through the language. Mastery of English in Indonesia is very important so that Indonesian people can absorb science and technology from other countries.

Knowing the importance, the role of English today, students must be satisfied with the completeness of communication skills in English, spoken and written. Listening, speaking, reading, and writing are the four main language skills. Of all language skills, writing looks a little difficult for students. Students as a language ability which requires a high ability to express ideas, thoughts, feelings and make written texts. One of the areas of learning English in junior high school

is understanding and making various functional texts and monologues such as essays in the form of descriptions, recounts, narratives, procedures, and reports. (Ministry of National Education, 2006).

Descriptive text is one of the functional texts that is quite difficult for students to learn. Descriptive text is a text that describes parts of someone, something, and a certain place (Wardiman, 2008). In terms of descriptive text, students are expected to be able to develop their ability to express meaning and speak in front of the class with easy texts and use linguistic variations accurately, fluently, and in context in daily life so that they can interact with each other.

Learning to write descriptive text for students is very important because it needs to be conveyed in the learning process at school in order to develop basic writing skills for students. For this reason, writing skill needs serious attention because developing writing abilities and skills requires high perseverance and creativity from students. Without the perseverance and creativity of the students, it is very difficult to produce good written work because writing is a creative process that needs to be done intensively.

Nurgiyantoro (2001: 296) stated that writing activity is a form of manifestation of language skills and skills that are most recently mastered by language learners after listening, speaking, and reading skills. Compared to the other three language skills, writing skill is more difficult to master even for native speakers of the language concerned. This is because the ability to write requires mastery of various linguistic elements and elements outside the language itself which will become the contents of the essay. Both language elements must be

intertwined in such a way as to produce coherent. Therefore, intensive practice is needed to master writing skills.

Vocational High School (SMK) is an educational unit that functions as a forum for students from advanced graduates to junior high school or MTS. In this case, SMK tend to be more skilled in the vocational field, these skills lead to the preparation of students in preparing work skills, for example, accounting (AK), and light vehicle or automotive engineering. Vocational skills or expertise in vocational education is a forum for junior high school students to foster creativity and innovation in all skill areas. Darul Falah vocational school is one of the schools that specializes in technology and administration, both majors support each other between the two. The condition of the surrounding community, which is generally based on education, opens up opportunities for Darul Falah Vocational School to open majors that are in accordance with community conditions. Many Darul Falah Vocational School students come from various regions, because Darul Falah Vocational School is under the auspices of the Darul Falah Islamic Boarding School, so many students come from outside the area, but some students from Darul Falah Vocational School are local people.

Darul Falah Vocational School was founded in 2012 and has around 20 students who focus on light vehicle engineering. Initially the Darul Falah Vocational School students came from several villages around the home school in the cage. The number of students at SMK Darul Falah from year to year increases by itself. Under the auspices of the foundation Pondok Pesantren Darul Falah, students of SMK Darul Falah now come from all over the region. Nearly 50 percent

of Darul Falah Vocational Schools come from outside the sub-district area. Students who come from outside the region are mostly alumni of Islamic boarding schools or are still relatives who want to accommodate their children and also attend vocational schools. Students from the surrounding community also increase from year to year. Because of the facilities and capabilities of Darul Falah Vocational School, it is also no less competitive with several other schools. Achievements that can be obtained by students in the academic and non-academic fields are also a benchmark in the views of the community around Darul Falah vocational school.

In this case, the researcher will discuss special students from class XI. Class XI is now in the totalling of 30 students. With details of 15 boys and 15 girls, class XI students have several competencies, most of them are competent in academic fields, such as writing, information and technology and others.

Within a period of 9 years, Darul Falah Vocational School has made many improvements in all fields, from the field of school administration to the field of student development towards the school's vision and mission. Darul Falah Vocational School still upholds the existence of a standardized educational curriculum that is targeted in the world of education, especially SMK. Adequate facilities to meet student needs ranging from vocational needs to other general education needs.

The general lesson that is most emphasized at Darul Falah Vocational School is the lessons that are tested in the national exam lessons. Darul Falah Vocational School also has several extracurricular fields, including language development, health, art, and technology. In this case, it has something to do with researchers,

namely about the pandemic, learning to improve English learning skills or development programs organized by the Darul Falah Vocational School to increase the excellence of Darul Falah Vocational School's collaborative learning in google classroom.

Geographically, Darul Falah Vocational School is located on Jl. PONCOMOYO No. 05 KANDANGAN, PESANGGARAN, BANYUWANGI, East Java. According to local government regulations, SMK Darul Falah becomes RT/RW on the order of Number 1. The location of the school is easily accessible by everyone, allowing students to go to school using the vehicles they have, the existence of SMK Darul Falah is close to residential areas.

The condition of teachers, students, and infrastructure at SMK Darul Falah. The role of teachers in education is one of the main points in learning, as well as in educational institutions at Darul Falah Vocational School. Productivity of qualified, intelligent, creative students is the effect of the role of a competent teacher or professional ability.

Several authors describe the condition of teachers at SMK Darul Falah which is global and specific. Specific teachers, especially teachers of vocational subjects, on average come from majors that are linear in accordance with the majors taught by the subject teachers. starting from the majors at Darul Falah Vocational School, namely acutance, and motorcycle engineering or Otho motif.

In addition, teachers are global in nature who teach global subjects such as mathematics, English, religion, natural sciences and others. In teaching global material, not all teachers are linear like department teachers.

Teachers who are not linear at SMK Darul Falah are allowed to teach subjects that are not in accordance with their majors. The emphasis on teacher quality is the ability of teachers, which tend to be directed at the skills they have. Mr Ghozin S.Pd. is an English teacher, where he not only teaches at Darul Falah Vocational School, but also teaches at other schools.

Based on the results of observations made by researcher on English teacher in class XI, it is known that at SMK Darul Falah learning to write descriptive texts is still experiencing problems. The teacher of English at class XI SMK Darul Falah, Mr. Ghozin, S.Pd. said that several things that caused students' writing skills were still lacking, those are; students' learning motivation in class is low, students still lack strong motivation to practice writing so they have difficulty in finding and generating ideas in the initial process of pouring ideas, and the use of learning methods and media used by teachers is not optimal.

Teachers have great enthusiasm in increasing students' success in learning English. Starting from skills in speaking, reading, listening, and writing have been taught in totality. Learning taught in the middle class, namely class XI is more likely to learn writing skills,

Therefore, many programs are implemented by teachers to improve writing skills so that students can read further. Most students have experience in learning English, because every Friday they are used to practicing writing descriptive texts. they are however, study in google classroom with collaborative learning. Darul Falah Vocational School provides a platform for competent students from all fields.

From year to year, class XI students have improved both in intellectual and non-intellectual fields. Some lists of class XI students can be seen in the appendix.

In learning requires many tools to make learning successful, starting from primary and secondary needs. This need is very influential on the success of student learning. In some sciences about education management, basic and secondary needs in learning, especially in schools, are indispensable. This completeness is a big influence for the comfort of students in learning. When students feel comfortable in learning, students will find it easy to get the lessons taught by the teacher. Teachers also do not have obstacles in learning.

Darul Falah Vocational School is classified as having accommodating facilities ranging from basic facilities such as educational buildings, meeting rooms, principals' rooms, teachers' rooms, classrooms, mosques, student practice tools and libraries. And also supported by secondary facilities such as classroom needs, teacher needs in teaching and student needs such as books and others.

In general, learning English, school infrastructure is built in two directions. First from school income and also programs from pesantren, secondly development is assisted by the government which always helps the basic needs of schools, almost every two years there is a government to provide allowances for school facilities such as libraries, classroom and others.

Representative learning media is the biggest factor that supports students in learning, the success of student learning in the classroom and outside the classroom

requires media in delivering material so that responsive learning media is very urgent. This can make the effectiveness of students in learning, so that there are no obstacles for students to accept the material presented by the teacher. Most of the educational institutions that still have few learning media facilities that meet the needs of students. This is sometimes caused by several factors, including the lack of communication with the government so that educational institutions do not fulfil their facilities. Whereas here the government acts as one of the providers of media for education.

Then another factor is the lack of management of educational institutions in stabilizing development so that student learning media become important subjects in realizing students in accordance with the school's vision and mission. However, until now Darul Falah Vocational School has attempted to complete its own facilities and infrastructure, especially for the media needed by students, both in class and outside the classroom.

Whereas the collaborative learning model is not just learning in groups, but there are basic elements of collaborative learning that distinguish it from group divisions that are carried out carelessly. The correct implementation of the collaborative learning model procedure will enable educators to manage the classroom more effectively and conducive.

This collaborative learning model is different from the application of learning models in general. One group discussion in this collaborative learning model requires students to have high concentration in problem solving, student

discussions will be more focused on the main problem. Problem solving can be more in depth and easier by combining emerging ideas.

During in pandemic, teachers must ensure that learning activity continue, even if students are at home. The online learning system is a face-to-face learning system directly between teachers and students, but takes place online via the internet. The solution, teachers are required to be able to design teaching materials that foster creative innovation by using online media, one of which is the use of the Google classroom application. Darul Falah Islamic Boarding School Foundation is a hut that only stands in the village. Its students also come from the nearest neighbouring village and from outside the area. Pesantren is a place to gain knowledge from a santri, where in pesantren students every day learn morals, Islam, obedience and social education. students every day activities from morning to night are handled by caregivers who are to train students' discipline in learning.

According to interviews with English teachers, students still have deficiencies in English lessons, students' absorption capacity is still low to receive English-related materials, and knowledge about technology applications is minimal. The lack of students in English classes is caused by the teacher's teaching that is not attractive to students, in the end students are lazy to learn. and finally, the researcher was interested in taking research at Darul Falah Vocational High School, and applying the collaborative learning n teaching writing text descriptive learning system with google classroom.

Seeing the background that has been presented above, in this case the researcher supports by thesis and JURNAL that has been read by the researcher, including: using collaborative learning in descriptive text writing on the eleventh-

grade students of SMAN 3 Sungai AMBAWANG in academic year 2014/2015. The Implementation of Collaborative Technique in Teaching Writing to Enhance Students' Skill in Writing English Text 2019. the effect of using peer feedback technique in teaching writing at eleventh graders of SMA WALISONGO PECANGAAN in the academic year of 2018/2019.

B. Research Methode

Research activities using the scientific method means that they are based on scientific nature, which is inclined to the rational, empirical and systematic nature. The selection of the right method is an important point in gathering detailed information. In this study, researchers will investigate a program that can increase the acceleration of writing English by using the collaborative learning in google classroom learning method in 11th grade of SMK Darul Falah. To find out the usefulness of the program, the researcher uses a descriptive method. Regarding descriptive research, Allinson et al (1996: 14) stated, "Descriptive research sets out to find accurate and adequate activities, objects, processes, and people".

The descriptive method applied here deals with verbal descriptions not numerical descriptions. Qualitative research focuses on the behavior of students and teachers and the interactions between them in the teaching and learning process. In qualitative research, as suggested by Frankel & Wallen (2000: 502), the authors investigate the quality of relationships, activities, situations, or materials. Based on the statements above, the researcher wants to get information about the usefulness of the English morning program that can improve students' English speaking skills.

C. Discussion

The researcher's discussion based on the findings that have been described, English collaborative learning with the teacher in google classroom is very influential in improving English speaking skills for students, especially class XI acutance proven effective in improving the teaching of students' English writing descriptive text. The need for schools to improve students' skills is greatly helped by the English collaborative learning in google classroom. further proof is proven by the value that has been found, namely with an average with a good value predicate.

The indicators are like a researcher in writing a thesis with several indicators of English provisions in the morning, the most important indicators for them are:

- 1) High expectations of student learning
- 2) Using Fun, Focus, and Fast Method
- 3) The material taught is very effective and relative
- 4) Appropriate and detailed support and programs
- 5) Instructions are clear and focused
- 6) When students do not understand the required vocabulary, there is a walking dictionary facilitator
- 7) very effective time
- 8) There is a very efficient student development
- 9) There is a very efficient student development
- 10) High standard of student behavior

from the final results after conducting research, it shows that most of Darul Falah Vocational School students' ability in English, especially class XI acutance increases significantly from the first time they study until

the program is finished, especially for writing descriptive texts. Researchers can say that classroom learning is beneficial for both writers and students to learn collaboratively to learn more enthusiastically and actively in conditions that occur when situations of courage become more colourful. As explained in the previous chapter, collaborative learning methods such as learning to write descriptive texts in Google classes. The goal is to find out how teachers teach students, how creative teachers are in building education for students.