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THE EFFECT OF COLLABORATIVE WRITING TECHNIQUE ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMP MUHAMMADIYAH 56 BINJAI

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Abstract

This research was conducted to know the effectiveness of applying Collaborative Writing Technique on the students' writing ability in writing recount text which was observed and analyzed at SMP Muhammadiyah 56 Binjai in Academic Year 2022/2023. The method used was quantitative research by using the experimental research design. The population of this study was eighth grade students of SMP Muhammadiyah 56 Binjai. In taking the sample of this research, the researcher took some students in each classes as the sample used and divided into 2 classes, experimental and controlled class. There were 22 students in the experimental and 22 students in controlled class. The researcher taught by using Collaborative Writing Technique in the experimental class and taught by using lecturing method in controlled class. The researcher used pre-test, treatment, and post-test. It shows that (Null Hypothesis) is rejected and (Alternative Hypothesis) is accepted. Unfortunately, by the Criterion of Minimum Standard (KKM) is 75 while the average score is 75.91 in experimental class. The increasement of score is only 0.91. So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2022/2023.

Keywords: Collaborative Writing Technique, Writing Recount Text

INTRODUCTION

Writing is a skill which express the language structured in letters, symbols, or words. In other words, it is the process to arrange the words into the sentence to be paragraph related to the context. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. The writing can be formed on the wall of cave, a piece of paper, or a computer screen. There are many kinds of writing such as expository, narrative, descriptive and persuasive. Writing is one of the manifestations of linguistic competence that are expressed in the form of written language use, other than in the form of spoken language. In the category of language skills, writing skills are still regarded as the most difficult, between speaking and reading, by the majority of the student or students.

Related to Spratt, Pulverness, and Williams's statement (2005), writing is a part of four language skills: listening, speaking, reading, and writing. Productive skill in writing and speaking have the meaning which they involve producing language rather than accepting it. It means that writing is one of the prominent skills that should be mastered by the English language learners. Harmer also stated that writing is a process that what we write is often intemperately determined by the constraints of genres, then these elements are presented in learning activities. Nation identifies writing is the one of way process of looking and focusing on different aspects of writing. In other words, writing process comprise of several sub- processes that peremptorily combined as an delineate for students to begin and finish their writing.

Recount is identified also as a text that retells events, activities or experiences in the past. In literary term, experience refers to what happened with us. Recount is defined simply as a type of text made in order to give information about the past activities. Pardiyono (2007) added his thought about recount text. It is a text retell events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. Reconstructing to record events is the social function. Knapp and Watkins (2005) stated that a recount is a consecutive text that does little more than sequencing the serial of events. It aims to inform or to entertain the listeners or readers.

In this research, writing recount text was used to measure the students' writing ability. Related to the writing process (2004), the writing process is the stage that the writer goes through in order to produce something in the final written form. Here, the students asked to plan, draft, edit, and write the final draft. Graham and Perin (2007) identified collaborative writing is a technique where students work together in planning, drafting, reflecting, and revising their compositions. Mulligan & Garofalo (2011) added the explanation that collaborative writing is a nonthreatening approach for students. It gives the results in purposeful usage of the target language across skills and demonstrable improvements in writing. Students work together to achieve goals is defined as collaboration. From the definition above, it can be said that collaborative writing is the team work activity to write as through students' analysis and feedback.

Collaborative writing technique implies meaningful communication and sharing determination among group members. In other words, facilitating students in collaborative writing is by providing suitable environment while they are working with their partners. As the conclusion, it is a communicative process that supports the students of involves their social interaction when work together by grouping.

In conclusion, applying collaborative writing technique as the specific learning technique is able to improve upon the steps of the writing process: planning, drafting, editing and final drafting guidelines. It combines students' ideas, knowledge, and problem solving abilities through the writing process. The use of especial strategies, guidelines and facilitative the actions make students are able to improve upon the steps of the writing process. The process that consists of planning, drafting, editing and final drafting can encourage interpersonal interaction, cooperation and management.

METHODS

The research method used in the research is experimental study. The purpose of an experimental study is to investigate cause and effect by giving certain treatment to the experimental class and to control class as the comparison. A quasi experiment is an empirical interventional study used to evaluate the causal effect of an intervention on target population without random assignment. The similarly with the traditional experimental design or randomized controlled trial contribute in quasi experimental research, but the component of random assignment to treatment or control exactly lacks.

The research population is the students at the eighth grade of SMP Muhammadiyah 56 Binjai in the academic year 2022/2023 which consist of two classes. The total number of the population is 44 students. In each class there are 22 students. The research samples are two classes of SMP Muhammadiyah 56 Binjai in the academic year of 2022/2023. The number of the sample is 44 students.

This quantitative data is often collected in experiments, manipulated and statistically analyzed. It can be represented in tables, and charts. To collect the research data, the appropriate instrument in this research is test. A test is used to collect data of students' writing ability and another test is used to collect the data of students' creativity. To know the students' writing skill, the students are given writing test which is in the form of recount essay test. Data analysis is needed to analysis parametric statistic. There are four steps which were calculated; normality, and homogeneity test.

FINDINGS AND DISCUSSION

The test can be conducted after the result of normality and homogeneity tests are calculated and fulfilled. The data analysis is conducted by using Microsoft Excel 2010.

Table 1.1 Normality Test

Class	Data	L _{tab1}	L _{val}	Criteria
Experimental	Pretest	0.1798	0.1169	Distributed Normally
		0.1798	0.1053	Distributed Normally
Controlled	Pretest	0.1798	0.1234	Distributed Normally
	Posttest	0.1798	0.1328	Distributed Normally

After finding the normality test by using *Lilliefors* method, it was found that the data were normal. L value was 0.1798. If $L_{value} \leq L_{table}$, the data from all

classes which have L value was smaller than L table. It means the criteria to be homogenous is clearly fulfilled. So from the data, the class distribution is normal.

From the data of pre-test, the experimental class total sample (n) is 22 with mean score was 55.23 and variance was 117.80. The controlled class also had same number of participants which was gotten mean score was 57.27 and variance was 121.25. The biggest variance is divided by the smallest variance. So $F_{value} = \frac{121.25}{117.80} = 1.029$. Based on data, we know that F_{value} is smaller than $F_{table}(1.029 < 4.351)$ is homogenous. From the data of post-test, the experimental class total sample (n) is 22 with mean score was 74.77 and variance was 81.13. The controlled class also has with mean score was 70.86 and variance was 113.83. The biggest variance is divided by smallest variance. So $F_{value} = \frac{113.83}{81.13} = 1.403$. With the data, we know that F_{value} is smaller than $F_{table}(1.403 < 4.351)$ is homogenous. So, both of the data are homogenous. The data can be seen in the table below.

Table 1.2 Homogeneity Test

Class	Data	Ltabl	Lvalue	Criteria
Experimental	Pretest	4.351	1.029	Homogeneous
	Post-test			
Controlled	Pretest	4.351	1.403	Homogeneous
	Post-test			

The researcher concluded that H_0 is rejected while H_a is accepted, because tvalue (2.243) is bigger than t table (1.674), but it is so little. So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2022/2023.

CONCLUSION

Based on the discussion about statistical research of students at the eighth grade of SMP Muhammadiyah 56 Binjai in academic year 2022/2023, the researcher concluded from the statistical hypothesis of the study at significance where level $\alpha = 5\%$ and $() =$

$n_1 + n_2 - 2$, so degree of freedom () = $22 + 22 - 2 = 42$ t_{table} was 1.674 while was 2.243. It showed that (Null Hypothesis) is rejected and (Alternative Hypothesis) is accepted because t_{value} (2.243) is bigger than t_{table} (1.674), but it is so little. Unfortunately, by the Criterion of Minimum Standard (KKM) is 75 while the average score is 75.91 in experimental class. It means that the increasement of score is only 0.91. So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2022/2023.

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