A Thesis

THE EFFECT OF COLLABORATIVE WRITING TECHNIQUE THROUGH STUDENTS' WRITING ANNOUNCEMENT TEXT AT SECOND GRADE IN SMP N 3 BONJOL

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By:

NOVA SYAFITRY

Reg No. 2316.051

Advisor:

ABSHARINI KARDENA, M.Pd

NIDN : 2019038802

ENGLISH EDUCATION SECTION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF BUKITTINGGI (IAIN)

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ABSTRACT

Nova Syafitry, 2316051. " The Effect of Using Collaborative Writing Technique Through Students' Writing Announcement Text at The Second Grade in SMP N 3 BONJOL" a thesis. English Education Study Program. IAIN Bukittinggi, 2020.

This research background by students' problems at the second grade of SMP N 3 BONJOL related to students' writing ability. The purposes of this research were to know whether there was a significant difference by using collaborative writing through students' writing announcement text and to know whether students' writing announcement text by using collaborative writing was better than without using collaborative writing technique.

This research used experimental research. The researcher used quasi experimental design by using the pretest-posttest control design. There were experimental group that was VIII.2 (23 students) and control group that was VIII.3 (23 students). The sample was selected by using purposive sampling technique. The data was got through pre-test and post-test to experimental and control groups. To analyze the data, the researcher use the normality by using lillifors test and the homogenity test by using F test and to test the hypothesis the researcher use t-test formula and consulted the result into t-table with level significant α=0.05.

From the result and accounting the pre-test and post-test scores of experimental calss, it was found that the t-obtained (59,25) was higher than t-table (1.6802) with degree of freedom (df) =0.05. Hence, the alternative hypothesis (Ha) was accepted which means that there was significant effect of collaborative writing to the students' writing announcement text. Then, the calculation of post-test both classes: was experimental class and control class, it was obtained that t-obtained was (19.10), which was higher than t-table (1.6802). with degree of freedom (df) = (na + nb – 2) = (23+23 – 2) = 44 with level of significance ($\propto$) 0.05. Hence, the alternative hypothesis (Ha) was accepted which means that there is significant difference between using collaborative writing and conventional technique. Then, t-obtained both of classes is (59,25) which was higher than t-table (1.6802) with α=0.05. Then, the alternative hypothesis (Ha) was accepted which means that collaborative writing better than conventional technique in writing text. Hence, it can be concluded that the entire hypothesis is accepted. It is proved that using collaborative writing can help students in improving and angage their writing and collaborative writing can effect students' writing announcement text to become better than conventional technique.

Keywords : *Writing, Collaborative writing*

ABSTRAK

Nova Syafitry, 2316051. "Efek Penggunaan Collaborative Writing Technique Terhadap Kemampuan Menulis Siswa Dalam Menulis Teks Announcement di Kelas Delapan SMP N 3 BONJOL" Skripsi, Pendidikan Bahasa Inggris. IAIN Bukittinggi. 2020

Penelitian ini dilatar belakangi oleh beberapa masalah siswa dikelas delapan SMP N 3 BONJOL terkait dengan menulis teks dalam bahasa inggris termasuk teks announcement. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dan apakah ada perbedaan yang signifikan dengan menggunakan teknik collaborative writing dengan teknik biasa yang digunakan dan untuk mengetahui apakah kemampuan siswa menulis dengan menggunakan teknik collaborative writing lebih baik daripada menggunakan teknik biasa yang digunakan.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunkan penelitian quasi eksperimen dengan menggunakan model pre-test dan post-test. Populasi dari penelitian ini adalah siswa kelas (VIII) di SMPN 3 BONJOL. Terdapat kelompok eksperimen yaitu kelas VIII.2 (23 siswa) dan kelompok kontrol yaitu kelas VIII.3 (23 sisiwa). Sampel dipilih menggunakan purposive sampling. Untuk menganalisis data, peneliti menggunakan test normalititas dengan memakai uji lillifors dan menggunakan homogenitas dengan menggunakan uji F. Sedangkan untuk menguji hypothesis peneliti menggunakan uji t dan mengkonsultasikan hasilnya dengan tabe derajat α=0.05.

Dari hasil penelitian dan perhitungan tes awal dan tes ahkhir dari kelas eksperimen terdapat hasil uji t hitung (59,25) lebih tinggi daripada t tabel (1.6802) dengan derajat kebebasan (df) =0.05, jadi hypothesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan collaborative writing. Kemudian, perhitungan akhir dari dua kelas: kelas eksperimen dan kelas kontrol diperoleh t hitung (19,10) lebih tinggi daripada t tabel (1.6802) dengan derajat kebebasan (df) = (na + nb – 2) = (23+23 – 2) = 44 α=0.05. Jadi, hipotesis alternatif (Ha) diterima bahwa terdapat perbedaan yang signifikan antara penggunaan collaborative writing dengan teknik yang biasa digunaan. Kemudian antara dua kelas diperoleh t hitung (59.25) lebih tinggi daripada t tabel (1.6082) dengan α=0.05. Jadi, hipotesis alternatif diterima yang berarti bahwa penggunaan collaborative writing lebih baik daripada menggunakan teknis biasa yang digunakan. Hal ini dibuktikan bahwa menggunakan collaborative writing sebagai teknik yang bisa membantu siswa dalam meningkatkan kemampuan menulis siswa dan dapat disimpulkan bahwa collaborative writing teknik dapat memberikan pengaruh kemampuan menulis siswa daripada hanya menggunakan teknik biasa yang digunakan.

Kata kunci : Menulis, Collaborative writing

CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is an active human imagination or mind which always think of new things in moving the ideas in written expression. Writing is one of the skills in english. According to Harmer, writing in the language classroom is often seen as an extension of on support for the other skills. It may for example, be used to consolidate the learning of grammar or vocabulary or be used as preparation for a speaking activity. The opportunity to write in order to become a better writer does not often pre dominate in the language classroom. Hyland in harmer describes writing is seen as an extension of grammar and therefore focuses on accuracy.[1]

There are some definitions of writing according to experts such as: writing is probably already an integral your daily routine. Consider everything you might write in one day; messages or reinder at home, email in computer, notes in school, and ideas in journal. In the form of language skills, writing still was assumed as skill the most difficult, between speaking and reading by the majority of the students (Joyce Armstrong Carrol et al;2001:2).[2]

In Indonesia, the purpose of the teaching of writing is to enable english foreign language students to master functional and monologue text in the form of genres such as descriptive, narrative, recount, procedure, and report.

[1] Jeremy Harmer. *English Language Learning Strategy.*2004. P.244-245

[2] Reflinda. *Enhancing Academic Writing ability for Higher Education Students*. VISION Vol 10 No. 10 Juli – Desember 2016 ISSN: 2086-4213

The various genres of writing texts have social function, the purpose of texts, and meaning of texts types. However, a study conducted by Widiati in Supiani revealed that the teaching of writing in Indonesian context has not been able to respond to the students needs for different literacy ability. [3]

In learning as a foreign language, writing is one of skill that students learns besides listening, reading, and speaking. Writing is a demanding skill because the learners have to think in their language then translate their thought or ideas into English. Writing can be enjoyed activity for some students, and they find it as enjoyable exercise when they put their thought or ideas on paper.[4]

Writing is the difficult subject in the school, because the students have to produce a text by using English. They have to write about what they think in

[3]Supiani. *Teaching writing skill through collaborative writing technique from theory to practice.JEELS.Vol.4*.no.1.2017.p.38

[4] Syahrul,S.S, M.Pd, Widya Syafitri,M.Pd, *An Analysis Of Students' Anxiety In Academic Writing At Sixth Semester Students Of English Education Department In Iain Bukittingi Academic Year 2017/2018.* EDUCATIVE JOURNAL: Journal of Educational Studies. Vol 1, No 01, December 2018

their mind and state it on a paper by using the correct procedure. Therefore, in the first step of writing, students create ideas, second step they organize the ideas, third step they write a rough draft and finally they polish their rough draft by editing it and making revision.

Besides, writing is one of important skills that should be mastered by the students. If we took a look at the teaching learning process at schools, writing is difficult to be learned by students but it is important for them which especially in mastering short functional text. One kind of short functional text that students have to mastered is announcement text.

Based on the researcher observation at SMP N 3 BONJOL, the students were not interest and looked bored in english class, some of them noisy, and did another activity, rather than paid attention and explenation to the teacher. Besides, the students were also passively involved in teaching and learning process.

The researcher want to research about the functional text that is a announcements text. Announcement is one of the short functional text. In English verb of announce had a meaning " make a formal public declaration about a fact, occurence, or intention". Therefore, announcement is an official notification about something. Whether written or spoken which presented to the public.[11]

After interview with the students, they said, *" kami sebenarnya kurang paham apa itu announcement text, apalagi disuruh membuat teks announcement tersebut dalam bahasa inggris. Meskipun kami telah mempelajarinya dikelas 1, dan sekarang kami sudah tidak paham lagi bagaimana cara membuat teks*

[11] http://bedicomputer.blogspot.co.id/2016/11/contoh-makalah- Announcement-text -text.html

announcement tersebut, karena dulu kami belajar teks announcement ini secara umum dan sekilas."

The condition of students announcement mastery was supported by the teacher statement, she said, "*Kemampuan siswa-siswi disekolah ini dalam hal menulis memang masih kurang apalagi dalam menulis teks announcement, mereka terkadang masih bingung ketika disuruh menulis meskipun mereka tahu topiknya. Itu mungkin disebabkan oleh minimnya vocabulary siswa-siswi disini, jadi mereka dalam menulis banyak melakukan kesalahan dan sulit menemukan ide-ide baru dalam menulis*."

The researcher found various kinds of problems confront by the students in making a announcement text. The students explained that they were not able to make a announcement text in English for various reasons that, the students have a lack of vocabulary and the students have a limited ideas to make the announcement text.

Based on the statement of the teacher, students are still confused to do write text in english even though they know the topic. The students lack of vocabulary to write text and limited ideas.

In SMPN 3 BONJOL the students are required to be able to make and understand the announcement text, it contained in the sub indicators of learning this material. Meanwhile, students are still unable to make the announcement text.

For the argument above, it can be said that influence the students announcement text mastery are the teacher and the students. The students should be brief and could answer what, when, where, and who. Often it includes why and

how. It seems that it is easy to make announcement, but most of students always feel difficult when they are asked to make their own, and the students achievement is not only affected by their ability and skills in writing. But also influenced by the method which is used. Some teacher taught writing just gave explanation and exercises. It makes students less comprehended, less interest in writing, and makes students did not to continue the learning process.

There are many kinds of technique that can improve students writing ability, such as cooperative integrated reading and composition (CIRC) technique, clustering technique, caricature technique, graphic organizers technique, collaborative writing technique and many others technique can be improved students writing ability. To make students enjoy and interested in teaching learning process, the teacher must be able to choose the methods or technique to teach writing skill. In order to helping students in writing announcement text, the researcher will try to use Collaborative Writing Technique to improve the students writing ability in make a announcement text.

Collaborative writing technique has been becoming a current issue in writing and pedagogical studies in the twenty first century. Much attention start focusing on collaborative writing in early 1970's when the expert of writing, Kenneth Bruffee, stated his argument that by doing in groups to write essay and fiction, students produced better performance in composition than they worked done.[12]

Collaborative writing technique is a good way to teach writing a announcement text because it facilitates the students to work in pair or group in

[12] Supiani.p.39

creating the text. According to Alwasilah collaborative writing is not only can for discussing one type of text, but various text are can to be applied with collaborative writing technique. This is caused by collaborative writing suitable for academic writing and no-academic writing. Thus clear and detailed that this technique is suitable for use in various types of text include a announcement text.[13]

The point of collaborative writing is the process of producing a written language in pair or group where all members cooperated and contributed to the writing process to produce a better text and also create social interaction between student-student and student-teacher to achieve a goal. It refers to a project where a composition is created by the pair together rather than individually. This technique gives extra opportunity to write a announcement text more by exchanging other ideas, giving suggestions and contributing the succes of the final product. The chance to write in group or in pairs will motivate students and make students joyful to learn how to write a announcement text well.

Collaborative writing technique is a kind of writing that involves a number persons. The advantages of the collaborative writing promotes; 1) social skills development, 2) stress reduction and time saving benefits, 3) motivational effects, 4) development in the content of their writing, and 5) gains and grammatical and structural proficiency.[14]

Finally, based on the students writing announcement text score, the average score in writing announcement text bellow in KKM. It is can show in the table

[13] Supiani, *teaching writing skill through collaborative writing technique: from theory to practice*.jeels.Vol.4.no.1.2017.p.38

[14] Sukirman. P.1

average score in writing announcement text thats follow:

Table 1: score of announcement task

No	Class	Average score in announcement text task
1. 2 3	VIII 1 VIII 2 VIII 3	45 35 35

Source: english teacher

Based on statement above the researcher conducted this research entitle: **"The Effect Of Collaborative Writing Technique Through Students' Writing Announcement Text At Second Grade In Smp N 3 Bonjol".**

B. Identification of the problem

Based on the problem above, there were problems that can be identified by the researcher. The teacher less using media and technology in learning peocess made the students tend to be bored and sleepy during writing lesson and make aannouncement text. The students have limited of grammar and vocabulary in writing announcement text. Than, most of students are confused to explore their ideas.

C. Limitation of the problem

Based on the identification of the problems above, the researcher limited the problems about students writing ability in announcement text by using Collaborative Writing at second grade in SMP N 3 BONJOL.

D. Formulation of the problem

Based on the limitation of the problem above, the problems were formulated in the following questions:

1. Were there any significant effect of using collaborative writing toward students' writing ability in announcement text?
2. Were there any significant differences between using collaborative writing with conventional technique trough students' writing ability?
3. Were students' abilities who used collaborative writing better than the students who using conventional technique?

E. Purpose of the problem

Based on the problems of the research, the purposes of this research were:

1. To find out whether there was significant effect of using collaborative writing through students's writing ability
2. To find out whether there was significant different between using collaborative writing with conventional technique through students' writing ability
3. To find out whether students' writing ability by using collaborative writing better is than using conventional technique.

F. Significant of the problem

It is expected that the result of this research would be useful for the following:

1. For the teacher

It will help the teachers at second grade in SMP N 3 BONJOL to give an ways or help to solve a problems of the students to learn english.

2. For the researchers

It could be more knowledge and experience through this research and help for other scientific researches.

3. For further research

For further research, the result of this research can be a reference as long as the instrument as the same this research.

G. Definition of key terms

To avoid misunderstanding of the research, the researches needed to explain definition of writing and extensive reading as follows:

1. Writing is seen as an extension of grammar and therefore focuses on accuracy. At the other end, the communication of meaning is paramount, accuracy a side issue. Somewhere in between, other approaches such as process, genre, or functional orientations attempt to balance our the form-meaning dichotomy.

2. Collaborative writing technique is students pairs or triads write a formal paper together. Each student contributes at each stage of the writing

process: brainstorming ideas, gathering and organizing information, and drafting, revising, and editing the writing. Collaborative writing task require that student utilize a range of social skill that can help foster a sense of accountability, cooperation and community.

3. Announcement is an official of notification about something, whwthwr writen or spoken which presented to the public.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of the Related Theories

1. The Nature of Writing

a. Definition of Writing

In english there are four language skills, they are listening, speaking, reading, and writing. The students must master the four of language skills so they can use english actively and also passively. Writing is also one subject material in learning process. Writing is very important for the university students because the students need to process writing capability, especially relating to the written assignments given by their lecturers. According to Sokolik in Nunan, writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers, Olson describe that.[15] Based on Hudelson, writing is no longer an activity that can be postponed until English learners can speak English fluently. Writing in english is not only a key to academic success, it also an outlet for self expression.[16]

[15] David Nunan. *Practical English Language Teaching Young Larners.* North america: The McGraw-Hill Companies, 2005. P.98

[16] Lynne T.Diaz-Rico. *Teaching English Learners.* New York;Pearson.2004.p165

According As Meyers in Hyland said that the writing is a way to produce language which does naturally when someone speaks. Writing is also an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.[11] Writing is central to our personal experience and social identifies, and we are often evaluated by our control of it.

Randal states that writing is an ability to make form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.[12]

Based on the quotation above, it can be said that writing is a process of putting thoughts, ideas or opinion in written form involves some aspect such as a word choice, grammar, mechanics and context.

b. The Purposes of Writing

For most students, writing in English needs great effort. Fulfilling an assignment does not qualify as a real writing purpose. Although it may well be what sends you to your desk. Before the students express their idea in written form, they should know what the writing is for.

Here are four common general writing purposes, and the following are those stated by Reinking and Hart:

[11] Ken Hyland. 2002. *Teaching Researching Writing*. (London: Longman), p. 1
[12] Randal, H. 2004. *Literacy an Introduction*. (Edinburgh: Edinburgh University), p. 160

1) To Inform the readers

Presenting information is one of the most common writing purposes. The boating enthusiast who tells landlubber classmates how to handle skiff plays the role of teacher, as does the researcher who summarize the results of an investigation for co-workers. The writer intends to give information or explain something to the reader.

2) To Persuade the readers

In a letter to your fellow townspeople, you might attack a proposal to establish a nearby chemical waste dump or alarmed by a sharp in state unemployment, you might write to your state senator and argue for a new job training program. The writer wants to persuade or convince the readers about his opinion or idea.

3) To Express the readers

Creative writing includes personal essay, fiction, plays, and poetry, as well as journals and diaries. But self expression has a place in other kinds of writing too. Almost everything you write provides the opportunity to display your personality and mastery of words and to enliven your prose with vivid images and fresh turns of phrase. The writer wants to produce and express what he feels or thinks through the written form.

4) To Entertain the readers

Some writing is meant just to entertain, other writing couples

entertainment with a more serious purpose. A light hearted approach to dull or difficult material can help your reader to absorb it. The writer intends to entertain the readers through the written form. The writer usually uses esthetical material to entertain the readers. [13]

Moreover, Voss and Keene said that purposes for writing as follows:

1. Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and equaire information. By writing, we come to know subjects well and make them with our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language
3. Writing is created reading. Writing is created permanent, visible record of our ideas for others to read and ponder. Writing is powerful means of communication for reading information and shapes human thought.
4. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.[14]

It means that writing has many purposes and it is related to the writer and his written like for thinking, learning, to create reading, and to give education and knowledge also.

[13] James A. Reinking and Andrew W. Hart, *straregies for succesessful writing; Nwe Jersey.* Prentice hall. 1996. p.4

[14] Ralph F. Voss and Michael L. Keene, *The Heath Guide to Collage Writing*, D.C. Heath and Company, 1992, p.2-3

c. The Process of Writing

Although successful writers can often describe the way they go about their work, writing is a flexible process. No one order guarantees success, and no one approach works for every writer. As a project proceeds, the writer is likely to leapfrog backward and forward one or more times rather than to proceed in an orderly, straightforward sequence.[15] A piece of writing, whether it is a composition for english class. There are four main stages in the writing process: prewriting, planning,writing and revising drafts, and writing the final copy and hand in Hogue in Alice Oshima mentions them as follows:

1. Prewriting

Prewriting is the first stage in writing process. Prewriting is one of general stages to write. There are two steps in prewriting such as choosing and narrowing a topic and brainstorming. Students allowed to express everything that they like, prewriting give many chance to the students to imagine the topic. In prewriting, the students write everything that they know about the topic. During prewriting, students are involved in using oral language to develop their need and desire to write. The prewriting stage helps to generate, incubate, explore, test, and integrate ideas.

2. Planning (outlining)

In the planning stage, they organize the ideas you generated by brainstorming into an outline. There are third steps in planning such as

[15] James A. Reinking and Andrew W. Hart, *straregies for succesessful writing; Nwe Jersey.* Prentice hall. 1996.p.13

making sub lists, writing the topic sentence, and outlining. They had developed there different list ideas: communication problem, classroom environment, and American family life.

3. Writing and Revising Draft

After prewriting and planning is writing and revising draft is the tree stage until they have produced a final copy to hand in. In this stage, there are fourth steps like writing the first rough draft, revising content and organization, proofreading the second draft and writing the final copy. The drafting stage involves quickly capturing ideas. There are may be several false starts, change of mind, and searches for more ideas. This stage is followed by revision, during which students share and discuss the content and clarity of their writing, drawing on the teacher as a resource for advice and support.

4. Final version (Publishing).

Final version (Publishing) is the last process of writing. After editing the draft, the writer produces their final version, and the writer is now ready to send the written text to its intended audiences[16]

Than, Andrew Johnson explain about the process of writing that follow:

1. Research to gather data

   Usually this means reading and taking careful notes.

2. Pre-writing

As the name implies, this is what is done before writing. This

[16] Alice Oshima. *Writing Academic English*.New York:Longman.1999.p.3-12

involves things such as planning, creating outlines, generating ideas, or finding structure.

3. First-draft

This is the first attempt to get ideas on the page.

4. Reverse

This is the heart of the writing process. Here the writer re-reads, reshapes, gets feedback, and revises many times.

5. Editing

Editing should occur only after a piece has been revised several times.

6. Share

This is very last step. This is where the paper is sent out into the world.[17]

In conclusion, Part way through a first draft, for instance, a writer may think of a new point to present, then pause and jot down the details needed to develop a writing.

d. The Qualities of Good Writing

The principles of good writing will give sense to the reader. The writer should follow some qualities to make their writing interesting for the reader. Three qualities in a good writing such as a freshness, sense of style and effective organization. Reinking and hart describes that, as follows:

1) Freshness

Fresh writing either relates something new or handles old ideas in a

[17] Andrew p Johnson. *the process of used academic writing.*Minnesota State University.mankoto.2015.p.2

new way. Genuinely original ideas and information are scarce commodities, but they can find new meaning in old materials and relate old material to an unexpected topic. However, far fetched nations spawn skepticism.

2) Sense of Style

Readers do not expect you to write with the stylistic flair of Erma Bombeck or Art Buchwald. Indeed, such writing would impair the neutral tone needed in certain kinds of writing technical reports and legal documents. The readers expect to the writers writing in a style that conveys message clearly. The writer used the language in ways than are in keeping writer own views and personality.

3) Effective Organization

A paper should have a beginning, a middle, and an end; that is introduction, a body, and a conclusion. The introduction sparks interest and acquaints the reader with whats to come. The body, organized in a clear and effective fashion, delivers the main message. The conclusion ends the discussion so the reader feels satisfied rather than suddenly cut off. [18]

Murray and Anna in Charles Alderson describe about qualities of good writing as follow:

1. Focus

[18] ames A. Reinking and Andrew W. Hart, *straregies for succesessful writing; Nwe Jersey.* Prentice hall. 1996.p.7

An essay should have a single clear central idea. Each paragraph should have a clear main point or topic sentence.

2. Development

Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated though examples, details, and descriptions.

3. Unity

Every paragraph in an essay should be related to the main idea. Each paragraph should stick to its main point.

4. Coherence

An essay or paper should be organized logically, flow smoothly, and stick together. In other words, everything in the writing should make sense to a reader.

5. Correctness

A paper should be written in generally correct standard english, with complete sentences, and be relatively error-free.[19]

2. Announcement text

a. The definition of announcement text

According to the Necrasov used definition, an announcement is an annunciation of any event (concert, exhibition, film, book or software release). An announcement can be represented as an event poster, media article or TV/ radio announcement.[20]

Announcement is one of the short functional text. In English verb announce had a meaning “make a formal public declaration about fact, occurance or intention”. Announcement is an official of notification about something, whwthwr writen or spoken which presented to the public.

[19] Dr. Murray and Anna C. Rockowitz *Writing Center*, Hunter College, City University of New York.p.1

[20] Sandra J.Langer. *Announcement-Annotation Texts: Definition, Correlation And Synthesis,* Advance Education,University of Siegen, Germany.Issue 7. 28-29. 2017

b. The generic structure and social function of announceent text

The generic structure of announcement text is : opening (tittle), content, closing. And the social function of generic structure to make a formal written notice of certain events which has happened or going to happen.

c. The language features and the content of announcement text

The language features of announceent text is simple present tense, simple future, no conjunction, date, time, place, and event. The content of announcement text is:

- To whom the announcement is for
- The purpose of announcement itself
- When the event will be held
- Where the event will take place
- Who makes the announcements

3. The Nature of Teaching Writing

a. Teaching Technique in Writing

In writing process there are some techniques how to develope an idea. Technique in teaching writing focuses on what techniques are used by the teachers and how they apply those technique in the classroom. The teacher has to create some steps in order to give instructions that are appropriate with the technique used. There are many kinds of technique that can be used to teach writing. According to Raimes, there are four techniques used in teaching writing, as follow:

a) technique in using picture

In teaching writing teacher can used the picture, drawing, posters, cartoon, and other illustration. This technique can be used as

a teaching aids and used in classroom. A picture can be media because those can be valuable resources.

b) technique in using reading

Reading also can be used as the technique in teaching learning process. The teacher can give stimulus or exam by using reading story, a newspaper, magazine or etc. Many writing exercises will be assigned based on specific readings, there will be some writing exercises in which the students will be given the opportunity to choose the book or passage that they will be read.

c) technique in using controlled writing

Controlled writing also knows as guided writing it has been a tradition for a long time in english as second language classroom. Controlled writing is a useful tool at all levels of composition teaching and not just in the early stages before students get enough fluency to handle free writing.

d) technique in using teaching organization

Technique in teaching organization is a technique where the students do a process from general statements to specific ones for the writing. Teaching organization is much more complicated than teaching students the formula for five paragraph essay.[21]

Also, Nunan describe, there are several techniques that can be

[21] Gustiana meltaningrum, *the effect of journal writing technique and students achievement motivation toward sriting achievement of the fourth semester students.*e-journal program pascasarjana. Vol.1.2013

used by teacher to teach writing.

1) Brainstorming, students list all the ideas they can think related to a topic

2) Word mapping/concept mapping, students begin with an idea at the top of a blank piece of paper

3) Quick writing, where students begin with a topic, than writers rapidly about it[22]

It means that, in writing process students can use some of technique that can assist them in writing paragraph.

b. Scoring Rubric for Writing Test

Task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy are the standarization of measurement the writing test. Cheryl Groth describe, teachers can apply the following writing band scale. Prior to this, teachers should do a piloting application. This requires that teachers should understand clearly the idea of the band scale and be able to distinguish each band fro the other.[23]

[22] David Nunan, *practical english language teaching,* (New York: McGraw-Hill Companies,2013),p.96-97
[23] Cheryl groth, *essay writing english for academic purposes.(*New York:2013) p.vii-viii

Table.1 writing band scale by Cheryl Groth

A	80-100	It is well organized. The message is completely comprehensible. Arguments are relevant and related to writers view. Main ideas and effective supporting ideas are clearly stated. The language is clear, smooth, and interesting, and is consistently accurate, showing a full command of complex structure. There are no major errors of vocabulary, spelling, punctuation, or grammar.
B	67-79	It is well organized and highly comprehensible. Arguments are quite relevant in relation to writers view. Main ideas and effective supporting ideas are almost clearly stated. There is a clear message with only minor loss of detail and little need for correction of vocabulary, spelling, punctuation, or grammar. The language is clear and interesting.
C	55-66	It is rather well organized. Argument are rather relevant in relation to writers view. Man ideas and supporting ideas are rather clear. The message is almost clear but with some loss of detail. Many corrections of vocabulary, spelling, punctuation, or grammar are needed.
B	41-54	Its organized and message are rather difficult to be followed. Arguments are only slightly relevant in relation to writers view. Main ideas and supporting ideas rather trouble the readers. The language is rather unclear and has frequent errors of vocabulary, spelling, punctuation, or grammar.
A	40 or less	Its organized and message are difficult to be followed. Arguments are not relevant or not related to writers view. Main ideas and supporting ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation, or grammar.

Source: essay writing english for academic purposes book

According by John Anderson and it is based on oral ability scale found in Harris in the table bellow:

Table.2 Analytic methods of scoring by John Anderson

GRAMMAR

Score	The Criteria of Scoring
6	Few (if any) noticeable errors of grammar of word order
5	Some errors of grammar or word order which do not, however, interfere, with comprehension
4	Errors of grammatical of word order fairly frequent, occasional re-reading necessary for full comprehension,
3	Errors of grammatical or word order frequent: effort of interpretation sometimes required on reader's part.
2	Errors of grammar or word order very frequent: reader often has to rely on own interpretation.
1	Errors of grammar or word order so serve as to mae comprehension virtually impossible.

VOCABULARY

Score	The Criteria of Scoring
6	Few (if any) noticeable lapses in punctuation or speeling
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension
4	Errors in punctuation or spelling fairly frequent: occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling or punctuation: lead sometimes to obscurity
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible.

MECHANICS

Score	The Criteria of Scoring
6	Few (if any) noticeable lapses in punctuation or speeling
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension

4	Errors in punctuation or spelling fairly frequent: occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling or punctuation: lead sometimes to obscurity
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible.

FORM (ORGANIZATIONS)

Score	The Criteria of Scoring
6	Highly organized: clear progression of ideas well linked: like educated native writer
5	Material well organized: links could occasionally be clearer but communication not impaired
4	Some lack of organized: re-reading required for clarification of ideas
3	Little or no attempt at connectivity, though reader can deduce some organization
2	Individual ideas my be clear, but very difficult to deduce connection between them
1	Lack of organization so severe that communication is seriously impaired.

*Source : **by John Anderson***

In the term of scoring students result in writing, the researcher agree to adopt the scoring criteria that developed by Anderson. The researcher believe that this kind of scoring is so approriate to give score in students final draft of writing. The mistakes are grammar, vocabulary, mechanic and form. If the mistakes is in grammar rater will use square symbol. For vocabulary underline symbol is deployed. For mechanics and form, circle and space symbol is use successively. Then, to find the writing marks, the researcher divided count the two achieving scores from rater 1 and rater 2, then divided the score.

Score: Grammar:.....＋ Vocabulary:.....＋ mechanics:....＋form:.....=.....

The calculation method of writing mark:

$$\text{Score of writing tes} = \frac{\text{achieving scores}}{\text{Maximum scores}} \times 100$$

2. The Nature of Collaborative Writing

a. Definitions of Collaborative Writing

According to Murray, Collaborative writing is a basically a social activities through which writers looked for specific items to be shared their understanding of essays. To reach such an understanding, participants function according to several social and interactional rules as follows: First, the participants discuss the goals which they are going to write. They place the goals in rank order from high to low, and than they share a higher order goal. From the sharing, they set a common goal for the group. Meanwhile, specification of the goal is negotiated during the process. Secondly, the participants must have different knowledge and there must be a gap information between them. Because of the information gap, the group members have to negotiate content, style, and even the goal of writing. Thirdly, the participants interact as a group. They exchange through, feeling, ideas between them, and result in reciprocal effect on each other. In addition Chin assert that collaborative writing is an area where group ware may provide significant benefit. It allows students simultaneously work on different portions of the same

document and to review and critique the written work of others.[24]

Bosley described about collaborative writing technique is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing. This strategy facilitates students to write a certain text with their peers. Furthermore, Reid suggest that collaborative writing efforts can increase motivation, risk-taking and tolerance among learners. Hadjerrouit explain, in other words, collaborative writing offers opportunities not only to practice literature review, academic reading and writing, but also to stimulate reflection, knowledge sharing, and critical thinking.[25]

Collaborative writing is students pairs or triads write a formal paper together. Each students contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing. It means than in pairs or triads, students will produce better work than when they work alone. Collaborative writing will improve document quality by pooling the strengths of group members. At the same time, individual weakness are caught by the group and revised, Barkley, Cross, and Major stated that.[26]

[24] Supiani. *TEACHING WRITING SKILL THROUGH COLLABORATIVE WRITING TECHNIQUE: FROM THEORY TO PRACTICE*. JEELS.Vol.4.No.1.2017.p.39-40

[25] Sukirman. *Using Collaborative Writing In Teaching Writing.* LANGKAWI.Vol.2.no.1.2016.p.33-34

[26] M. Ali Ghufron. *The Effect Of Collaborative Writing Technique In Teaching Argumentative Essay Writing Viewed From The Students' Creativity.*Language Circle.Vol.10.No.1.2015.P.51

b. The Procedure of Applying Collaborative Writing

According to Mulligan and Garofalo, the teaching procedures of collaborative writing technique being discussed in this section. To minimize any confusion, the teacher provided students with an outline of the entire process beforehand.

1) students choose their partners themselves, and exchange contact information to facilitate meeting outside of class

2) In class, pairs brainstorm ideas about the target topic and organized the information into coherent groupings

3) Pairs arrange to meet outside of class to do research and information gathering to support their paper

4) In class, pairs do outlining, planning, and crafting of the first draft. Students were required to hand in a detailed outline before submitting the first draft

5) The instructor hand back the outlines with pertinent comments

6) Work in the first draft commenced

7) The instructor check the drafts, pointing out structural and organization errors, and providing comments and suggestion

8) Work on the second draft commenced.

9) Students receive a single grade based on their overall effort and the quality of their essay

10) For the next writing assignment, if a student has been assigned the role of A, they than assume the role of B and etc, to ensure fairness.[27]

c. The Advantages of Collaborative Writing

Collaborative writing has a lot of advantages that should be considered by teachers if they want to be implemented this strategy in the writing class. These advantages will bring significant impact toward students improvement in writing composition. The following are the advantages of collaborative writing proposed by some experts in the field of the teaching of writing.

First, collaborative writing is useful to form of group work because of its many potential benefits, such as maximum input, joint knowledge, writing expertise, accuracy, more understandable document, learning, socialization, new ideas, and higher quality, Ede and Lunsford stated that. Second, Rice and Huguley explain this strategy can enhance a positive interpersonal relationship among the members of the pair or group writing discussion.

Third, collaborative writing strategy allows students to solve their own problems in writing when they write a complex writing. It means

[27] Christoper Mulligan and Russel Gurafallo. *A collaborative writing approach.*(the language teacher)vol.35.no.3.2011.p.6-7

that all the members will work together to solve every single problem occurred in their group. Fourth, this strategy can guide students to be a creative as well as professional writer in academic writing, Stewart stated.[28]

Table 3: The advantage of collaborative writing adopted from Lowry et al, 2004;81

Writing Strategy	Advantages
Single-author writing	Efficient and style consistency
Sequential single writing	Easy to organize and simplifies planning
Parallel writing-horizontal division	Efficient and high volume of output
Parallel writing stratification	Efficient high volume of quality output, less redundancy, and better use of individual talent.

Source : Sukirman: Langkawi

B. Review of Related Studies

There are some researcher studied about the use Collaborative Writing technique in writing. The first one is Aulia Rizki Ramadhani in 2017. The researcher was conducted by Aulia Rizki Ramadhani with the tittle " The effect of using collaborative writing strategy on students achievement in writing recount text in MTs alwashilah tembung 2016/2017. She found that students had low ability in writing recount text. The researcher conducted

[28] Sukirman. *Using Collaborative Writing In Teaching Writing*. Langkawi.P.42-43

classroom action research by using collaborative writing technique. The purpose of this research was to find out whether collaborative writing could improve students writing skill and to find out factors that influence it. Based on the finding, the implementation collaborative writing technique could and increased of the percentage of students writing test from pre test and post test.[29]

The second one is the research conducted by Juang Eko Pramono in 2014 . The research about the effectiveness of collaborative writing method in teaching writing at MTs asyafiyah gondang. The result of the comparison of control group and experimental group is quite significant. In this case the control group, there is no longer change, while the experimental group who received treatment, there is change for the better. It can see from the comparison between the post-test of control group and experimental group. It can show that the mean of post-test in te control group was lower than the mean of post-test in experimental group it means that the using collaborative writing technique is effective to improve students writing ability on the MTs asyafiyah gondang.[30]

The research was conducted by Hermansyah in 2017. His paper with the tittle "Teaching descriptive writing using clustering technique at the second grade students of MAN Cimahi". Clustering may be used as an aid in helping students structure a well organized paper. After that, the study was done by

[29] Aulia Rizki Ramadhani. *The effect of using collaborative writing strategy on students achievement in writing recount text in MTs alwashilah tembung* 2016/2017.

[30] Juang Eko Pramono. *the effectiveness of collaborative writing method in teaching writing at MTs asyafiyah gondang*.2014

Tia Nurul Fajriyana, about “improving students writing ability through collaborative writing technique” she had tried to apply the collaborative technique in writing ability and she could prove from her research that collaborative writing can improve students writing ability, so the result of the study showed that there was improvement of students writing ability and most of the students generally gained good scores at the end of each cycle.

Then, based on Devita Wafirotul Afkar in 2019 conducted the thesis research about "*An Analysis Powtoon Media for Teaching English Writing for Junior High School Students*"[31] The aim of this research to investigate the use Powtoon media as a tool to teach English writing for Junior High School students in Indonesia. The study used qualitative descriptive method by analysing six Powtoon videos. The content of video were analyzed based on the basic competence describe in the Curriculum 13 for English writing.

In this case, this research focus on writing by using collaborative writing technique. Here collaborative writing means of process of writing. As we know collaborative writing is one of the methods that helps the teacher to solve the students problem in writing, collaborative writing can be a product of writing.

Based on the related studies above, it can be concluded that collaborative writing technique could give impact in writing ability. Those previous researchers conducted the research by using experimental research. On the other hand, in this research, the differences between own the researchers and

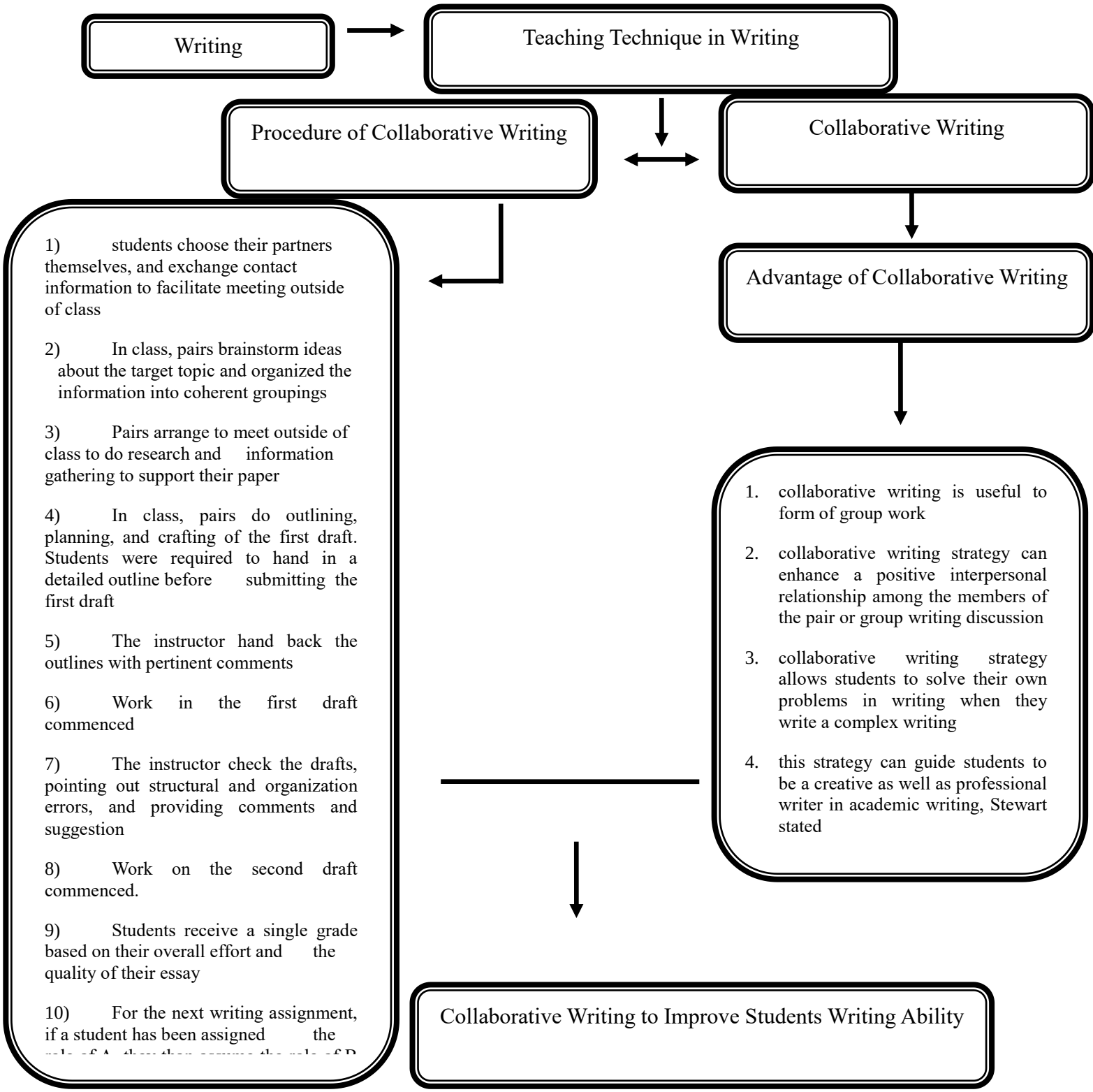
[31]Devita Wafirotul Afkar. *An Analysis Powtoon Media for Teaching English Writing for Junior High School Students* (UIN Sunan Ampel: Surabaya, 2019), p.6

the researchers is, this research the researcher use short functional text is announcement text will do is to know the effect of collaborative writing through students writing ability at SMP N 3 BONJOL.

C. Conceptual Framework

Conceptual framework of this research can be created as follow:

Figure 1:



This scheme show that concept of a research with the tittle “The Effect of Collaborative Writing through Students Ability at SMP N 3 BONJOL”. That is scheme shows procedure in collaborative writing, the advantage of collaborative writing. The student must build comprehend about they writing by using collaborative writing technique.

d. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypothesis of this research is:

1. Ha: there is significant effect of using collaborative writing trough students’ writing ability

   Ho: there is no significant effect of using collaborative writing trough students’ writing ability

2. Ha: there is significant different between using collaborative writing with conventional technique trough students’ writing ability

   Ho: there is no significant different between using collaborative writing with conventional technique trough students’ writing ability

3. Ha: the writing ability by using collaborative writing better than using conventional technique

   Ho: the writing ability of the students using collaborative writing is not better than the student using conventional technique.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research used descriptive quantitative method. Descriptive quantitative research rfers the simantic phenomenom via statistical, mathematical or numerical.[32] Gay states that experimental research is the only type of research that can test hypotheses to establish cause-effect relations.[33]Arikunto stated that the purpose of experimental research is to know whether any causes or not from the treatment that will given to subject.[34] It means that experimental research is the research which tries to observed the cause effect relationship. This research was used two groups as sample. The experimental class was treated by applying Collaborative Writing strategy and the same English writing material in teaching writing.

The research is described in following table:

Table 4
Randomized Control-Group Pre-test Post-test Design

Group	Pre-test	Treatment	Post-test
Exp. Class	T1	X	T2
Ctrl. Class	T1	-	T2

Note:

Exp = Experimental Class
Ctrl = Control Class
X = Treatment of Experimental Class by using Collaborative Writing technique

[32] Absharini Kardena dkk, *Students' Difficulties In Translating Narrative Text From English Into Indonesia At Iain Bukittinggi.* Volume 6, Number 1, June 2020

[33] Gay, L.R, *Educational Research: Competencies For Analysis And Applications*, (United States: Pearson Education,inc, 2012), p.250

[34] Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta: Rineka Cipta, 1995), p. 272

T1 = Pre-test for Experimental Class and Control Class
T2 = Post-test for Experimental class and Control Class

The researcher used experimental design by using the pre-test and post-test control group design. Pre-test and post-test control group design involves two groups, experimental and control class. Experimental and control class was got pre-test and post-test, one class received a new or unusual treatment and another receivedd unusual treatment as previously. In this research, the experimental class was treated by using Collaborative Writing technique in teaching writing, while the control class treated without collaborative writing technique. Although these class was treated differently, the material, the length of time, pre-test and post-test were the same.

B. Population and Sample

1. Population

Population is a part of this research. According to Nawawi in Margono, population is totality of the research object consist of human, things, animal, plants, indications, test value, or the event as data source that have characteristic in the research.[35] The population of this research was all of the second grade students (VIII class) at SMP N 3 BONJOL. The population of the research is as follow:

[35] Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: Rineka Cipta, 2007), p.118

Table 5
The Population of the Eight Grade Student in SMP N 3 BONJOL
2019/2020 Academic Year

No	Class	Total Number of Students	Average score in writing announcement text
1. 2 3	VIII 1 VIII 2 VIII 3	22 23 23	45 35 35
	Jumlah	67	

source : Eight Grade English Teachers

From this table, the population from this research was 67 students that is the total of the students in the three classes of the eight grade in SMP N 3 BONJOL

2. Sample

Sample is a part of population. According to Sugiyono, "sample is a part of number and characteristic possessed by the population.''[36] Based on the research problem and the research design which is used, the researcher needed an experimental class and control class. There are some sampling technique to

[36] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.118

determine the sample[37]. In this research the researcher uses two classes as the experimental class and the control class. Experimental class has been taught by using Collaborative technique and control class is taught by using conventional method. For this research, the researcher choose the classes as the sample because of some considerations. In the determining the sample the research, the researcher usedd purposive sampling technique. The sample was be chosen by concerning certain criteria that is suitable with the sample need by the researcher. Based on Sugiyono, purposive sampling techniques is a technique that is used by researcher with using some consideration to determine the sample[38]. The steps to take the sample are:[39]

a. Collect the score of students' writing skill at the eight grade of SMP N 3 BONJOL

   Before doing the experiment, the researcher was collected score of students' writing skill test to test the normality and homogeneity of the data.

b. Test the normality of the data

   The purpose of testing the normality of the data is to know whether the data spread out normally or not. Liliefors test will used

[37] Suharsimi Arikunto, *Manajemen Penelitian,*.....p.97

[38] Sugiyono, *metode Penilitian Pendidikan: Pendekatan kuantitatif, kuantitatif, dan R&D ,* (Bandung: rineka Cipta,2009), p.

[39] Suharsimi Arikunto, *Manajemen Penelitian,*.....p.97

to test the normality of the data. It can be doing in these steps below:

1. Arrange the data from the lower to the higher
2. Find the mean score (*X*), the standard deviation (S) and the variant (S^2)

$$(X) = \frac{\sum x}{n}$$

$$S = \frac{\sqrt{\sum f(xi - \bar{x})^2}}{n-1}$$

$$S^2 = \frac{n \sum fx^2 - (\sum fx)^2}{n(n-1)}$$

3. Find the score of Zi by using this formula:

$$Z_i = \frac{x_i - \bar{X}}{s}$$

4. Find the score of F (Zi) by consult the score of Zi with Z_{table}
5. Find S(Zi)
6. Find the absolute score of F (Zi)- S(Zi)
7. Determine the higher score of absolute mark F (Zi)- S(Zi). It is named with L_O (Liliefors)
8. Test the L_O score with Liliefors table with the certain degree of freedom (α) : 0,05

9. Take the conclusion, if $L_O < L_{tab}$ or if $L_{tab} > L_O$ it can be conclude that the data is distributed normally.[40]

For the homogeneity of the data is known that VIII. A class and VIII. B class is homogeny on 0,01 alpha standard. After is found the average of VIII. A class and VIII. B class and is checked with the F table with 0,01 alpha standard, produces Fhit is site between Ftab left and Ftab right. Ftab left = 0,032, Fhit = 0,42 and Ftab right = 146,33. Because VIII. A class and VIII.B class is homogeny, to determine the experimental class and the control class, is used simple random sampling to determine experimental class and the control class. Based on Sugiyono, he has said that purposive sampling is selection the member of sample the population is done as random without pay attention the levels on the population.[41] After is done simple random sampling, the researcher choices VIII. B class as experimental class and VIII. A class as control class. The total of the sample is 45 students, from 22 students in VIII. B class and 23 students in VIII. C class.

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population has the homogeneous or not. F test is used to test the homogeneity of the data. F test is doing by follow the steps below:

a) Find the mean score $(\bar{X})$

[40] Arifmiboy, *Statistik Pendidikan*, (Bukittinggi: IAIN Bukittinggi) p.73

[41] Sugiyono, Metode Penelitian Pendidikan Kuantitatif, Kuaitatif, dan R&D, (Bandung: Penerbit Alfabeta, 2009), P. 120.

$$\bar{x} = \frac{\sum x}{n}$$

b) Find the standard deviation (S)

$$S = \sqrt{\frac{\sum f(xi - \bar{x})^2}{n-1}}$$

c) Find the variant (S^2)

$$S^2 = \frac{\sum f\ (x_i - \bar{x})^2}{n-1}$$

d) Find the Obtained = $\frac{the\ highest\ variant}{the\ lowest\ variant}$

e) Find the score of F_{table} with the certain of level significant (α), 0,05

f) Find the F_{table}

$v_1 = n - 1$

$v_2 = n - 1$

g) Take the conclusion, if the F-obtained < F_{table}, the data is homogeneity.

If the range of score of Fhit located between Ftab left and Ftab Righr, it can be conclude that both of those class are homogene.[42] So, by using these steps the researcher know whether the sample has the homogeneous or not.

C. Instrumentation

[42] Arifmiboy, *Statistik Pendidikan*, (Bukittinggi: IAIN Bukittinggi) p.83

The researcher use test as the instrument of the research. In this research, the researcher gave the pre test and post test to identify the effect of collaborative writing technique on students writing skill. The test will set based on the goal of teaching and learning that would be achieve.

The pretest use to know the students' writing ability at the beginning and posttest use to know the development of the students' writing ability after aplly collaborative writing in teaching writing.

In order to make that test becomes valid and reliable, the researcher do the validity and reliability test. According to Arikunto, the main requirements he test was created by considering the validity and reliability, as explain below:

1. Validity

   Validity in testing has been understood to discover whether a test measures accurately what is intended to measure or it measures what is purposed to measure. Arikunto states that a test can be said as a valid if it test can measure what is purposed to measure.[43] In this research, the researcher used the expert validity. In expert validity, the researcher gave to the three lecturers to validate the test. Test is used after being declared valid by the expert. From the result of validation, the validator stated that the instrument of this research was valid.

2. Reliability

[43] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendididkan*, (Jakarta : Bumi Aksara,1997), p. 57

Good test should have high validity and have reliability too. If the test give the current result as the same as the previous test that has been conducted. It means that the test has a high reliability. In this research, to test the reliability of instrument the researcher used internal consitency reliability. According to Sugiyono, internal consistency reliability is conducted just for once, then the data analyzed by with certain technique.[44]

This test is also arranged by following some ways that are suggested by Hughes, in order to make the test more reliable, they are: first, students should not be given a choice and the range over which possible answer might very should be restricted. Second, the test is provided clear and explicit instructions. Third, the format and testing technique are familiar for students. Fifth, the identification students who do the test are only by number (students register number) not name.[45] In addition test is used analytic scoring and Huges also states that a test which uses the analytic score will tend to make the scoring more reliable.[46]

D. Procedures of the Research

Procedures of the research are step by step that must be follow in the research to help the collecting the data in the research. In doing the

[44] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 185

[45] Arthur Hughes, *Testing for language teachers,* (cambridge : cambridge unniversity press, 1990), p.91-93

Arthur Hughes. P.94[46]

research, this research will follow some of procedures. There are some procedures of experiment research are as follow:

a. Pre-test in experiment class and control class

This research will give the pre-test to the sample class before teaching or before give treatment to the students. This research will ask the students to write a announcement text about the topic. This pre-test will be given for the second grade students of SMP N 3 BONJOL. This research will do by following the instruction below:

1) The teacher asks the students to prepare the book
2) The teacher gives explanation about material and asks students to choose an interesting tittle related to people or something
3) Teacher asks the students to write a announcement text based on their tittle, during 40 minutes
4) At the last, the teacher asks the students to submit their written.

b. Treatment

After giving pre-test, this research will give treatment for the experimental class. This research will use collaborative writing to eliminate students' writing ability. After that the teacher asks the students to revise their writing based on the collaborative writing.

c. Post-test in experimental and control class.

After teaching, this research will give the post-test to the experiment class and control class. This research will give the one topic to students to write a announcement text in 40 minutes as the explanation of the text before and as evaluation of the students score before and after treatment. This research will do the following instruction:

a). Ask the students to prepare one piece of paper and remember the students about the rules of the text and topic that will write by students

b). Ask the students to write a announcement text related to the topic.

c) Collecting the students writing and giving the score

E. Technique of Data Collection

The data will collect by giving writing skill of text test at two sample class. For the first time, the researcher gave the pre-test to the sample classes before teaching writing. After that, the researcher give different treatment in teaching writing. The experimental class was treated by using collaborative writing, while the control class will treat by using conventional method. Then, the researcher give the post test as the comparison and the evaluation of students' before and after treatment is done.

The researcher correct and analyze the students' answer sheet one by one. In scoring the data, this case each item got five point. If the students give the correct answer all of the item, the students get the score is 100. Then, the researcher compared the result of the test gained by the experimental and control class in order to know whether collaborative writing can give significant effect or not towards students' writing skill.

F. Technique of Data Analysis

To analyze the data, the researcher took the t-test to compare the difference of the mean score between two classes: the control class and the experimental class. Sugiyono states that if the researcher is compare between two groups and the hypothesis is stated by using t-test.[47] The researcher used the t-test as suggested by Gay:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = the score of t obtained (calculated)

~~X1~~ = mean score of the control class

~~X2~~ = mean score of the experimental class

SS_1 = sums of squares of the experimental class

SS_2 = sums of squares of the control class

[47] Arifmiboy, *"kumpulan materi kuliah statistik"*,p.3

n_1 = number of sample the experimental class

n_2 = number of sample the control class

For the post-test score experimental class will analyze whether there is significant effect or not of the students' grammatical error in writing by using indirect corrective feedback and students who don not give feedback by comparing the mean score before and after the treatment of the class. To test the hypothesis , to include the significant difference between mean of score for two classes it will compare between t obtained to the value of t in the table at the degree freedom a= 0.05. To find out whether the value of t obtained indicated significant difference, this research will consult the t-test result into t-table by considering requirement below:

$t -_{test} \geq t -_{tab,}$ it means H_a is accepted and H_0 is rejected.

$t -_{test} \leq t_{tab,}$ it means H_a is rejected and H_0 is accepted.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter described about the analysis of the data collected to answer three research questions. This section describes about the analysis of the data collected to answer the research questions:

1. Is there any significant effect of using collaborative writing through students' writing ability?
2. Is there any sugnificant different between using collaborative writing technique with conventional technique through students' writing ability?
3. Is students' writing ability by using collaborative writing technique better than using conventional technique?

The findings were intended to explain whether there is a significant effect of using collaborative writing technique through students' writing ability. Second, the findings explain whether there is significant difference between collaborativewriting technique and conventional technique through students writing ability. Last, the findings explained whether students' writing ability by using collaborative writing technique better than using conventional technique.

In findings, there are three parts, they are: Description of the Data, Analysis of the Data and Testing the Hypothesis.

1. Description of the Data

The data of this research was taken from the sources of the pre-test and post-test which were conducted to both classes; experimental and control classes. They were analyzed by using the analytic method of scoring by Anderson. The scores were calculated from the four criteria of the standardization of measurement the writing test: grammar, vocabulary, mechanics, and form.There were 23 students involved in pretest and posttest: 12 students in the experimental class and 11 students in the control class.

The description of the data in both of the experimental and control classes were explained in the follow:

a. Data from the pretest experimental class and control class

Pretest was a process to measure students' competency before giving the tratment in the first meeting. Pretest aimed at knowing the students' motivation in writing before the treatment by using collaborative writing technique in experimental class by using conventional technique in control class.

1. Pre-test Scores

a. Pre-test score of the experemental class

Table 6: Pre-test score of the experemental class

NO.	Name	Score
1.	A S P	40
2.	A P	40
3.	A F	40
4.	A Y	40
5.	A F	40
6.	D L W	55
7.	D A S	40
8.	D A	45
9.	E	45
10.	F A	50
11.	G	50
12.	H	55
13.	I F	50
14.	L	55
15.	L D	45
16.	M A	35
17.	P G	50
18.	R P	55
19.	R A	35
20.	R P	40
21.	S A	50
22.	V R	55
23.	W	55
	Total n Mean	1.065 23 46

From the table above, the highest score of experimental class in the pretest is 55, while the lowest score is 35. Score distribution has mean 46. The pretest that had been collected related to students ability in writing. The data shown that the lowest score of pretest that was gained by the experimental class

was 35, the higher score was 55, variant was 48, standard deviation was 6,95 and the mean score was 46.

b. Pre-test of control class

The test result of the control class shown by the table bellow:

Table 7: Pre-test score of the control class

NO.	Name	Score
1.	A S	35
2.	A I	40
3.	D S	50
4.	E Y	45
5.	F H	40
6.	F D N	35
7.	H A	35
8.	I H H	40
9.	L O	45
10.	M D A	55
11.	M R	50
12.	M R	50
13.	M Y	40
14.	N A	45
15.	O G F	35
16.	P C R I	35
17.	R	40
18.	R S	50
19.	R A F	55
20.	S Z	40
21.	T R	35
22.	W	40
23.	Z T	45
	Total n Mean	980 23 43

From the table above, the highest score of control class in the pretest is 55 and the lowest score is 35. Score distribution has mean 43, variant was 41, standard deviation was 6,55.

The result of pre-test experimental and the control class also can be shown as the table below:

Table 8: The test result in pre-test of experimental and control class

Statistic	Experimental class	Control class
N	23	23
Mean score	46	43
Standard deviation	6,95	6,55
Minimum	40	35
Maximum	55	55

The data presented above shows that there are 46 students who are involved in the pretest: 23 students in experimental class and 23 students in control class. The mean score of the experimental class is 46 and the control class is 43. The standard deviation of the experimental class is 6,95 and the control class is 6.55. It means that the standard deviation of the experimental class was higher than the control class. The variant of the experimental class is 48 and the control class is 41. it means that the variant of the experimental class was higher than the control class.

b. Data from the posttest of experimental class and control class

Posttest was a process of measure students' writing ability after students' were given the treatment to see the result. Posttest was

given for both experimental class and control class in the last meeting.

2. Post-test scores

a. Post-test score of the experimental class

Table 9: The post-test score of the experimental class

NO.	Name	Score
1.	A S P	79
2.	A P	75
3.	A F	60
4.	A Y	67
5.	A F	75
6.	D L W	79
7.	D A S	88
8.	D A	75
9.	E	79
10.	F A	88
11.	G	92
12.	H	75
13.	I F	80
14.	L	70
15.	L D	75
16.	M A	88
17.	P G	80
18.	R P	67
19.	R A	75
20.	R P	92
21.	S A	88
22.	V R	75
23.	W	75
	Total n Mean	1.797 23 78

From the table above, the highest score of experimental class in the post-test is 92, while the lowest score is 55. Score distribution has mean 78, variant was 68, and standard deviation was 8,24.

b. Post-test of control class

The test result of the control class shown by the table bellow:

Table 10 : The post-test score of the control class

NO.	Name	Score
1.	A S	50
2.	A I	40
3.	D S	50
4.	E Y	60
5.	F H	70
6.	F D N	65
7.	H A	75
8.	I H H	55
9.	L O	60
10.	M D A	55
11.	M R	45
12.	M R	70
13.	M Y	75
14.	N A	70
15.	O G F	65
16.	P C R I	65
17.	R	65
18.	R S	60
19.	R A F	70
20.	S Z	75
21.	T R	80
22.	W	75
23.	Z T	80
	Total n Mean	1.410 23 61

From the table above, the higher score of control class in the pro-test is 88, while the lowest is 40. From the data, it is found that the mean value is 61, variant was 127,23 and standard deviation was 11,28

The result of pre-test experimental and the control class also can be shown as the table below:

Table 11: The test result in pos-test of experimental and control class

Statistic	Experimental class	Control class
N	23	23
Mean score	78	61
Standard deviation	8,24	11,28
Minimum	60	45
Maximum	92	88

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and control class. The comparison test result of pre-test and post-test from the experimental and the control class showed in the following table:

Table 12 : The comparison of pre-test and post-test of the experimental and the control class

Test Result / The Class	Pre-test	Post-Test
Experimental Class	$\bar{X}$ = 46 S= 6,95 S^2= 48	$\bar{X}$ = 78 S = 8,24 S^2 = 68
Control Class	$\bar{X}$= 43 S= 6,55 S^2= 41	$\bar{X}$ = 61 X = 11,28 S^2 = 122,23

Based on the table above, the pre-test result of experimental class was higher than control class result. It means that the treatment that have been used by the researcher to improve students' writing ability can applied by the students, so that the post-test result of the students can incrase than post-test. The increasing can we analyzed from the mean score in pretest result. The increasing can we analyzed from the mean score in pre-test of experimental class is 46 lower than post-test is 78. The comparison the post-test of the experimental and control class alowed that the control class test result was lower than control class lower than experimental class. The mean score of the post-test result of control class was lower than experimental class post-test result, 61 was lower than 78. It means the students who treated by using collaborative writing technique is better than students who used conventional technique.

2. Analysis of The Data

The researcher does normality and homogeny test of the result of pretest and posttest the experimental and control classes. To analyze the data, the researcher used the Liliforss test to find out whether the data isdistributed normally or not and used Ftest to obtain whether the data of two class are homogeny or not.

a. The Normality of the data Pre-test Score in Experiment Class

The normality test of the data both of the classes we nedded to find out whether the data was distributed normally or not. Lilifors test was used to find out the normality of the data with the level of significant 0,05. The result of normality pretest and

posttest can be shown in the following table:

Table 12: The calculation of mean score, Standar Devianation, and Variant of Pre-test Score in Experiment Class

X	F	Fk (a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
35	2	3	0,13	-2,00	0,0228	0,1020	0,1020
40	7	10	0,43	-1,64	0,0505	0,3795	0,3795
45	3	13	0,56	-1,28	0,1003	0,4600	0,4600
50	4	17	0,73	-0,91	0,1814	0,5486	0,5486
55	6	23	1	-0,55	0,2912	0,7088	0,7088
Sum		56					
Mean		46					
Standar deviation		6,95					

The data shows that the score L_o for the pretest of experimental class is 0,7088. The t-table for α= 0,05 is 0,076. Hence, the score of L_o is lower than L_{table} ($L_o < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

b. **Normality Test of Pre-test Score of Controll Class**

The normality test of pre-test score of control class can be showed by the table below:

Table 13: The calculation of mean score, Standar Deviation, and Variant of Pretest Score in Control Class

X	F	Fk (a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
35	6	6	0,26	-2,00	0,0228	0,2372	0,2372
40	7	13	0,56	-1,64	0,0505	0,5095	0,5095
45	4	17	0,73	-1,28	0,1003	0,6297	0,6297
50	4	21	0,91	-0,91	0,1814	0,7286	0,7286
55	2	23	1	-0,55	0,2912	0,7088	0,7088
Sum		80					
Mean		43					

Standar deviation	6,55

The data shows that the score L_o for the pretest of experimental class is 0,7286. The t-table for α= 0,05 is 0,036. Hence, the score of L_o is lower than L_{table} ($L_o < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

c. Normality Test of post – test score of the experimental class

The normality test of pos-test score of the experimental class can be showed by the table below:

Table 13:The calculation of mean score, Standar Devianation, and Variant of Post-test Score in experimental class

X	F	FK(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	ISn(Xi)-P(Zi)I
60	1	1	0,04	-0,18	0,4286	-0,3886	0,3886
67	2	3	0,13	0,31	0,6217	-0,4917	0,4917
70	1	4	0,17	0,53	0,7019	-0,5319	**0,5319**
75	8	12	0,52	0,89	0,8133	-0,2933	0,2933
79	3	15	0,65	1,18	0,8810	-0,231	0,231
80	2	17	0,73	1,25	0,8944	-0,1644	0,1644
88	4	21	0,91	1,83	0,9664	-0,0544	0,0544
92	2	23	1	2,12	0,9830	0,017	0,017
SUM4		**96**					
MEAN2		**78**					
STANDAR DEVIASI		**13,078 ,24**					

The data shows that the score L_o for the pretest of experimental class is 0,5319. The t-table for α= 0,05 is 0,076. Hence, the score of L_o is lower than L_{table} ($L_o < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

d. Normality Test of post – test score of the Controll class

The normality test of pre-test score of control class can be showed by the table below:

Table 14: The calculation of mean score, Standar Devianation, and Variant of Post-test Score in Controll Class

X	F	FK(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	ISn(Xi)-P(Zi)I
40	1	1	0,04	-1,63	0,0526	-0,0126	0,0126
45	1	2	0,08	-1,27	0,1020	-0,022	0,022
50	2	4	0,17	-0,91	0,1841	-0,0141	0,0141
55	2	6	0,26	-0,55	0,2912	-0,0312	0,0312
60	3	9	0,39	-0,18	0,4286	-0,0386	0,0386
65	4	13	0,56	0,17	0,5675	-0,0075	-0,0075
70	4	17	0,73	0,53	0,7019	0,0281	0,0281
75	4	21	0,91	0,89	0,8133	0,0967	0,0967
80	2	23	1	1,25	0,8944	0,1056	**0,1056**
SUM		**96**					
MEAN		**61**					
STANDAR DEVIASI		**11,28**					

The data shows that the score L_o for the pretest of experimental class is 0,1056. The t-table for α= 0,05 is 0,036. Hence, the score of L_o is lower than L_{table} ($L_o < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

e. Homogeneity Test of the pre-test score from the control and the Experiment Class

The data from the pre-test of the experimental and controll class are homogeny as presented in the table below:

Table 14: The Mean Score, Standar Deviation, and variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standar Deviation	Variant S^s
Experimental Class	46	23	6,95	48
Controll Class	43	23	6,55	41

F_{hit} = The higher variant
The lower variant

F= $\frac{48}{41}$ = 1,170

F_{hit}=1,170

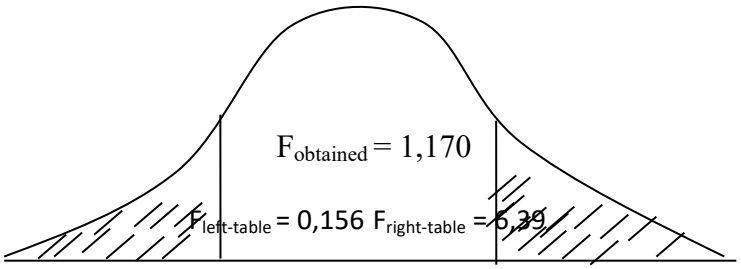
F_{tab} kanan =Fa (v_1,v_2)

=F0.05 (4,4)= 6,39

F_{tab} kiri $= \frac{1}{Fa(v2,v1)} = \frac{1}{F0.05(4,4)} = \frac{1}{6,36} = 0,156$

For f_{table} with level of significant 0.05=6,39.So ,F_{hit} < F_{table} 1,170 < 0,156. It can be concluded that the data is homogenous.

Curve 1: The Curve of F-test (homogeny) of the Post-test Score in the Experiment and Control Classes



f. Homogeneity Test of the post-test score from the control and the Experiment Class

The data from the post test of the experimental and controll class are homogeny as presented in the table below:

Table 14:

The Mean Score, Standar Deviation, and variant

The Class	Mean Score ($\bar{\times}$)	Totally of Sample (N)	Standar Deviation	Variant S^s
Experimental Class	78	23	8,24	68
Controll Class	61	23	11,28	122,23

F_{hit} = The higher variant
The lower variant

F= $\frac{122,23}{68}$ = 1,797

F=1,797

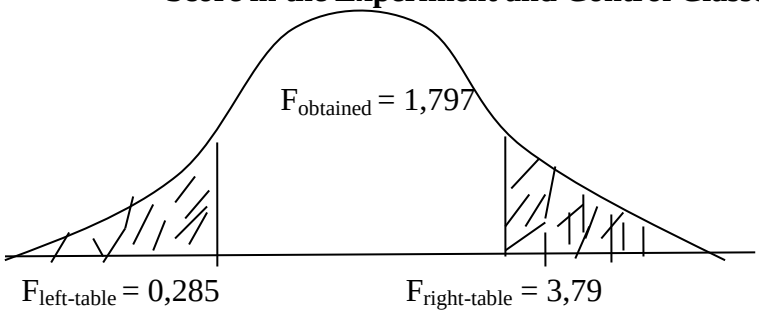
F_{tab} kanan =Fa (v_1,v_2)

=F0.05 (7,8)= 3,79

F_{tab} kiri = $\frac{1}{Fa(v2,v1)} = \frac{1}{F0.05(7,8)} = \frac{1}{3,50}$ = 0,285

For F_{table} with level of significant 0.05=1,797.So, F-hit < f_{table} 1,797< 0,285. It can be concluded that the data is homogenous.

Curve 2: The Curve of F-test (homogeny) of the Post-test Score in the Experiment and Control Classes



3. Testing the Hypothesis

After the scores of experimental class and control class had been analyzed, then the hypothesis was tested. The value of t-obtained then was

compared with the value of t-table. The score of the mean score, the standard deviation, and the value of $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis of this research was:

Ha: there is significant effect of using collaborative writing trough students' writing ability

Ho: there is no significant effect of using collaborative writing trough students' writing ability

Based on the first hypothesis , to find whether Ha is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of t-table. If the value of the $t_{obtained}$ is bigger than the value of the t-table the descriptive Ha is accepted. However, if the value of $t_{obtained}$ is the same or lessthan the value of t-table, the null hypothesis Ho is accepted. Then, the calsulation of pre-test and post-test scores of the experimental class were explained bellow:

Table 16: The Mean Score, Standar Deviation, variant, and sum square

The Class	Mean Score ($\bar{\times}$)	Totally of Sample (N)	Standar Deviation	Variant S^s
Pre-test Experimental Class	46	23	6,95	48
Post-test Experimental Class	78	23	8,24	68

$$t=\frac{\bar{x}1-\bar{x}2}{\sqrt{\frac{s1^2}{n1}+\frac{s2^2}{n2}}} \qquad t=\frac{32}{\sqrt{0,30}}$$

$$t=\frac{78-46}{\sqrt{\frac{48^2}{23}+\frac{68^2}{23}}} \qquad t=\frac{32}{0,54} \qquad \textbf{t= 59,25}$$

$$t=\frac{32}{\sqrt{\frac{2,304}{23}+\frac{4,624}{23}}} \qquad t=\frac{32}{\sqrt{0,10+0,20}}$$

From the t test above, the mean score of the post-test ($\bar{x}2$) is 78. It was bigger than the mean score of the pre-test ($\bar{x}1$) is 46. It was found that t $_{obtained}$ is 59,25 and the t-table for degrees of freedom (df)= (na+nb-2)= (23+23-2)= 44 with level of significance ($\propto$) 0.05 is 1.6802. Through comparing the t-obtained and the t-table, it can be seen as -t-table ½$\propto$> t-obtained > t-table ½$\propto$. It can be concluded that there was a significant effect of using collaborative writing technique through students' writing ability in announcement text.

b. Second hypothesis

The second hypothesis of the research was:

Ha: There is significant different between using collaborative writing with conventional technique trough students' writing ability

Ho: There is no significant different between using collaborative writing with conventional technique through students' writing ability.

Ha means there are significant difference between using collaborative writing through students' writing announcement text and the students' who do not using collaborative writing with conventional technique through students' writing announcement text. On the other hand, Ho means there are no significant different between using collaborative writing with conventional technique through students' writing announcement text. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula t-obtained located before t-table ½ $\propto$ and after $-$ t $-$ table ½ $\propto$, it means that Ha accepted and $H_O$rejected (- t-table ½$\propto$> t-obtained > t-table ½$\propto$) as explanation below:

Table 17: The Mean Score, Standar Deviation, variant, and sum square

The Class	**Mean Score ($\bar{\times}$)**	**Totally of Sample (N)**	**Standar Deviation**	**Variant S^s**
Post-test Experimental Class	**78**	**23**	**6,95**	**48**
Post-test Control Class	**61**	**23**	**11,28**	**127,23**

$$t=\frac{\bar{x}1-\bar{x}2}{\sqrt{\frac{S1^2}{n1}+\frac{S2^2}{n2}}} \qquad t=\frac{17}{\sqrt{0,803}}$$

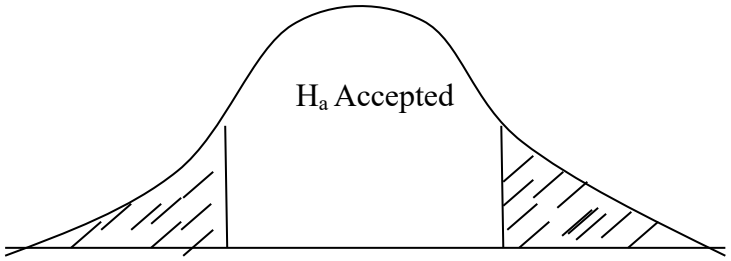
$$t=\frac{78-61}{\sqrt{\frac{48^2}{23}+\frac{127,23^2}{23}}} \qquad t=\frac{17}{0,89} \qquad \textbf{t= 19,10}$$

$$t=\frac{17}{\sqrt{\frac{2,304}{23}+\frac{16,187}{23}}}$$

$$t=\frac{17}{\sqrt{0,100+0,703}}$$

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}1$) is 78. It is greater than the mean score of the post-test in control class ($\bar{x}2$) 61. Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is **19,10** and the t-table for degrees of freedom (df) = (na + nb – 2) = (23+23 – 2) = 44 with level of significance ($\propto$) 0.05 is 1.6082 Through comparing the t-obtained and the t-table, it can be seen as -t-table ½$\propto$> t-obtained > t-table ½$\propto$. It can be concluded that there was a significant difference of using collaborative writing technique through students' writing ability in announcement text.

Curve 3: The curve of the t-test result in the post-test and the pre-test of experimental class



tobtained= 59,25 Ttable= -1.6802 ∝0.05= 1.6802

From the data, i-t means that the descriptive hypothesis Ha was accepted or the null hyphotesis Ho was rejected because the tobtained was higher than the t-table with table ½αand after – t – table ½α (-t-table ½α> t-obtained > t-table ½α). Hence, it can concluded that there is a significant effect of using collaborative writing technique through students writing announcement text at second grade in SMP N 3 BONJOL

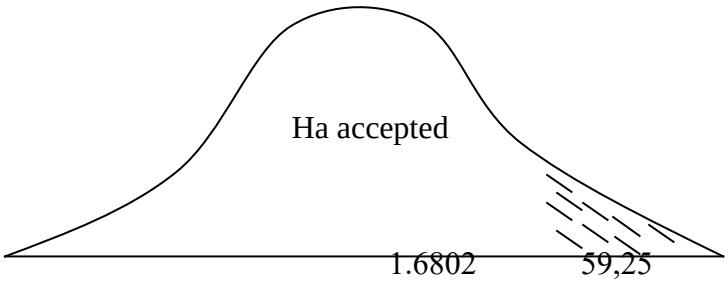
c. The third hypothesis

Ha: The use of collaborative writing is better than using conventional technique

Ho: The use of collaborative writing is not better than using conventional technique

The data gotten to prove the hypothesis above is the same with the data of the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis in the form for one-tailed test. The result of the t-test is shown in the following graphic:

Curve 4: The curve of t-test result in third hypothesis



The graphic above is shown that $t_{obtained}$ was higher than t table, 59,25 > 1.6802. It means that the descriptive hypothesis (Ha) was accepted or the null hyphotesis (Ho) was rejected because $t_{obtained}$ was haigher than t table with ($\propto$) 0.05 (one tail). Hence, it can be concluded that use of collaborative writing is better than using conventional technique in students' writing announcement text.

Based on the finding above, it can be concluded that all null hypothesis were rejected and all alternative hypotheses were accepted. It means collaborative writing technique has a significant effect on students' writing ability and also has a significant difference toward students' writing ability. Last, using collaborative writing technique through students' writing ability was better than without using conventional technique.

B. DISCUSSION

This research was about the effect of using Collaborative Writing technique through students' writing announcement text at second grade in SMP N 3 Bonjol. This section discusses the research finding based on the related study. This research was done by giving the writing test to the students in the

experimental class and control classes, the function of the writing test is to see the students' fluency to write English well, the grammar, the vocabulary, the fluency and the form. In order to express their own ideas, feelings based on the topic selected. In this study, the researcher had seen the effect of using collaborative writing technique in improving students' writing announcement text. According to Sokolik in Nunan, writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers, Olson describe that.[48]

Based on the research finding above, the result hypothesis from this research can answer the formulation of the problems as stated in chapter one where the research finds that all the alternative hypothesis (H_a) are accepted. The result of this research related to the first hypothesis assertss that there is a significant effect of using collaborative writing through students' writinga nnounceent text. Considering tyhe development of teaching writing technique, collaborative writing has been one of considered technique to beimplemented in any levels of education. Nelson and Murphy in Widodo propose that in collaborative writing, the writing process that students' must follow are findings idea and arranging ideas into writen form, developing ideas by giving some data and information to support their idea. Many students have been conducted to investigate the effectiveness of collaborative writing to teach writing and it revals the fact that collaborative writing is one effctive way not only to teach writing but

[48] David Nunan. *Practical English Language Teaching Young Larners.* North america: The McGraw-Hill Companies, 2005. P.98

also improve students' writing skill. (Li & Zhu, 2017, Shahgoli and Farrokhi)[49]

The second hypothesis collaborative writing technique, to know whether the technique is effective to improve students ability. Teaching students by using collaborative writing help the to do their work information, a higher order thinking skill which includes analysing information and identifying key concepts. Hence, the collaborative writing technique was selected because it was belived to be able to stimulate the students to be more involved in the writing activities and to facilitate the students to comprehand the pessages. Collaborative writing teams to achieve the knowledge needed for future work especially final test and others that to do one by oneand not teamwork.[50]

Lats, the third hypothesis asserts that students writing ability by using collaborative writing through students' writing announcement text better than students using conventional technique. However, Storch stated the study which describes how well collaborative writing implemented in writing class is merely found. In fact, most of the research on collaborative writing is focussed on texts produced for prepotory writing assignement and not one more extensive texts meant to stand on their own.[51]

From the explanation above, it can be conclude that collaborative writing as a technique can improve students writing ability in writing announcement text. Other than that, collaborative writing can also be used as an effective technique to help teacher in teaching.

[49] Zahrotun Hanifah. *Collaborative writing : strenghts and weaknesses to teach EFL.* 2nd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol. 2, 2018)

[50] Juang eko pranomo, *The Effectiveness Of Collaborative Writing Method In Teaching Writing At Mts Assyafi'iyah Gondan,*

[51] Ibid

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research question about using collaborative writing technique through students' writing announcement text, it could be concluded that:

a. There is a significant effect of using collaborative writing technique through students' writing announcement text. It can be seen in previous chapter related to the result of statistical analysis by using paired sample t-test where $t_{obtained}$ (59,25) was higher then t_{table} with the level significant 0,05. It means the null hypothesis (H_a) was accepted.

b. There is a significant difference between using collaborative writing technique through students' writing ability and conventional technique. It can be seen from the result of statistical analysis by using independent sample test where $t_{obtained}$ (19,10) was higher than t_{table} with thelevel significant 0,05. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

c. Students' writing ability in writing by using collaborative writing technique better than using conventional technique . It can be seen from the result of statistical analysis by using independent sample test where $t_{obtained}$ was higher than t_{table}

with the level significant 0,05. It means the null hypothesis (H_a) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestion

Based on the findings above, it had been proved that there is significant effect of using collaborative writing technique through students' writing announcement text at second grade in SMP N 3 BONJOL. As could be seen on the result of the research, the researcher would liketo suggest as follows:

a. This research is an input or consideration for many people especially who concerns in English education section and other educational institutions.
b. Since this research isonly a beginning research, further research is exepted to be done to see other findings that have not been converd by this research.