

IMPROVING STUDENTS' WRITING SKILLS ON DESCRIPTIVE TEXT THROUGH COLLABORATIVE LEARNING

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ABSTRACT

This research paper is entitled "Improving Students' Writing Skills in Descriptive Texts Through Collaborative Learning". This research is a pre-experimental study conducted on class VII students of SMP KP Baros. This study aims to determine the effectiveness of the Collaborative Learning strategy in improving descriptive text writing skills and to find out the response to the use of collaborative learning in improving writing skills at SMP KP BAROS. The sample of this research was 28 students of class VII B. The instruments used were pre-test, post-test, and questionnaire. The pre-test is given to determine students' ability to write descriptive texts using collaborative learning before being given treatment and the post-test is given to students to measure whether there is progress in their skills in writing descriptive texts using collaborative learning. This is proven by the t-test calculation, the calculation results with $df = N-1 = 28-1 = 27$, at $p = 0.05$ with two tails, the critical value of t is 2.052, because the calculated t is 13, 8 is greater or higher than the critical t table value of 2.052 ($13.8 > 2.052$). Therefore (H_a) is accepted and (H_o) is rejected. This means that the use of Collaborative Learning is effective in improving the writing skills of grade 7 students at KP Baros Middle School. Then, from the results of the questionnaire, students felt happy and enthusiastic when learning to write using collaborative learning. It means, students give a positive response to the use of collaborative learning

Keywords: *Writing, Descriptive Text, Collaborative Learning*

ABSTRAK

Penelitian ini berjudul “Meningkatkan Keterampilan Menulis Siswa dalam Teks Deskriptif Melalui Pembelajaran Kolaboratif”. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan pada siswa kelas VII SMP KP Baros. Penelitian ini bertujuan untuk mengetahui efektivitas strategi Collaborative Learning dalam pembelajaran kolaboratif, meningkatkan keterampilan menulis teks deskriptif dan mengetahui respon penggunaan pembelajaran kolaboratif dalam meningkatkan keterampilan menulis di SMP KP BAROS. Sampel penelitian ini adalah 28 siswa kelas VII B. Instrumen yang digunakan adalah pre-test, post-test, dan angket. Pre-test diberikan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif dengan menggunakan pembelajaran kolaboratif sebelum diberikan perlakuan dan post-test diberikan kepada siswa untuk mengukur adakah kemajuan dalam keterampilannya dalam menulis teks deskriptif dengan menggunakan pembelajaran kolaboratif. Hal ini dibuktikan dengan perhitungan uji t, hasil perhitungan dengan $df = N-1 = 28-1 = 27$, pada $p = 0,05$ dengan dua ekor maka nilai kritis t sebesar 2.052, karena t hitung adalah 13.8 lebih besar atau lebih tinggi dari nilai kritis t tabel sebesar 2.052 ($13.8 > 2.052$). Oleh karena itu (H_a) diterima dan (H_o) ditolak. Artinya penggunaan Collaborative Learning efektif dalam meningkatkan keterampilan menulis siswa kelas 7 SMP KP Baros. Kemudian dari hasil angket siswa merasa senang dan antusias ketika belajar menulis menggunakan pembelajaran kolaboratif. Artinya, siswa memberikan respon positif terhadap penggunaan pembelajaran kolaboratif

Kata Kunci: Menulis, Teks Deskriptif, Pembelajaran Kolaboratif

INTRODUCTION

English is one of the languages used to communicate around the world. In Indonesia, English is an important subject that is taught at all levels of education, from elementary to high school and tertiary institutions in Indonesia. Because of that, Indonesia prepares students to be able to study English.

Currently, learning English in Indonesia requires great attention to improve teaching English. particularly in writing skills, and imparting knowledge through a good education system. Not only the government but all institutions in the education system are involved in improving English. In learning English, there are four skills that should be mastered, they are: reading, speaking, writing, and listening. In this research, the writer will focus on writing skills.

Writing is an English language skill that must be mastered by students. By writing, Students can express feelings, thoughts, and desires. Of the four main English skills, writing is considered the most complex skill and hard to master. This difficulty, according to Richards (2002, p. 303), "lies not only in generating and organizing ideas but also translating these ideas into the readable text". Researchers improve writing skills in descriptive text.

Descriptive text is a text that describes a picture of something that the author wants to convey to the reader. according to Gerot and Wignell (1995, P.208) "descriptive text is a kind of text aimed to describe a particular person, place or thing". There are many students who find it difficult to understand descriptive text about how they describe a person, place, or thing. According to

Novita (2017) The generic difficulty of the structure of the descriptive text consists of describing objects in detail. One of the methods chosen by the researchers uses collaborative learning to improve the ability to write a descriptive text.

Collaborative learning is not just an exchange of data from teachers to students, but the presentation of students with new concepts that are in the domain of their understanding. According to khalil (2017), collaborative learning This strategy is an effective activity that can help students write well without fearing being wrong because doing it in groups and making students more enthusiastic about learning from mistakes.

Based on the problems and statements above, the authors offer an interesting way to teach writing through collaborative learning, because it has advantages and effectiveness in teaching writing in various ways. researchers chose collaborative learning because it can help students write well without fear of being wrong because they work in groups. Based on the explanation above, the researcher is interested in conducting a research entitled “Improving Students’ Writing Skill On Descriptive Text Through Collaborative Learning”.

LITERARY REVIEW

1. Writing

According to Sokolik (2003, p.88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

In addition, according to Leo (2007, p.1) states that "Writing is a process of expressing ideas or thoughts in words should be done at our leisure." It means that the purpose of writing is to communicate ideas, feelings, or opinions in written form to make other people or readers understand the idea conveyed.

In short, writing can be said as the process of creating a note or story by generating ideas and conveying thoughts, feelings, or opinions in written form that readers can understand.

According to Harmer (2007: 4-5) writing process is process of the stages a writer goes through in order to produce something in its final written form. The writing process has four elements:

1. Planning

There are three main things that must be considered. First, the writer must consider the purpose of writing. Second, the writer must think about the audience because it influences the form of writing and the choice of language. Third, the writer must pay attention to the content.

According to Oshima (2007) "in the planning stage, you organize the ideas you generated by brainstorming into an outline." Based on the definition above planning is selecting a topic or organizing ideas into an outline.

2. Drafting

In this process, The writer then uses these ideas as a guide. As the writing process progresses through editing, multiple drafts may be generated en route to the final version.

According to Stead (2011) “drafting that is based on top-quality research and planning will heighten writer productivity and solve the age-old dilemma of kids not knowing what to write”. Based on the definition drafting are ideas that are used as a guide or plan for writing.

3. Editing

After the produces a draft, the writer usually reads what they have written. Either the information is not clear or the way to write something is confusing.

According to clouse (2013,p.117) editing is the process of finding and correcting mistakes in grammar, spelling, punctuation, capitalization, and usage. In addition, the editing process is often assisted by other readers to provide comments and suggestions.

4. Final Version

At this stage, must perfect their draft. The writer can send a written text to the intended audience. According to Oshima (2007) “polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing)”.

According to Steade & Hoty (2011, p.12), there are five purposes of writing.

1. To inform is to present the facts as objectively as possible.
2. The explanation, explaining how something works and why it does so.
3. Persuasion, namely persuading the reader to agree with the author's point of view.
4. Entertain readers with fun writing.
5. Description, which reveals something about the subject in detail.

2. Descriptive Text

A descriptive text is a text that tells about someone or something. According to Oshima and Hogue (2007) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. It is a purpose to tell about the subject by clearly describing its features without including personal opinion.

Anderson and Anderson (1997) as cited in Sa'adah (2020) state that a description text describes a particular person, place, or thing. Based on the definition of descriptive text above descriptive text describes the feature of someone, something, and place based on the real condition of it.

Based on Marta (2005) stated that the generic structures of descriptive text are:

1. Identification

identifies the person, place, or thing to be described.

2. Description

describes parts, qualities, and characteristics of the person, place or thing to be described.

There are some language features in the descriptive text according to Grace & Sudarti (2007) as cited in rahayu (2018) stated that there are several language features used in descriptive text:

1. Using simple present
2. Use linking verb
3. Use adjectives and compound
4. Use of degree comparison

3. Collaborative Learning

Collaborative learning is one of the techniques in learning. According to LeJeune (1999) as cited in Chandra (2015) collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. The main characteristics of collaborative learning are a common task or activity; small group learning, cooperative behaviour; interdependence; and individual responsibility and accountability.

According to Babu (2017), collaborative learning is a technique, teachers use to group students to impact learning positively.

collaborative learning group learning techniques so that learning goes well. such as doing tasks or activities together, group learning, and responsibility.

According to Laal (2011), Numerous benefits have been described for collaborative learning as in following:

1. CL Promotes critical thinking skills
2. Involves students actively in the learning process
3. Classroom results are improved
4. Models' appropriate student problem-solving techniques
5. CL is especially helpful in motivating students in specific curriculum
6. Alternate student and teacher assessment techniques
7. Collaborative teaching techniques utilize a variety of assessments

RESEARCH METHODOLOGY

1. Research Design

This study uses pre-experimental research to achieve the goal. Pre-experimental research is a detailed plan of how research will be carried out and maximized, then it can be measured, collect data for hypotheses and analyze the results.

This study aims to determine the results of the pre-test conducted before treatment and compare them with the results of the post-test after the sample has received treatment.

2. Population and Sample

The population and the sample should be defined before doing the research design. According to Schreiber (2011, p.23) "The population here refers to the group you are interested in or refers to all participants you consider potential." The

population of this research is the first grade of SMP KP Baros, consisting of 1 class, having 28 students.

According to Bordens (2011, p.163), "Sample is a large population that is selected into small sub-groups". The sample for this research plan is to take one class as the research sample. Class VIIB consists of 14 female students and 14 male students. So, the sample of this research is 28 students.

3. Research Instrument

The main instrument to collect the data, the writer uses two instruments, there are a test and a questionnaire. The test includes pre-test and post-test.

1. Pre-test

Pre-test is given before instruction or treatment begins, additionally pre-test is before the students are given treatment using collaborative learning. It is to find out students' writing of the descriptive text.

2. Post-test

Post-test will be given after conducting the treatment. it is known whether or not there is any progress in students' writing skills in descriptive text manner.

3. Questionnaire

Sugiyono (2013, p. 142) defined that a questionnaire is data collection that is done by giving questions or written questions to respondents. in the questionnaire, the researcher used questions to find out student responses in teaching writing

descriptive text using collaborative learning, and interpreting what was expected and then writing down the answers. students will be given a questionnaire after the post-test and the questions consist of 15 questions.

FINDINGS AND DISCUSSION

This research was conducted at KP BAROS Middle School on the July 24th, 25th, 26th, 31st, and 2nd to 3rd August. The researcher chose class 7B, which consisted of 28 students, including 14 female students and 14 male students. This study uses pre-experimental methods in conducting research. To obtain data, researchers used tests and questionnaires as data collection instruments. The tests used in this study are pre-test and post-test. In the research findings, the researcher displays descriptive data from the results of the pre-test, post-test, and questionnaire.

Based on the results of the pre-test, 28 students obtained varying grades. from highest to lowest. the highest score of 75 was achieved by 1 student, while the lowest score was 20 achieved by 1 student. the minimum criterion for mastery (KKM) of English subjects is 75. The pre-test average is 44.107, which means that the pre-test score is still below the minimum criteria. Therefore, their writing skills especially in writing descriptive text must be improved.

Based on the results of the post-test conducted by 28 students, various values were obtained, from highest to lowest. The highest score of 95 was achieved by 5 students, while the lowest score was 45 achieved by 1 student. The pre-test average was 76.428 which means that the students' writing skills in writing descriptive texts obtained significant results after being treated using collaborative learning strategies.

interpreting the result of the computation the derivative $t = 13.8$ indeed exceeds the critical table value $t = 2.052$, at $p = 0.05$ with $df = 27$ ($13.8 > 2.052$). Therefore, H_0 is rejected and H_a is accepted. Stating that there is a significant difference in student scores before and after treatment using collaborative learning. This also means that the skill of writing descriptive texts using collaborative learning in the first grade of SMP KP BAROS is effective.

From the results of the questionnaire above, the researcher concluded that students were happy and enthusiastic in writing descriptive texts using collaborative learning. In addition, collaborative learning can increase learning enthusiasm, students can learn to be responsible, and collaborative learning can improve students' critical thinking.

CONCLUSION

The conclusions obtained from the results of this study indicate that learning descriptive text writing skills using collaborative learning gives better results. The data shows that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. It means that collaborative learning is effective in improving students' writing skills in writing descriptive texts.

Second, the results of the questionnaire show that most students enjoy, are enthusiastic and think that when learning to write descriptive texts using collaborative learning students become critical thinkers, can solve problems and are responsible for working together. This means that students give positive responses in writing descriptive texts using collaborative learning.

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