



**IMPROVING WRITING DESCRIPTIVE TEXTS OF  
ELEVENTH GRADE STUDENTS THROUGH  
COLLABORATIVE WRITING STRATEGY**

**THESIS**

**BY**

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**BY**

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## ABSTRAK

Mufidah, Arida. 2023. Meningkatkan Menulis Teks Deskriptif Siswa Kelas XI Melalui Strategi Collaborative Writing. Skripsi, Program Studi Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing : Dr. Dwi Fita Heriyawati, M.Pd, dan Dr. Muhammad Yunus, M.Pd.

Kata kunci: Keterampilan menulis, Penulisan Kolaborasi, Penelitian Tindakan Kelas

Menulis sebagai salah satu jenis keterampilan produktif telah menjadi perhatian utama, khususnya bagi siswa sekolah menengah kejuruan. Menulis dianggap sulit bagi siswa dalam kursus kecakapan bahasa Inggris. Akibatnya, menulis kolaboratif digunakan untuk menjaga siswa tertarik dalam menulis. Tujuan dari penelitian ini adalah untuk menemukan bagaimana strategi menulis kolaboratif dapat meningkatkan kemampuan menulis teks deskriptif siswa di kelas sebelas.

Peneliti menggunakan Penelitian Tindakan Kelas (PTK). Peneliti menjalani dua siklus perencanaan, pelaksanaan, observasi, dan refleksi. Data diperoleh melalui metode kuantitatif dan kualitatif. Data kuantitatif diperoleh dari nilai menulis siswa (tes awal, hasil tes siklus I dan siklus II), sedangkan data kualitatif diperoleh dari hasil wawancara dan observasi. Kriteria keberhasilan penelitian ini membutuhkan 88% siswa untuk mencapai atau lulus dengan skor 75.

Temuan penelitian ini menunjukkan bahwa penerapan strategi Penulisan Kolaborasi efektif dalam meningkatkan keterampilan menulis siswa. Siswa mampu memenuhi syarat sukses dengan menerapkan curah pendapat, konseptualisasi, menguraikan, penyusunan, review, revisi, dan editing dalam kegiatan Penulisan Kolaborasi di kelas. Jumlah keseluruhan siswa yang memenuhi kriteria keberhasilan berkisar antara 11,5% (tes pendahuluan) sampai 50% (hasil tes siklus I) dan terakhir 88,4% pada hasil tes siklus II. Sementara itu, hasil angket dan observasi mengungkapkan bahwa penggunaan teknik Penulisan Kolaborasi memberikan beberapa manfaat bagi siswa, antara lain memperkaya pemikiran, mengarah pada penulisan kreatif, dan meningkatkan keterampilan menulis. Berdasarkan data tersebut, peneliti menyarankan agar guru menggunakan metode ini ketika mengajar menulis untuk mendorong siswa menulis lebih baik. Selain itu, siswa dapat menggunakan metode ini di luar kelas untuk mengembangkan keterampilan menulisnya bersama teman sebayanya. Sementara itu, peneliti menyarankan agar peneliti selanjutnya mengambil karya ini lebih dalam dari perspektif teori belajar yang berbeda

## CHAPTER I

### INTRODUCTION

This chapter explains the background of the study, research questions, purpose of the study, scope, and limitation, significance of the study, and the definition of key terms.

#### 1.1 Background of the Study

One of the fundamental abilities in the study and teaching of English is writing. That is unavoidable because every student must learn how to write as part of their English studies. The students are required to submit their ideas in typewritten form. It involves sharing one's most private thoughts, emotions, ideas, and ambitions in order for others to comprehend them and utilize them in some capacity (Huy, 2015). Writing is defined as a productive talent that focuses on developing effective writing through the writing process rather than just generating a textual result (Camerling, 2020). Written thoughts may be reviewed, reexamined, expanded upon, rearranged, and modified. This activity is related not only to exchanging thoughts, ideas, and emotions but also to serving as a medium for connecting with readers, which is consistent with Purnamasari et al. (2021), that writing is one of the actions that writers use to communicate with their readers. As a result, learners must examine the readers' comprehension of the content and extract the main ideas or concepts clearly from what they have written. The goal of teaching writing is to improve students' capacity to write clearly and fluently in the context of interpersonal and transactional texts, functional monologues, and brief

messages, particularly in descriptive writings, recounting, reporting, and narrative in nature.

However, for EFL students learning English, writing is the most intricate and challenging skill to master (Anh, 2019). Learning to write well is challenging because students need to have a strong conceptual understanding as well as grammatical and rhetorical knowledge (Sipayung, 2015). Another explanation shows that adults who have finished tertiary education as well as students in primary, secondary, and higher education have expressed frustration with the difficulties of writing. It can be concluded that writing was truly deemed difficult, especially writing in a foreign language, as a consequence of complaints that finally formed a public opinion. Two indicators of writing failure include students' lack of interest and concentration in writing, as well as their ability to express themselves using suitable language, vocabulary, and punctuation (Saragih et al., 2014). The difficulty in developing English phrases into legible and acceptable works utilizing correct grammar, vocabulary, and punctuation is another indicator of students writing challenges. There are some writing skills that students are required to master, including mastery of writing processes, expanded vocabulary usage, and language grammatical elements. It takes a long succession of steps to understand concepts in order to achieve the expected result. Writing has been identified as the most difficult issue for EFL students due to their inadequate language competency or linguistic skills.

Similar to the problem above, the students of a private vocational high school in Kepanjen also have difficulty in English writing. The students confessed that they have difficulties in developing and expressing their ideas in English. Not

only that, but students also struggle to organize minor or major backing for their ideas. They couldn't come up with or develop their ideas. Almost every student copied the model text into their workbooks. Students used different names to describe the same phenomenon. They made no attempt to explain the different texts. As an outcome, the written work of the student remained more consistent. Additionally, it indicated that students were not making significant efforts to carefully look over the subject. Their writing appeared to be hasty. From the results of tests conducted on the pre-implementation of collaborative writing strategy in writing descriptive text activities, it showed that out of 26 students, only 11.5% or 3 students got scores above 75 or according to the student's minimum score. In comparison, 88.5% or 23 students failed to compile descriptive texts. The problems faced above initiates the researcher to conduct research by introducing and conducting collaborative writing as a strategy to improve student's writing skill, especially in writing subject. This is also supported by the condition of the children in the class who feel more comfortable writing together with their friends than having to write alone. Students get more opportunities to see how their classmates think and develop fresh ideas when they work in groups. It is believed that incorporating collaborative writing in the classroom will improve the writing skills of eleventh grade students.

Additionally, Group discussions may provide a less stressful setting in which students are more likely to feel at ease experimenting with new ideas (Supiani, 2022). In line with it, Dabao and Blum (2013) pointed out that groups who had produced texts together claimed to generate more knowledge and ideas to share. They consequently improved their language abilities. The majority of

students also improved their collaborative written compositions' lexical and grammatical accuracy. Kessler, et al. (2012) proceed to elaborate on the value of social contact by pointing out that collaborative writing gives students the chance to write as a community and rely on one another for support and direction. By having the chance to compare their work with that of other groups, each student can develop their skills because everyone in the group will be aware of their areas of strength and weakness.

For decades, EFL writing classrooms have used the collaborative writing method. The practice of collaborative writing allows students to partner up on the creation of one written piece with their peers, in contrast to traditional writing teaching where individuals write alone (Storch, 2019; Villarreal and Gil-Sarratea, 2020; Elabdali, 2021). This technique encourages students to write in pairs, one as a helper and one as a writer. It is supported by Storch (2019), the definition of collaborative writing is simply "the engagement of two or more writers in the production of a single work". Due to the advantages it provides, collaborative writing has been encouraged. For instance, collaborative writing encourages the development of linguistic abilities such as written and verbal communication, boosts students' self-esteem and cognitive control, and encourages alterations in behaviors and involvement (Rezeki, 2017; Hasanuddin et al., 2019; Pham, 2021;).

Collaboration in writing demonstrates that students have generally positive attitudes toward collaborative writing, which is supported by Dabao and Blum (2013), who found that students who worked in pairs on collaborative writing tasks in a face-to-face context appear to recognize the benefits of collaborative writing tasks mentioned earlier when compared to completing the same task individually.

Students valued the opportunities for active participation in pair work as well as the exchange of knowledge and opinions in small groups. Students learn and progress with the help of others through collaborative writing exercises. While they write collaboratively with their classmates, students exchange thoughts, compromise, and sometimes argue with other students in order to find a conclusion. The necessity for students to agree on what to say and how to say it in the text forces them to communicate about the target language, ponder on their language use, and collaborate to discover answers to their evolving language-related challenges (Storch, 2018).

There have been numerous studies in the last ten years on the use of Collaborative Writing for EFL students. Rezeki (2021) did one correlation study to examine how students assessed their collaborative writing experience across three different text genres, particularly in remote teaching and learning during the Covid-19 epidemic. This study included three questionnaires, and the results reveal that students have good perceptions of their collaborative writing experiences across the three text genres. It revealed that collaborative writing across the three text kinds was deemed acceptable for promoting soft skills development. The research also demonstrated students' enthusiastic attitudes toward the benefits of collaborative writing for their language and soft skill development. Another research used the covariance analysis (ANCOVA) by Latifah (2020) where the experimental group and the control group were used in this investigation. Both classes received different treatment. The experimental group was taught using a collaborative technique, whereas the control group was not. According to the findings, the collaborative writing strategy appears to be more effective in teaching literacy than the traditional



method. After treating the experimental group, the researcher concluded that the collaborative writing technique is making good progress in developing students' writing skills on recount text. Harlena (2019) investigated the influence of collaborative writing methods and writing interest on students' descriptive text writing abilities in the tenth grade at SMA INS Kayutanam. The purpose of this quantitative study is to determine whether or not a collaborative writing technique improves students' achievement in creating descriptive text. The test results suggest that when students were taught utilizing a collaborative writing technique, they performed better in writing descriptive writing.

Meanwhile, in this study collaborative writing was implemented in the eleventh grade of Vocational school in Kepanjen. It is important for the students to starting practicing their writing started from the basic skill, because later they will face a higher level of writing especially for those who continue their studies or take tests as a condition to work abroad. By implementing the collaborative writing strategy in practicing their paragraph writing, it would make the students easier in organizing the valuable major and minor ideas that are needed in their writing. Therefore, by applying this method in teaching paragraph writing, it is hoped that the student's writing ability would be improved and the motivation in joining writing class could be aroused.

## 1.2 Problem of the Study

Based on the foregoing description, the current study was going to investigate the following primary research question: How can a collaborative

writing strategy be implemented to improve the student's writing of descriptive texts in eleventh grade?

### 1.3 Objective of the Study

In considering the issue in the specification above, the objective of the research is to explain how collaborative writing strategy can be implemented to improve the student's writing of descriptive texts in eleventh grade.

### 1.4 Significance of the Study

The researcher hopes that this research would help with English teaching and learning. It has two significant implications, which included theoretical and practical significance:

Theoretically, The researcher expects that the results of this study can help to understand how collaborative writing can produce a more engaging and active learning environment, build critical thinking, problem-solving skills, and aid in the development of students' writing abilities.

Practically, The results of this study can assist students in identifying their strengths as well as their weaknesses in writing, particularly descriptive text. It can also be utilized as a resource to help students develop their descriptive writing skills. The researcher anticipates that the findings of this study will aid English teachers at vocational or senior high schools by providing an alternative method or methodology for teaching students to produce descriptive text. Then, future researchers who are interested in this topic can learn about implementing a collaborative writing strategy to improve the ability of eleventh-grade students in

writing descriptive texts, allowing them to delve deeper into a different perspective of learning theory.

### 1.5 Scope of the Study

To avoid the widening of problems in research, it is necessary to have a scope of problems. The scope of the problem in this study is:

1. The results of learning to write in English students were given treatment using a collaborative writing learning strategy.
2. The material is focused on descriptive text.
3. The research was conducted in class XI at the Kepanjen Vocational High School, Malang Regency.

### 1.6 Definition of Key Terms

To minimize misunderstandings in this study, the researcher defines the phrase used as follows.:

**Writing Skill** is the process of reaching out to one's thoughts and exploring them creatively in typewritten form.

**Collaborative Writing** is a student-centered strategy that encourages students to collaborate, share ideas, and co-create knowledge.

**Descriptive Texts** explains how a place looks like and what funds are provided by that place as well as about the appearance of a public figure and information related to a public figure that can be explained by students of Kepanjen Vocational High School in eleventh grade which consists of 15-20 sentences or consists of 3 paragraphs.

## CHAPTER V

### DISCUSSION

This section would describe the discussion part of this study. The researcher used a classroom action research design, the discussion will discuss the cycles and the results of the questionnaire.

As what had explained before, this research used Collaborative Writing activity as the strategy to improve students' writing ability. This research was conducted in two cycles with planning, acting, observing, and reflecting activity on each cycle. Before applying the collaborative writing method, a preliminary test was given to the eleventh-grade students. It showed that only 3 students (11,4%) out of 26 students who passed the minimal score and 88,6% of students which means 23 students failed the test. The data showed that the student's scores are still low.

In the first cycle, the researcher made students do some writing activities. Started by grouping themselves into six groups which consists of four to five students in each group (Cycle I). The grouping design was based on the students' will, which led them to group themselves with their close friends. In addition, students are introduced to brainstorming, conceptualizing, outlining, drafting, reviewing, revising, and editing exercises in cycle I. Brainstorming, conceptualizing, outlining, drafting, reviewing, revising, and editing are the seven fundamental actions recognized by writing experts (Lingard, 2021). During the brainstorming process, students begin to suggest locations to depict. Several groups in this activity were still unsure about which location they wanted to explain. Since

students frequently receive input and feedback from various sources through teacher presentations and group work, brainstorming provides many opportunities for input and output treatment (Abedianpour and Omidvari, 2018). In terms of conceptualizing activities, students begin to decide which places they will describe and which elements they will explain first. Presenting a more constrained model that focuses on the two processes that contribute to the creation of writing's content (active knowledge-forming processes and reflective knowledge-transformation processes) is the act of conceptualizing (Galbraith & Baaijen, 2018). In the next activity, students were asked to do outlining activities. In other words, the listed idea that is gathered to arrange the paragraph consists of the main idea and supporting details. An outline is a blueprint that indicates how your paper is divided and subdivided, the sequence of your thoughts, and the relationship between the idea and supporting details. (Kartawijaya, 2018). There were still many students in the outlining portion who had not gone into detail about the location they were describing, so when they entered the drafting section, some of their works were less connected between one sentence and the next. Knowledge of the strategies/processes needed for producing text is referred to as drafting (Myhill et al., 2021).

As a result, there are still many students who need to improve in this cycle's reviewing, revising, and editing activities. When reviewing their peers' writing contributions in the context of language learning, reviewing aims to investigate whether combining content, structure, and language guidelines offers deeper insights into the collaborative and cooperative nature of students' work (Bradley and Thouësny, 2017). Reviewing should ideally be a focused activity in which

members of the group are invited to focus on certain issues at specific moments in the writing process. Revising entails taking into consideration, prioritizing, and incorporating feedback from group members into the draft. The text will be reviewed and revised in cycles until it is substantively complete, logically cohesive, and rhetorically successful. Editing entails micro-level changes to style, language, and flow that might occur as individual sections develop or when the entire manuscript is deemed complete (Lingard, 2021). Students receive a lot of helpful feedback and suggestions from their peers, other groups, and the teacher. Collaborative writing exercises enabled students to engage in social interaction for common goals, as well as negotiate meanings and mutual support (Pham, 2021). Students should learn to help one another, seek for information, share data, and collaborate to achieve a common objective, which will improve their writing quality.

The score of the final draft that the students submitted from cycle 1 was improved. It was shown from the mean score and also from the total of the students who passed the criteria of success which increased in the first cycle. In cycle 1, there were 50% of students passed the minimum score in this cycle. Based on the questionnaire, it was known that 57% of students agree that they can understand the descriptive text material well and enjoy the process of learning descriptive text with collaborative strategy but at the same time, 43% of students didn't understand the material and some of the students still hard to write and producing descriptive text using collaborative writing strategy in the first cycle. Even though there was an increase experienced by students in writing descriptive text, the results of the first cycle did not give satisfactory results because only 50% of students who can pass

the minimum score. Therefore, researchers re-devise the right strategy in the second round so that it can provide appropriate results.

In the second cycle, the researcher reduced the number of people in each group into two people. In this cycle there has been a lot of improvement in classroom learning, it can be seen that 88.4% of students passed writing descriptive text while 11.6% failed. More than 75% of students were successful in implementing this activity, therefore this cycle is said to be successful because it has exceeded the specified success criteria. This can also be seen when students brainstorm, conceptualize, outlining, and drafting together with their friends. They are much more focused in writing down ideas about someone they want to write about, combining their writing material, detailing the person they want to describe and arranging sentences into a coherent paragraph. So that in reviewing, revising, and editing activities the students did not receive much input or feedback from classmates or from the teacher. Based on the questionnaire in cycle 2 shows that students understand the descriptive text well and enjoy the process of learning descriptive text with a collaborative writing strategy. Most students also find it easier to understand how to compose descriptive text and are able to write and produce descriptive text using a collaborative strategy.

Not only that, but the student's perceptions of the collaborative writing strategy were also good. It was found from the questionnaire, showed that most of the students agreed that the collaborative writing strategy worked well in improving their writing skills. The students also felt some advantages from the collaborative writing strategy. The advantages were more like helping the students in generating ideas and widen their knowledge. These findings were also in accordance with the

research conducted by Chen and Yu (2019) which showed that collaborative writing enhances English writing instruction by developing creativity and innovation, offering the chance to share ideas, having beneficial emotional and social benefits, and building a pleasant learning environment in the classroom. During this event, participants will also have several discussions with members of their group in order to receive input on the topic. Discussing a problem with the group encourages people to think carefully until they finally find a solution to the problem. As a result, they will reap numerous advantages from writing (Yassim, 2022). Thus, similar to this research findings, It is possible to infer that the collaborative writing technique was effective in boosting students' writing skills in this English class.

However, there were some challenges found in this research. First, some students who have not experienced collaborative writing felt a little bit confused in the first meeting of the implementation. After the researcher explained in detail, then the students understood how to do collaborative writing in their class. Some students also feel a little confused in connecting sentences with one another because of the many inputs between friends in the group. Therefore researchers try to reduce the number of students in one group. With fewer people in the group, students can more easily compose and connect sentences with one another. Last, some of the students felt confused to express the idea or information that their friends added was difficult to interpret. But with the discussion activity, they finally knew what was meant by the information given by their friends.



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