

THE EFFECT OF COLLABORATIVE PARAGRAPH WRITING TECHNIQUE TOWARD STUDENTS' WRITING SKILL ON RECOUNT PARAGRAPH AT GRADE X OF SMAN 1 BATANG ANAI

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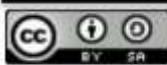
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ABSTRACT

This article observes the effect of collaborative paragraph writing technique toward students' writing skill on recount paragraph. The research was experimental. The instruments of the research were writing test. It was conducted for 4 weeks (8 meetings) to the grade X students of SMAN 1 Batang Anai. Class X1 which consisted of 33 students was an experimental group, whereas class X2 which also consisted of 33 students was a control group. The instrument of the research was the writing test. The writing test was given as a post-test to both classes at the end of the research. The data of the research were analyzed by using t-test. The result shows that collaborative paragraph writing technique gave a significant effect on students' writing skills recount paragraph as it was compared to the conventional technique that was usually used by the teacher in teaching writing. Based on the result, it is suggested to English teachers at SMA level to apply this collaborative paragraph writing technique as an alternative technique in teaching writing in English.

Keywords: collaborative paragraph writing, writing skill



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INTRODUCTION

Based on the curriculum of English for SMA, the scope of learning English at SMA is that students can understand and produce any kind of functional texts. It means that they should have the ability to express their ideas, feeling, and understanding of any kinds of text. Some text types that should be mastered by the students at SMAs are descriptive, procedure, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. Each text has different goals, generic structures and lexicogrammatical features.

From several texts above, recount text is one of the text types learnt by the grade students of SMA in the first semester. The students are expected to be able to understand and write the recount text as it is stated in curriculum 2013. Therefore, both teacher and students need extra effort to achieve the goal. Ideally, the students need to practice and develop their writing skill since it is a productive skill that is important for them in the process of acquiring language and knowledge. Also, teachers are required to find and apply appropriate techniques in teaching writing. The teachers have to consider to use a technique that accommodates both writing skill and writing technique.

Many kinds of collaborative work are frequently used to develop oral skills in the foreign language classroom like English. In writing, however, peer response is the only form of collaborative work that has been widely adopted and studied since the 1990s (Hyland, 2000).

Learning in a collaborative setting is a social interaction involving a community of students and teachers. Collaborative learning is, therefore, a significant factor in students' learning because it promotes active learning and students-reliance in the classroom (Foote, 2009). Learning is shifting from passive reception to active creation. The collaboration process enhances students' learning and develops their social skills like decision-making, conflict management, and communication (Smith and MacGregor, 2009). Also, Hendry (2009) did a classroom action research on improving students' paragraph writing through collaborative paragraph construction at grade X2 of SMAN 1 LubukSikaping. He researched using collaborative paragraph construction technique in writing paragraphs in any kinds of text. He found that collaborative paragraph construction could improve students' paragraph writing ability. The use of collaborative paragraph construction in students' paragraph writing has fulfilled what is prescribed by the English curriculum about writing skill. Moreover, Wahyuni (2014) researched the effect of collaborative writing and reading habits toward the students' writing of recount text at grade eight of MTSN Kamang. She found that both treatment group participants and control group participants improved significantly in writing recount text-ability; however, an independent sample/test indicated that treatment group participants demonstrated significantly higher comprehension gain than did control group participants.

Several studies had been conducted dealing with collaborative paragraph writing technique: Storch (2005), Hendry (2009), Suwantarathip (2013), Aminloo (2013), Wahyuni (2014) and Rozimela *et al* (2020). They found that this technique allowed students to pool ideas and provide each other with feedback. It can also activate students' background knowledge of the topics assigned to them and improve their paragraph writing skill. Also, students reported that they had positive attitudes toward collaborative writing activity and high collaboration in their groups.

Dealing with the conventional technique, freewriting is the common technique used in teaching writing. The activities of this technique are started with brainstorming, introducing the topic, asking students to discuss the topic in pairs, leading students to discuss what they want to write later, asking students to take a note of what they are going to write, asking students to pay attention to spelling, punctuation, transitional markers and another writing mechanic, and asking students to peer correct their writing. This technique is expected to motivate students to be more active and better in writing paragraphs in English. Although the freewriting technique is believed as one of the effective techniques in teaching writing, it is found that the technique does not always become the best technique to use all the time in teaching writing.

One of the various teaching techniques that can be applied in teaching writing is collaborative paragraph writing technique. This technique helps both teachers and students to create classroom writing activities enjoyable. Students are expected to be able to develop their ideas in writing recount paragraphs. It is assumed that applying the collaborative paragraph writing technique is regarded as an effective technique to motivate the students to write in English. However, there is no single teaching technique or strategy could improve students' writing skill, but there are some rational reasons why using collaborative paragraph writing technique.

First, students in collaborative paragraph writing technique which are designed to a team composed of some pairs of students. It is one of the learning techniques based on cooperation. It is designed to develop writing and other language skills. In collaborative paragraph writing technique, the students would not finish their paragraphs until their teammates have given their sentences. It means that all of the team members need to make sure whether each member has finished their sentences. It makes this technique different from the conventional technique (freewriting technique) of teaching writing.

Then, students work in a series of cognitive activities including partner writing, treasure hunt activities (brainstorming, (word map), treasure hunt questions), retelling the story, and partner checking. Students also work in their teams to create an idea and develop other writing skills. These activities engage the students with more opportunities in developing their ideas, reducing their dependence on teacher and motivating them in writing in English.

Also, collaborative paragraph writing technique is applied in the whole writing stages (brainstorming, classifying ideas and organizing ideas). It means the technique is useful to lead and guide the students before, during and after writing process. By doing so, it is hoped that the students' writing skill will be better. Furthermore, collaborative paragraph writing technique emphasizes on student-centred learning rather than teacher-centred learning. So, the writing class will be more enjoyable, lively and meaningful. Finally, collaborative paragraph writing technique is effective to encourage and motivate students with different abilities to be more active and interested in writing activities.

METHODS

This research was done by using quasi-experimental research because this research tested the hypothesis about the effect of Collaborative Paragraph Writing technique toward students writing skill on recount paragraph. The researcher manipulated one independent variable then controlled one dependent variable and observed the effect of the independent variable. The researcher investigated the effect of independent variable collaborative paragraph writing technique toward the dependent variable namely writing skill. The design of this research was the post-test only control group design. There was no pretest given to either group (control and treatment group) to control for simple testing effect and the interaction between testing and treatment. Gay, Milis and Airasian (2000) explain that "post-test scores of the experimental and control group are compared to determine the effectiveness of collaborative paragraph writing technique after giving the treatment". Creswell: 2009 has proposed that a suitable research design is a quasi-experimental design in the post-test only control group design. It can be drawn as follows:

G1: ---- X ---- O2

G2: ----- O2

G1 = Experimental Group

G2 = Control Group

X = Treatment

O2 = Post Test

The population of the research was all the grade X students of SMAN 1 Batang Anai which consisted of six classes in the academic year of 2016/2017. There were 196 students. Each class had approximately 33 students. From the six classes, two classes were chosen as a sample. In selecting the sample, the researcher used cluster sampling technique. "Cluster sampling is sampling in which groups, not individually, are randomly selected" (Gay, Mills and Airasian, 2000). Here, the researcher selected two groups randomly; experimental group and control group.

Two classes were chosen as a sample out of the six classes as the population of this research. The others were not assigned to this research. To find two groups or classes, the researcher used the result of students' English mid-semester test which had no significant difference from one which was taken as a sample of the research conducted. The students' mark was then analyzed by finding the mean scores of the mark. A coin was tossed to see which of the two classes was an experimental class and which one was a control one. Furthermore, the presentation of collaborative paragraph writing was applied in the experimental group while a control group received a conventional technique. Also, identical materials and the same amount of time we're given in two groups, except for the technique. To determine the two selected classes were chosen as a sample in this research, the researcher did two steps. The first thing done by the researcher was testing the normality and homogeneity of the population to know whether the sample was normally distributed and homogeneous. In this case, the researcher applied Lilifors Testing for normality testing and Bartlet formula for homogeneity testing. Next, cluster sampling was also applied since the samples had been grouped into their already existing classes. The researcher also flipped the coin to determine which of the two selected classes acted as an experimental class and a control class. The first class appeared to be an experimental class which was taught by using collaborative paragraph writing technique, whereas the second class appeared to control which was taught by using the conventional technique. So, there were two kinds of variables used in this research. The two techniques, collaborative paragraph writing technique and conventional technique, acted as independent variables. Meanwhile, the students' writing test played a role as a dependent variable.

RESULT AND DISCUSSION

Results

All the data needed in this research were collected from the writing test as a post-test. The test was used to measure students' skill in writing recount paragraph. The data from the writing test were gathered after the treatment. Control and experimental class were given different treatments. The experimental class was taught by using collaborative paragraph writing technique and control class was taught by using the conventional technique. The students who were taught by using collaborative paragraph writing technique were 33 students. In this research, the researcher gave 100 for the maximum score for each student. The highest score of the writing test was 93, and the lowest score was 51. The total score of the students in the experimental class was 2333 with a mean score of 70.7. In the control class, there were also 33 students with a maximum score of 100 for each student. The highest

score of the writing test was 81, and the lowest score was 53. The total score of students' writing skill in the control class was 2111 with a mean score of 63.9.

Table 1. The summary of students' writing test of the experimental and control class

Statistics	Writing experimental	Writing control
Sum	2333	2111
Mean	70.69697	63.9
Min	51	53
Max	93	81

In this research, hypothesis testing used t-test. The result of writing skill t-test for both experimental and control class can be seen in Table 2.

Table 2. Summary of t-test students' writing skill of experimental and control class

observed	table	Note
26.6	1.671	$t_{observed} > t_{table}$ H_a : accepted

Based on the table above, it can be concluded that $t_{observed} > t_{table}$. It means that H_o is rejected and H_a is accepted.

Discussion

The result of the first hypothesis testing shows that Collaborative Paragraph Writing technique benefits the students' writing skill, especially writing recount paragraph. The mean score of students' writing of experimental class which was taught by using Collaborative Paragraph Writing technique (73.00) was higher than the control class (61.75) which was taught by using a conventional technique. It can be said that the Collaborative Paragraph Writing technique gave a significant effect on students' writing skill. This finding is in line with the findings of research which was conducted by Wahyuni (2014) and Rozimela *et al.*, (2020). They found that the score of students showed the progress of students' writing skill.

The students in an experimental class who were taught by using Collaborative Paragraph Writing technique got more opportunities to develop and share ideas with their friends. The students could learn more about writing by talking and listening to each member of the groups. They provided to support one another through difficult points in the writing process. Every member became an immediate audience while the paragraph was being constructed. Through learning activities such as discussion and exchange of ideas, learners got more servings to be directly involved in the learning process and learning to take responsibility will run smoothly in the learning process.

The activities done in collaborative paragraph writing technique make the students got better achievement in writing recount paragraph because the students were actively participating in the groups by sharing their ideas toward the paragraph they are writing. As stated by Serbessa (2006) collaborative paragraph writing is two or more people sharing responsibility for producing a single document through mutual interactions, shared expertise, and joint decision-making throughout the writing process. Through discussion, change of idea, the students get more portions to directly involve in the process of studying and students

are responsible for the smoothness of the studying process. So, it makes them active during teaching and learning process.

Furthermore, Banerjee (2000) stated that collaborative paragraph writing encompasses every group member's effort and participation at every stage of the writing process, from planning through composing to revising. Everyone has a part in the whole process of writing. When one student got confused, other students could help by giving and sharing their ideas. This condition and process engaged students in developing the ideas and building the understanding. On the other hand, the students who were taught by using conventional technique did not get the better achievement. Here, the teaching and learning process was dominated by the teacher. The students tended to be passive during the teaching and learning process. They did not discuss with their friend about the difficulties that happened during the writing process. It made them get low achievement in writing.

Because of the students' activities in collaborative paragraph writing, the students got high achievement in writing recount paragraph, while the students that were taught by conventional technique did not get a better result. In collaborative paragraph writing technique, students learn more about writing by talking and listening to each member of the groups. Multiple inputs from each member also produce good writing and reduce the grammatical errors. In contrast, students in the control class that were taught by conventional technique make their writing individually. It makes the students find difficulties in doing their writing because it was hard for them to develop their ideas. Therefore, the students who were taught by using Collaborative Paragraph Writing technique had better achievement in writing recount paragraph than those who were taught by using the conventional technique.

This is supported by Aminloo (2013) who says that Collaborative Paragraph Writing technique is a technique which gathers ideas that is a kind of free association about one concept deals with any interrelated information. Collaborative Paragraph Writing is the technique which can improve students' skill in writing since it digs information from the collaborative construction which is finally arranged into a well-organized paragraph. Moreover, Wahyuni (2014) finds out that Collaborative Paragraph Writing is an effective technique in language learning which is preferred by the students because it is interesting, fun, and encourages their creativity with its collaborative construction in creating new vocabulary and forming new sentence pattern. In line with this, Harmer (2000) states that the Collaborative Paragraph Writing technique is a visual organizer which will help the students to organize ideas into a well-written work. It is a useful device for teachers especially English teachers in teaching their students on how to write. Last but not least, Hendry (2009) also claims that Collaborative Paragraph Writing is a technique that is applicable in three phases of the writing process. It is not only beneficial in the pre-writing phase but also whilst-writing and post-writing activity.

CONCLUSION

Based on the results of data analysis and research findings that were conducted to the grade X students of SMAN 1 Batang Anai, it can be concluded that the students who were taught by using Collaborative Paragraph Writing technique got better writing score of recount paragraph than those who were taught by using the conventional technique at grade X of SMAN 1 Batang Anai. The reason for this situation is that the

Collaborative Paragraph Writing technique provides enough opportunities for the students to practice their writing through interesting activities in the group. The activities also give equal opportunities to each student to practice their writing skill individually and minimize the gap between the dominant and passive students.

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