

Collaborative Writing Technique (CWT): Elevators Students' Writing Performance

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ABSTRACT

This study aimed to improve the students' writing skill and their activeness through collaborative writing technique (CWT). The subject were 25 students of phase E at SMA Insan Cendikia Sriwijaya Palembang in academic year 2023/2024. Data collection technique used writing test and observation. This study is classroom action research (CAR) which was conducted into three cycles. Each cycle consisted of four stages; planning, action, observation and reflection. The result in Cycle I, the average score is 68.08 with the classical achievement 52%. In Cycle II, the average score is 79.44 with the classical achievement 76%. The last, Cycle III has 87.24 average score with 92% as the classical achievement. Those increasement obtained the success criteria of this study. In conclusion, the implementation of CWT could improve the phase E students' writing skill at SMA Insan Cendikia Sriwijaya Palembang. **Key word:** Writing Skill; Writing Technique; Collaborative Writing

INTRODUCTION

Considering the importance of English in the modern age, learners must be able to communicate effectively in English both orally and in writing. Listening, speaking, reading and writing are the four most important language skills. Writing is the challenging skill for students to learn. It is an ability that requires an extended learning process. Tarigan (2008) argues that writing skills are one of the productive and expressive language skills used to communicate with other people indirectly rather than face-to-face. Furthermore, Saleh (2006) says that, writing skill is the ability to express ideas, opinions, and feelings to others using written language. It is an ability that requires an extended learning process. It requires habituation starting from guidance beginning to advanced writing skill (Walter et al, 2021).

Writing skills are complex and sometimes it is difficult to teach because English is learnt as a foreign language in Indonesia. There are some aspects that should be understood clearly like capitalization, spelling, vocabulary, grammar, language feature, content, topic and others which is really different from their daily language used. Writing is not an intuitive skill and the uniqueness of writing as a skill with

its own features and conventions, it is fully understood that learning to write well in any language, even in our native language is difficult (Brown, 2003:217).

In Merdeka Curriculum (*Kurikulum Merdeka*) is described that the learning objective of writing element at the end of phase E is that the students are able to write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft some kinds of the texts like descriptive, narrative, exposition, procedures and other texts with some evidence of their own correction strategies consist of punctuation and capitalization. Learners show their thoughts and use familiar vocabularies and verbs in writing.

Contrary to the needs of curriculum, based on the researcher's experience in teaching English, there were some students felt that writing was not easy especially when they wanted to express their thoughts. They also got difficulties in finding appropriate words in developing the paragraph with good structure. As it always happens in classical teaching and learning activities, students usually get uninterested and frustrated in writing. Unfortunately, it happened in Phase E students at SMA Insan Cendikia Sriwijaya Palembang which is the reseacher is an English teacher of the class. It existed because they did not really understand what they wanted to write. In the other hand, the students among the class did not have good interaction each other to share or discuss their works. After the teacher gave the instructions the students wrote down the text individually. Only some of them was brave asking to the teacher or established the communication to their friends.

It influences to the phase E students' achievements especially on writing procedure text. Based on her document, most of the students have not reached minimum passing grade in their daily summative test. They had poor ability in producing a procedure text. It was only 44 % students who gained the passing grade from 25 students, and it was about 56 % students got less than 70 as minimum score in their writing. Meanwhile, learning objectives are considered successful if the classical achievement at least 85% or at least there are 22 students achieve the minimum passing grade.

Based on it, the action research on this classroom (CAR) is needed to solve the issue. Kemmis and McTaggart (2013, p. 76) argue that CAR is a type of collective reflective inquiry that participants in a social situation undertake to improve the objectivity and rationality of their own social or educational practices, as well as their understanding of those practices and the contexts in which they are used. Furthermore, Arikunto (2012, p. 3) classroom action research is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together. These actions are given by the teacher or with direction from the teacher which are carried out by students.

To improve the student's achievement, it is needed to use the appropriate technique. Meanwhile its writing is not only about the product but also about the process which

should be cared. Collaborative writing is one of the techniques can be used in teaching writing. According to Graham and Perin (2007, p. 4) it is a technique used by the students as a team work to plan, draft, reflect and revise their papers, it needs a good involvement when they work together. CWT is one of strategies that apply in collaborative learning consist of interaction between individuals in discussing to find and achieve the main goal to be obtained (Buren, 2013). It requires meaningful interaction and allocates decision between group members in writing of a shared document. In addition, Barkley (2012) states that collaborating means working together with other people or groups to achieve common learning goals.

The process of writing has four stages namely planning, drafting, editing, and final version. To produce procedure text in this study is started by first phase "planning". In this process, before they write a text, the students are divided into some group's discussion. Each group is consisting of 4-5 students with the heterogeneous characteristic. Then, they consider the aim, topic or theme of their writing. The second phase is drafting. Students begin to develop ideas into a written form in piece of papers to keep their writing without think about true or false in grammar, punctuation, spelling, capitalization, etc. They may draft it randomly. The third phase is editing. Students try to compose their texts and checking their content. They allow having a discussion and giving some feedback each other. The first feedback is called direct feedback by the teacher. These kinds of discussion permit the teacher to avoid misunderstandings that could happen during the process of writing. Another feedback is called peer response. This kind of feedback may let the students to read and check their peer in group or other students' paper. Moreover, they can respond to each other by giving comments in form of oral or written. The last is final version. After having discussion and feedback from the teacher and partners, each group write down the final works and collect it to the researcher. Students do write test in group and individually. Their individual works are assisted as the data collection in classroom action research to know the improvement of their writing skill.

From those, It is also considered the process that enhances and stimulates students' motivation in improving writing skill because they find feedback from their partners useful for the progress of writing skill development. The enjoyment of writing text is also provided as a form of planning in the writing process which is related to instructions for manual and tips about something. This makes it easier for them to start writing text because the language and topics used are based on the surrounding environment which is very common and easy to find.

LITERATURE REVIEW

Previous Related Study

The first study was a classroom action research with two cycles done by Amrih Bkti Utami (2012). It concerned on improving the students' writing skill by the same technique. She focused on recount text that was found out some cases faced

by the students on their writing skill. She conducted her study to the Eight Grade of SMP N 2 Sentolo in academic year 2011/2012. Through the writing test, questionnaire and the interview, the finding of action research was found that collaborative writing was successful in improving students' performance. It affected to the students' motivation, so they were more interested to join the lesson. It can be drawn that the implementation of it could increase students' achievement.

Secondly, the research is conducted by Citra Maharani (2019). The title "The Influence of Collaborative Writing Technique Towards Students' Procedure Text Writing Ability at the First Semester of the Twelfth Grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2018/2019". Result of the study in the first semester was found that collaborative writing influenced the twelfth-grade students' writing ability. It can be seen from the increasment of the mean score of post test between experiment and control class were different. In this design was drawn that collaborative writing was more helpful to be used for the students to help them built their writing ability than using free writing. It was because through collaborative writing, they studied both in grouply and individually designs, so the students would be more confident to write what they want to write and express in the written form.

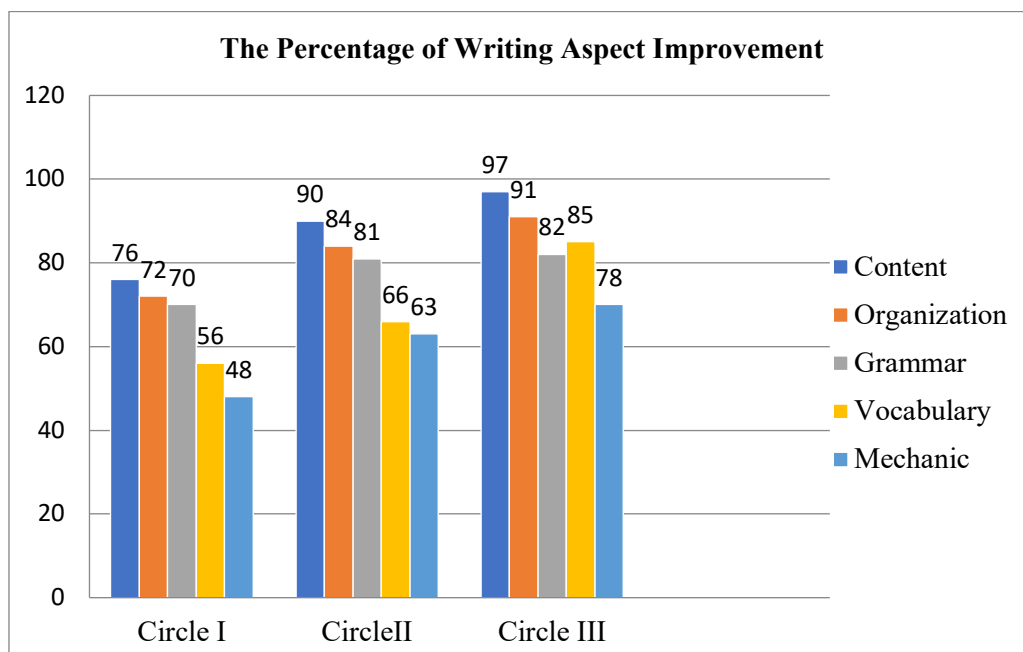
METHOD

The method of the study is classroom action research. This CAR has several cycles which consists of four stages in every cycle; planning, action, observation and reflection. It was to solve the ground problem until the success criteria were gained. It was said success when the students obtained at least 70 as their score or the classical achievement reach higher than 85%.

This study was conducted in SMA Insan Cendikia Sriwijaya Palembang consists of 25 students of Phase E with 12 male and 13 female. In conducting it, the reseacher collaborates with the other English teacher as a partner to assist her in observing the teaching and learning activities, assessing the students' writing test as second rater, supporting and enhancing to do the reflection. To collect the data, the reseacher used observation and test. The observation sheet used to observe the students' activeness, and the writing tests applied to know the students' improvement on writing.

RESULT AND DISUSSION

This study started when the problem on writing procedure text was found out at the tenth grade students of Phase E. The writing tests and the observation of students' activeness were given to know the students' achievement. After doing three cycles of CAR in three weeks, here is the result of the students' improvement in every writing aspect on procedure text.



Graphic 1. The Improvement of Writing Aspect

Based on Graphic 1, it is known that the students' achievements increase time to time by implementing collaborative writing technique. The first aspect is content. The improvement on it was from 76% to 90% until 97%, it determines that the students could produce a paper related to the topic choose completely and clearly. The second aspect is organization, The percentage of it began in 72 % to 84% and the last 91% that meant the students worksheet was arranged completely consists of the goal/aim, materials, steps with proper connectives. The third is grammar. This aspect increases slowly but sure by 70 % to 81 till 82%. It indicates that the students understood in arranging and applying the grammar like simple present tense, imperative sentence and conjunction as language feature in procedure text.

The fourth is vocabulary. There is specific vocabulary can be used in procedure text depends on the kind of the it. Students have to choose it carefully by paying attention on the criteria like the effective choice of words and word forms because misuse of vocabularies can change the meaning. Some of the students had confusing word in their writing. It determined on the percentage of students' achievement from 56 % to 66% and 85 % in the end of the treatment. The last is mechanic. It had the lowest achievement. It indicates that the students had many error in this aspect in cycle I which was on 48%, then increased on cycle II on 63 % and the last achieved 78% in cycle III. It means that students had good understanding in practicing the spelling, punctuation, and capitalization in their writing.

In addition, here is the result of students' improvement based on their writing test in every cycle investigated.

Table 1. Students' Improvement in Writing Procedure Text

No	Official Data	Students' Achievements
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		Cycle I	Cycle II	Cycle III
1	Lowest score	40	60	65
2	Highest score	85	91	96
3	Students passed passing grade	13	18	23
4	Students did not pass passing grade	12	7	2
5	Average score	68.08	79.44	87.24
6	Classical achievement	52 %	76 %	92 %

The Table above illustrates the students' improvement on cycle I, II and III. From the students' writing performance in cycle I, the result shows that totally students who got passing grade score is 13 students or the classical achievement is 52%. The classical achievement also increased in cycle II which gained the percentage on 76% with 18 students passed the passing grade. It increases 24%. The students' writing achievement also increases in cycle III, being compared to cycle II, the improvement is 16% or about 90% students get the passing grade. From the findings, the writer had been satisfied with the students' writing achievement. In other words, the criteria of success in this study had been achieved. Therefore, she stop her research until this cycle for this improvement reasons.

In addition, the use of collaborative writing technique had elevated the students activeness in some aspects during the process of teaching and learning. Those are (1) Student pays attention to the lesson, (2) Students are active in group discussions, 3) Student is brave to ask or answer the question, (4) Student explores the opinions and/or arguments and the last (5) Student does the researcher's instructions. The writer and her parner had investigated it through the observation sheet. The following table shows the improvement of students' activeness.

Table 2 .The Improvement of Students' Activeness

No.	Assessment Aspect	Meetings in Cycle I		Meetings in Cycle II		Meetings in Cycle III	
		1 st	2 nd	1 st	2 nd	1 st	2 nd
1	Student pays attention to the lesson.	25	25	25	25	25	25
2	Students are active in group discussions	15	19	18	20	23	23
3	Student is brave to ask or answer the question	12	14	18	18	21	23
4	Student explores the opinions and/or arguments	8	12	13	16	18	20
5	Student does the researcher's	22	24	25	25	25	25

	instructions.						
Classical Achievement	65.6%	75.2%	79.2%	83.2%	89.6%	92.8%	

Table 2 shows the increasement of students' activeness in learning process through collaborative writing technique in cycles I, II and III. The proper aspect is that all students pay attention to the lesson and almost the students do the researcher's instructions. The students were being better in group discussion that it meant the interaction established among them. By this technique, the classical achievement of students' activeness increased in every meetings.

The results above were inline with Barkley (2012) that states collaborating means working together with other people or groups to achieve common learning goals. It requires significant interaction and shared settlement among group members in writing of a shared document. Moreover, a study by Utami (2012) found that collaborative writing technique have helped her students in composing the text. Her students' performance on identifying the elements of recount texts were better because they can reduce the mistake made during the process of writing. The students also had better social interaction with their peers. In addition, maharani (2019) in her study said that it was more helpful to be used for the students to help them built their writing ability than using free writing. It was because of collaborative writing is not only individually but also in group, so the students would be more confident to produce what they want to write and express idea in the written form.

CONCLUSION

Based on the result of three cycles in this CAR, it can be drawn that the use of CWT could improve the phase E students' writing skill and also their activeness during the process of classroom activity. Through this technique, there were some findings found out in this study namely; a) students understood the process of writing, b) students were be better performance in writing skill, c) students developed their social interaction in the class through discussion and collaboration and d) students were brave to explore their self-confidence to participate in teaching and learning activity.

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