

# Improving Students' Writing Skills through Collaborative Learning: A Case Study of Senior High School Veteran 1 of Sukoharjo

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**Abstract**—The research aims at improving students' writing skills using collaborative learning at 10th-grade students of the Senior High School 1 of Veteran Sukoharjo. This research was a classroom action research. The technique used in this research consisted of planning, implementing, observing and reflecting. The research was applied in two cycles. Every cycle consisted of three meetings. In the technique of collecting data, the researcher used qualitative and quantitative techniques. The qualitative data were collected from documentation, observation and interview with teachers and some students. The quantitative data were collected from the score of the students' pre-test and post-test, validity and reliability. The result of the research showed that collaborative learning could improve students' writing skills. By using collaborative learning, the students showed active and have self-confidence in the teaching-learning process. This method brought positive result. The progress of the students' writing skills also can be seen from the result of the tests score. In the multiple-choice pre-test, the mean score of the pre-test was 59,7 and improved to be 68,1 in post-test 1 of cycle 1. In cycle 2, the mean score of post-tests 2 was 79,7. In the essay pre-test, the mean score of the pre-test was 61,3 and improved to be 69,1 in post-test 1 of cycle 1. In cycle 2, the mean score of post-tests 2 was 78,4. It could be concluded that there was a significant improvement in the students writing skills after using collaborative learning.

**Index Terms**—collaborative learning, pre-and post-test students, writing skill

## I. INTRODUCTION

There are four basic language skills in English teaching which include listening, reading, speaking, and writing. Listening and reading are receptive competences, and speaking and writing are successful competences. DeFord (1981, p.657) suggests that there is a strong and engaging relationship between reading and writing. It can be inferred that writing is a successful skill in English learning, that it is a process of creating meaning by producing and expressing feelings and thoughts, that it is a transfer of ideas to be written in the form in which the writer has to act on certain aspects, such as spelling, grammar, punctuation, choice of appropriate words, phrase linking and text creation, comprehension, composition, vocabulary.

From a pedagogical perspective, students' challenges in learning English considering that there are several educators in Indonesia who use conventional methods or use Indonesian as the language of instruction so that students have little experience listening to English, therefore students lack the resources to speak English (Harmer, 2003, p.17-18). Indeed, many English teachers in Indonesia are still using the Grammar Translation System, which had been commonly used before the 19th century (Elmayantie, 2015). This method is applicable to teachers with a minimum level of English proficiency. This naturally creates a tendency that English is very difficult lessons, difficulties occur in the process of teaching and learning activities at the elementary school level, high school to university level (Setiyadi, 2006, p.23).

To overcome this difficulty, an English teacher should be able to intelligently choose a good teaching method. There are several methods that are applicable to users in the process of teaching English in the classroom. The method used should allow students to use English naturally in addition to creating an active atmosphere and cooperation between students. Collaborative Learning is one of the methods that need to be applied. This method divides students into small groups so that they can discuss and work together to solve problems in English. However, there are scales that are less profitable, especially in case the number of students is large, thus the teacher faces difficulties in managing student learning (Arafah, 2018).

Based on many schools where the students still encounter difficulties in learning English one of them is the State Senior High School 1 of Tawang Sari. Students taught English at this high school and are expected to be able to read texts well in English. This may happen since English remains unfamiliar to them so that they will have relatively few knowledges of English grammar, specifically in terms of vocabulary mastery, lack of confidence, fear of being incorrect, an atmosphere that does not encourage the use of English, etc.

This study focuses on improving the ability to read comprehension of the students' English descriptive text in first-class high school of Veteran 1, Sukoharjo using the method of collaborative learning as a teaching strategy. In establishing research at least nine times in class to assess to what degree the approach would enhance students' capacity

to read and inspire to work together to address English issues. The English descriptive text is chosen to fit their curriculum.

#### *Review of Related Literature*

There are two types of text, they are literary and factual texts. Each type has a specific purpose and a shared language system. In this study, the researchers will discuss one type of text, specifically narrative text has a social function which mainly aimed at entertaining and handling real or related experiences (Hartono, 2005). Setiasih (2015) additionally indicates that narrative text is a sort of text that tells stories to entertain and deal with real or specific situations in different ways; the narrative texts deal with problem events that lead to a crisis or to some form of a turning point, and that in turn, they find a resolution. The narrative texts' general frameworks include direction, assessment, complexity, resolution, and reorientation (Hartono, 2005).

Collaborative teaching and learning are a learning approach, involving student groups working towards solving a problem, performing a task or producing a product (Hartono, 2005). Golub (1988) additionally stated that collaborative learning has its principal characteristic: a framework that enables students to communicate under which they are supposed to speak collectively. The collaborative is a situation in which two or more people learn or try to learn something together (Macgregor, 1990). There are two and more learning activities that can be interpreted as continues to follow a class, such as problem solving, or different forms of interaction that are face-to-face or computer-mediated (Dillenbourg, 1999; Lin, 2015). Collaborative learning is not just a synonym for the collective number of students and there are five basic elements (Johnson & Johnson, 1990) as follows: a). Experimentally, constructive interdependency has been shown, which is a community of participants who have to trust each other to achieve the goal and if team members do not do their part, they all fail. Members should understand that they are linked to others in a way that everyone works together to share information. B). We do this by illustrating their understanding and collecting and sharing information, where each member of a group supports and encourages each other to learn. Group members must be done interactively providing one another with feedback, challenging one another's conclusions and reasoning and perhaps most importantly, teaching and encouraging one another. C). Individual accountability and personal responsibility (Sedhu, et al., 2015). All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned. D). Social skills Students are encouraged and helped to develop and practice trust-building leadership, decision-making, communication and conflict management skills.

## II. METHODS

In this study, the research used Classroom Action Research (CAR) to improve students' writing skills at first-grade students in Science Program (MIPA) of Senior High School 1 Veteran Sukoharjo 2018/2019 Academic Year. This research was conducted from April to June 2018/2019 academic year. The schedule of the research was based on the academic calendar and it was held in the second semester of the academic year of 2018/2019. Based on Burns (2010), action research is taking an area you feel could be done better, subjecting it to questioning and then developing new ideas and alternatives. To do so, the following steps are, therefore, needed (Kemmis & Mc. Taggart, 2010).

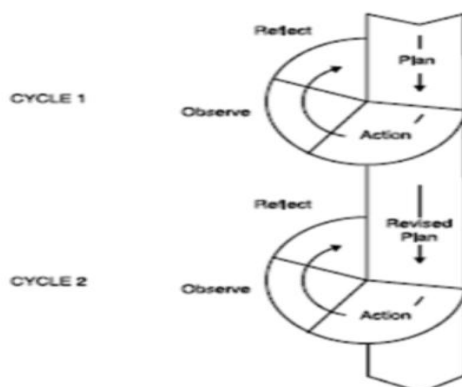


Figure 1: Cyclical Action Research based on Kemmis and McTaggart's model (2010)

Four phases of that work have been taken. It could be drawn as follows: 1. In this phase, the researcher preparing a lesson plan on the topic of a lesson, material aid, time schedule and observation instrument. 2. The second step, acting, was realization or acting. The researcher did a suitable activity with the lesson plan in this phase. 3. The third step was observing. In the observing step, all data were collected in order to analyze. 4. Reflecting, the fourth step was reflecting. In this step, the researcher tried to reflect the result of the previous step. The conclusion was containing the evaluation of the teaching-learning process in the class.

The use of techniques covers the following details: 1. Qualitative Data: a). Observation, the researcher observes all of the students' activities during the teaching-learning process. The observation includes students' attendance, attention, response, being active and achievement; b). Interview, technically done by the engaging conversation between interviewer and respondents with the purposes of getting certain information from the respondent. The respondents in

this research were the teacher and the students; c.) Questionnaires, it is a technique of collecting data by giving some questions or written statements to respondents to be answered; d.) Documentation, which is the result of the interview, observation checklist, lesson plan, student's worksheet, field note, and photograph during the teaching-learning process.

2. Quantitative Data. Test, the test was a systematic procedure that can use to know the skills of measuring knowledge someone that had reached. In this method, the instruments used by the researcher are pre-test and post-test. b. Validity following Cohen and Morrison's model (2007), validity is an important key to effective research. Moreover, they suggested that validity is thus a requirement for either quantitative and qualitative research or naturalistic research.

### III. RESULTS

This research was conducted in Senior High School 1 Veteran of Sukoharjo. The researcher worked collaboratively with the English teacher of 10<sup>th</sup> grade major in Science which the classroom consists of 36 students. This research was conducted in 2 cycles, where each cycle consists of 3 meetings. The researcher identified the problem related to the procedure before the implementation of Action Research. During the process of the research, the researcher and collaborator noticed that the research showed a positive improvement in writing skills and classroom situations. The research was implemented to improve students' writing skills of narrative text using collaborative learning. The procedure of the research can be seen as follows:

#### A. Pre-Action

In this research, the researcher conducted pre-action before applying collaborative learning in teaching writing. In this step, the data were collected about the teaching method that English teachers used in the teaching-learning process, classroom situation, students' achievement. That information was collected by conducting an observation checklist, interview guide, also pre-test for the students.

##### 1) Observation

Based on the observation about the teaching and learning process, the researcher identified that Students of the 10<sup>th</sup> grade major in Science at still have some problems in writing skill, they were passive in the learning process and they were confused about how to translate their ideas into the target language (English language). In addition, the teacher taught the students using a conventional method where there was not good feedback between the teacher and the students.

##### 2) Interview

There was two kinds of interviews conducted by the researcher in this research. The first, interview conducted with the English teacher, the researcher identified that the students have a weakness in writing skill, where the students did not have many vocabularies that be a problem in translating their ideas and the teacher used a conventional method where the students were bored and did not focus in the teaching-learning process. Then, the second interview conducted with the students, the researcher identified that the students have a minimum interest to learn about English, some of them thought that English was difficult and they were confused to write down their ideas in the English language.

#### B. Pre-Test

Before the researcher started teaching narrative by using collaborative learning, the researcher gave a pre-test to know how far the understanding of students' writing skills in narrative text. In conducting a pre-test, the researcher prepared the score list. Then, the researcher formulated the procedure classroom activities as follows. (a) Opening, the researcher came to the class and introduced her self to the students; (b) Informing to the students, the researcher gave information that the class will be doing pre-test about writing skill in narrative text; (c) doing pre-test, the researcher gave pre-test to the students for about 20 multiple-choice questions. From the observation, the researcher identified that the students were crowded and did not focus on the teaching-learning process. In addition, they were still confused about the writing process. In doing pre-test, the researcher found the students still confused for answering the test by copying their friends' answer; (d) the result of pre-test can be seen on table 4.1 on the appendix 18 that showed there were 10 students who passed the test and 26 students who failed the test. In the table, the average of students' scores was 69,3.

Based on the result of the pre-test, the researcher identified that the student's writing skill in the narrative text still at a low degree. The table above shows only 10 students with a score of 75 and 26 students with an average of 75 and a score of 75 in the Senior High School Veteran 1 of Sukoharjo.

#### C. Research Implementation

The research was implemented to improve students' writing skills in the narrative text by using collaborative learning on Students' 10<sup>th</sup> grade major in Science at the Senior High School Veteran of Sukoharjo. It was held in two cycles where each cycle consists of three meetings and each meeting was 60 minutes. In this cycle, the researcher provided narrative text material explained the definition, purpose, generic structure and language features of narrative text then made the students be some groups and its named collaborative learning. The second cycle consists of three meetings. The detail information about the implementation was described in the implementation of cycle 1 and 2 as follows:

##### Cycle 1

### *a) Identifying the Problem*

Based on the observation, the researcher found that the students have their difficulties in writing skill, they were confused about how to translate their ideas into the English language. In addition, the English teacher did not make an enjoy method and it made the students did not focus and interested in the English teaching-learning process. So, the researcher made a plan and selected a technique to solve the problem. The researcher decided to provide to teach writing skills in narrative text and made a wish that teaching writing skills using collaborative learning can improve the students' writing skills in narrative text. for supporting this research, the researcher prepared the material, lesson plan, the question to make a test for the students, a list of students, and so on.

### *b) Implementation of the action*

#### *First Meeting*

The researcher came with an English teacher and introduced herself and gave information that three weeks later, they will learn about English with the researcher. The students in the class X MIPA were so noisy but when they were in the teaching-learning process, they were so calm, most of the students were afraid to ask the teacher.

In this meeting, the researcher explained the definition, social function, generic structure and language features of narrative text. The researcher also gave an example of narrative text and discuss it together with the students. After taking an explanation, the researcher made the students be 9 groups, where each group consists of at least 4 students. The researcher gave an uncomplete text of "Batara Guru" and each group discussed and completed it collaboratively to be a good text. They were active for asking the researcher, it helped them to be more understanding about the meaning of the text. They looked enjoy working their work together with the other members in their group.

The result of students' scores in the first evaluation of cycle 1 can be seen in table 4.2 in appendix 15. In that table, the researcher decided that the average score was 76,13, for about 24 students passed the test or could take a minimum score as the passing grade in English Lesson and 12 students still failed in that test.

#### *Second Meeting*

At the beginning of this meeting, the researcher gave a review of the last meeting and gave a motivation to reach a better score and also gave an example of the narrative text. In this meeting, the researcher asked each group to choose one story title that showed by the researcher and they have to create a story by discussing and working together with their groups. They created a story, made a relation between one sentence to the other one. They chose an appropriate word to make a good text.

#### *Third Meeting*

In this meeting the researcher discusses the story written by the students in the previous meeting, the researcher gave some corrections on their work and they repaired to be better. Each group showed the generic structure of their text in front of the class, they explained it well by using English Language and it helped them to understand clearly the generic structure of the narrative text.

The students' score of second evaluation in cycle 1 can be seen in table 4.3 in appendix 16, which showed there were 8 students who still failed to do their best in their work. It means that there was an improvement for about the total students who failed the test from the evaluation 1 about 12 students and be just 8 students. The closing meeting in cycle 1 was conducted, in this meeting, the researcher took a post-test 1. For about the students' score of post-test 1, it can be seen in table 4.4 in appendix 21 and for about the average score.

Based on the result of the post-test 1 above, the researcher identified that there was an improvement in students' writing skills in the narrative text by using collaborative learning. Where in the pre-test, the mean score was 69,3 and after conducting collaborative learning the mean score was 73,1. In the post-test 1, there were 19 students who get score up to 75 as the passing grade and there were 17 students still failed to reach the passing grade. It improves than in the pre-test where there were just 10 students who passed the test and got a score of up to 75.

### *Observing the Action in Cycle 1*

#### *First Meeting*

In the first meeting, there was an adaptation moment between the researcher and the students. The researcher still tries to know the characteristic of each student, where there were some hyperactive students, calm students, and students who like to take a joke. The researcher also still try to embrace the class, making students focus was not easy. In addition, there were some students who said that English was difficult and they were afraid of it. In addition, there were just little students who brave to ask the question given by the researcher. They were confused about translating their ideas into the English Language.

#### *Second Meeting*

For the second meeting, some students received the researcher using a smile, some of them enjoyed with the researcher. They took a communication with the researcher well. Some of them also took a focus and interest in the teaching-learning process. In this meeting, the researcher reviewed the material in the previous meeting and gave motivation to the students to keep in the study because they will get a final test in that month. The researcher gave an opportunity for everyone to ask if there were something ambiguity and question to know the students' comprehension of the narrative text.

#### *Third Meeting*

In this meeting, the students are more active, they asked when they took some difficulties and they answered directly when the researcher gave a question. In their groups, they shared, gave and asked for information with each other well, they looked enjoy if they have to do their work collaboratively with their friends. Some students argued that they were enjoying for working together and felt fun for discussing something because they can receive and transfer information to each other. In addition, they thought that when they did work together, they can minimize the time in doing work given by the researcher.

In the closing meeting, some of the students seemed disappointed because they got a test again, in the beginning, some of them refused it, some of them said that before the class they got a test and now they got a test too. To make them have enthusiasm, the researcher reviewed the materials before giving post-test 1 for about 20 multiple-choice questions. In doing the test, some of the students still take an answer from the other friends and the researcher gave a warning about it.

TABLE 4.5:  
THE STUDENTS' SCORE OF PRE-TEST AND POST-TEST 1

| Score       | The Lowest Score | The Highest Score | The Average Score |
|-------------|------------------|-------------------|-------------------|
| Pre-Test    | 60               | 85                | 69,3              |
| Post-Test 1 | 65               | 85                | 73,1              |

In giving the students pre-test and post-test 1, the researcher distributed 20 multiple choice questions, where there were 5 questions about the organization and purpose of narrative text, 5 questions about the logical development of the idea, 5 questions of grammar and 5 questions of punctuation and process of writing. The researcher identified the total right answer of the students in every aspect of writing assessment. It can be seen clearly in the graphic below:

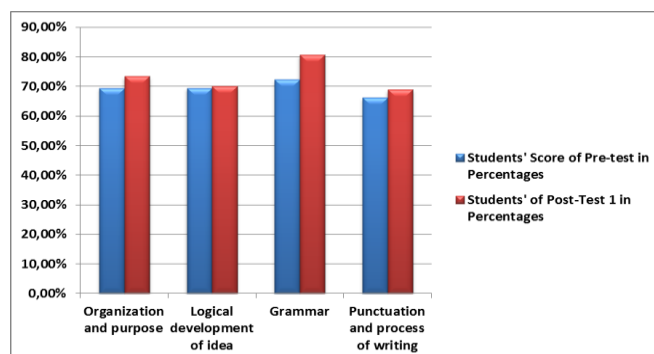


Figure 2: Graphic of Students' Score Comparison between Pre- Test and Post-Test 1

From the graphic, the researcher identified that there were some improvements between the students' score of pre-test and post-test 1. In the pre-test, the students' score for about organization and purpose of narrative text in percentages was 69,4% and it improved by 73,3% in post-test 1. For about logical development of the idea, the students' score in the pre-test was 69,45 and improved by 70%, then the students' score of grammar in the pre-test was 72,2% by 80,5% in post-test 1. The last, for about the students' score of punctuation and the process of writing also took an improvement from 66,1% in pre-test to 68,85% in post-test 1.

From the description above, the researcher identified that the students improved their understanding and skill for all aspects of writing assessment well by using collaborative learning.

#### *Reflecting and Evaluating the Result in Cycle 1*

Based on the result of pre-test and post-test 1, the researcher and the English teacher identified that collaborative learning was suitable for improving students' writing skills in narrative text and it can be seen in the mean of the pre-test is 69,3 and improves to be 73,1 in post-test 1. On the other hand, the students still confused about how is the verb past form of some vocab, they still take a cheat when they were in a test.

#### *Revising the Plan*

In cycle 1, the researcher still take some problem in the class, they were the students still confused about how is the Verb Past form of some vocab, they still take difficulties in translating their ideas into English language and organizing it to be a good paragraph. Based on the explanation above, the researcher revised her plan and conducted it in cycle 2 as follows: a. Giving suggestions to the students to bring their dictionary in supporting English teaching and learning process because it can help them to find the Verb Past of some vocabs; b. reviewing the material at the beginning of meeting for remembering the students about the material in the previous meeting; c. giving more examples of narrative text; d. giving interesting methods in explaining the material; e. giving opportunity for every group to ask about their difficulties.

Before continuing the research for cycle 2, the researcher prepared the lesson plan, material, list of students' names, exercises and worksheets for post-test 2 in the last meeting for knowing the improving students' writing skills in narrative using collaborative learning that conducted by the researcher.

#### Cycle 2

### a) *Implementing the action*

#### *First Meeting*

We gave students a game at the beginning of the meeting to make them ready to start the learning process well. Then we also asked students to create a group like the one we had at the previous meeting, we gave some story titles and asked them to construct the story using their own words and complete it with the generic structure and the main idea for each paragraph and to do it together with their groups as the first assessment in cycle 2 and to see how the students develop their writing skills. For about the students' score of evaluation 1 in cycle 2 can be seen in table 4.6 on appendix 22, students' average score was 77,8 and it improved than in the evaluation 2 on cycle 1 for about 77,5.

#### *Second Meeting*

In this meeting, we gave students a summary of the narrative text and addressed their work during the previous meeting and gave each group an opportunity to improve it for better. The students can take detailed information from it, and they can ask directly if they ask for the researcher without feeling nervous, and they can also find their problem and solve it. Most of the problem the researcher found was using some vocabulary in Verb Past form, some of the students did not know well the verb Past form of some of the vocabulary they used and they still use Verb Form in writing the story.

#### *Third Meeting*

We discussed the content at the third meeting to reinforce the students' comprehension of narrative texts. Then we asked the students to make their group and give an assessment to complete a text with the right words to be a good text. In this test, the students are more ready and understand the test, it can be seen in its average score for about 83,1 that it means progress on cycle 2 from in evaluation 1. Table 4.7 in Appendix 18 clearly shows this.

The closing meeting in cycle 2 took place on Wednesday, May 25, 2016, and began at 07:00 until 08:30. The students got 2 post-test at this conference. For the post-test 2 results of the students, as can be seen in Table 4.8 in Appendix 24 which shows that all the students passed the test and had 79,86 as the average score.

#### *Observing the action in cycle 2*

##### *First Meeting*

In this meeting, the students took a test in writing a story of "Jaka Tarub" or "Ande-Ande Lumut". In doing the test, students mostly did not know the story of "Ande-ande Lumut" and it made the researcher told the story clearly before. They were taking a look at it and some of them were asking when they were still uncertain about the plot. They questioned each other in the test and shared information within their classes, and they thought together to be a strong paragraph in the organization of their sentences.

##### *Second Meeting*

In this meeting, we and the students began the class by reviewing the material together in the previous meeting, the researcher asked and the students replied, and the researcher also asked the students' opinion on the researcher's use of collaborative learning. Some of them said they loved the technique and felt as if they had a spirit to question if they had a problem doing their work.

##### *Third Meeting*

For the third meeting in cycle 2, students were courageous to ask the researcher when the researcher was directing them about their job. We also asked the students about meaning, generic structure, language characteristics explicitly for each group to know their understanding of narrative and some of them were brave to respond in English. The circumstance was so amusing as their answer was true, some laughed and smiled.

The students seemed ready for a post-test 2 at the closing meeting, the seemed to take a little difficult to answer the questions and collect their works before the time. Moreover, the result was more than enough. Many of the students stated they decided to study because the learning is fundamentally helpful to them, based on their classes. This enables them to discuss and question each other and it is focused on their thoughts before closing the meeting with the researcher. Some of them also expressed their gratefulness and admission of guilt for their error when we said the day was the last day for their research.

We reported an improvement on students' post-test 1 to post-test 2 results from their score in post-test 2. The lowest score in post-test 1 was 65 and the lowest score in post-test 2 was 75, the highest score in post-test 1 was 85 and 90 in post-test 2; In post-test 1 the average score was 73, 1 and increases to 79,3 in post-test 2.

The result of Post-Test 1 and Post-Test 2 can be seen as follows:

TABLE 4.9  
THE STUDENTS' SCORE BETWEEN POST-TEST 1 AND POST-TEST 2

| Score       | The Lowest Score | The Highest Score | The Average Score |
|-------------|------------------|-------------------|-------------------|
| Post-Test 1 | 65               | 85                | 73,1              |
| Post-Test 2 | 75               | 90                | 79,3              |

After having known the students' average score on post-test 2, the researcher compared the students' scores for every aspect of writing assessment to know the improvement of students' writing skills from post-test 1 after conducting collaborative learning. It can be seen clearly in the graphic below:

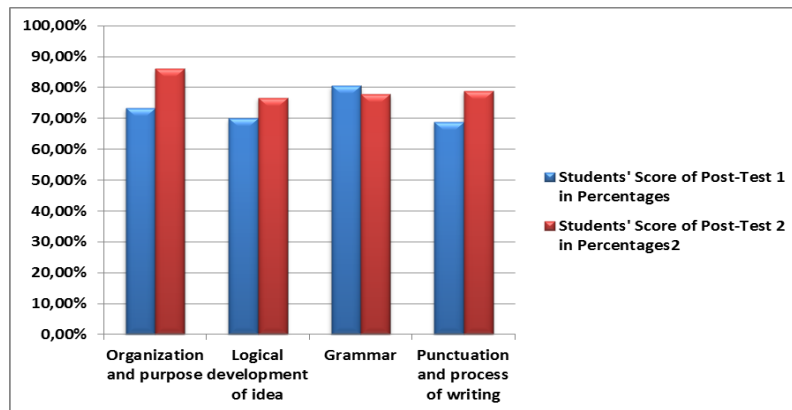


Figure 3: Graphic of Students' Score Comparison between Post-Test 1 and Post-Test 2

From the graph above, we defined the progress of the students for about narrative in four aspects of writing assessment, the organizational score of the students and the intent in post-test 1 was 73.3 percent, 86.1 percent, in post-test 2; about the logical production of the concept in post-test 1 was 70 percent, 76.65 in post-test 2; then the grammar score in post-test 1 f This indicates that the writing skills of the students improved during this study.

#### *Reflecting and evaluating the result in cycle 2*

We identified that collaborative learning was an interesting technique after conducting cycle 2, and made the students enjoy and be active in the teaching process. The students showed an improvement in writing skills for narrative text. The result of teaching narrative text writing skills using collaborative learning is improving. The researcher did not review the next strategy based on the result and stopped the loop.

#### IV. DISCUSSION

There are some researchers and education practitioners who have conducted similar studies on collaborative learning, for example, Nayan, et al. (2010) who stated that when students are given the opportunity to work together, they can do better which simultaneously proves that collaborative learning is advantageous, and has a positive effect on students' learning development. Additionally, Sedhu et al. (2015) examine students' perceptions of the use of group discussion as a collaborative learning tool among ESL learners when learning writing skills in universities. Their study on collaborative learning has shown that group discussions enhance students' learning experiences and knowledge. As far as the researcher concerned, the purpose of collaborative learning is to build and develop students' knowledge so that students are clever in actualizing their thinking and improving their mental abilities to actively work together in groups in an effort to form a student-centered learning environment. The virtue of the Collaborative Learning Model is to foster: 1). Students learn to consult, 2). Students learn to respect the opinions of others, 3) enables them to develop critical and rational thinking, 4) foster a sense of cooperation, 5) it establishes a fair competition.

After conducting the action study for two periods, cycles, we demonstrated an increase in the writing skills of students by using collective learning from pre-test to post-test 1 and 2. On the other hand, the state of the class was different when we performed collective learning in the classroom, where the students made noise and did not pay attention to being involved and enjoying the teaching process. The change on students in the pre-test, post-test 1 and post-test 2 can be seen as follows:

TABLE 2:  
THE STUDENTS' SCORE OF PRE-TEST, POST-TEST 1 AND 2

| Score       | The Lowest Score | The Highest Score | The Average Score |
|-------------|------------------|-------------------|-------------------|
| Post-Test 1 | 65               | 85                | 73,1              |
| Post-Test 2 | 75               | 90                | 79,3              |

For the clear information of the students' improvement in narrative text, the researcher showed it in a graphic below:

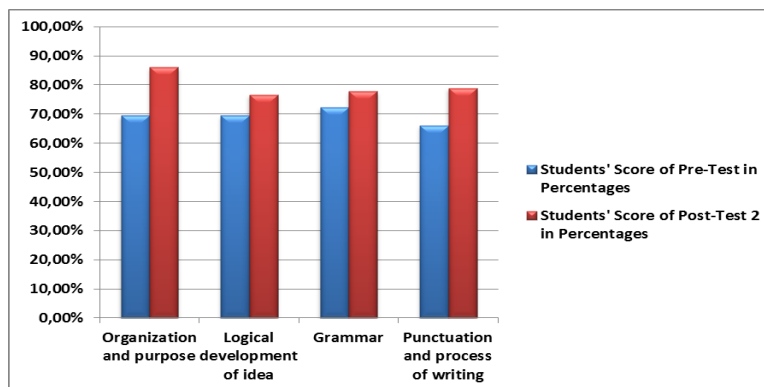


Figure 4: Graphic of Students' Score Comparison between Pre-Test and Post-Test 2

Many students improved on aspects of writing evaluation after they took a post-test 2, they were an improvement in the structure and intent of pre-testing in 69.4%, 86.1% in post-test 2, then 76.6% in the rational development of pre-test concept in 69.4%, 77.7% in pre-test grammar in 72.2% and 77.7% in post-test 2 in the last. This concludes that the writing skills of the students in narrative text strengthened with the use of collective learning. This showed clearly how the students score increased in the pre-test, then post-test 1 and post-test 2.

Based on the observation, pre-test and during the research, we identified some phenomena as follows: the writing skills of the students in the narrative text through the use of collaborative learning that they are improving. It can be seen in the improvement of the average pre-test score of approximately 69, 3 in post-test 1 and 79,3 in post-test 2. From the pre-test, the researcher identified that there were 10 students who passed the test and 26 students failed the test. Then there were 19 students who passed the test in post-test 1, and 17 students who failed the test. In the post-test 2, there were all students who passed the test, which means that there was an improvement for about the total students who passed the test and obtained a score of 75 as a passing grade or a minimum score in the English lesson for high school graduation.

## V. CONCLUSION

Based on the explanation of the research finding and discussion on chapter four, the researcher concluded some points, they are: In this research, the researcher analyzed that by using collaborative learning the students' writing skill of narrative text improved. The students' writing skills improve from 69, 3 on the pre-test then to be 73,1 in post-test 1 and 79,3 in post-test 2. In addition, there was an improvement in the students' lowest score and highest score, from the lowest score 60 in the pre-test to be 65 in post-test 1 and improves to 75 in post-test 2. In support, the highest score from 85 in pre-test and post-test 1 improves to be 90 in post-test 2.

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