

THE IMPLEMENTATION OF COLLABORATIVE WRITING TECHNIQUE IN TEACHING WRITING

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Abstrak

Tujuan artikel ini adalah untuk mendeskripsikan implementasi penggunaan teknik menulis kolaboratif dalam menulis teks, terutama pada teks recount. Menulis adalah salah satu kemampuan dalam berbahasa Inggris yang harus dikuasai oleh siswa menengah atas. Namun, menurut siswa aktivitas menulis tidaklah mudah. Mereka kesulitan ketika harus memulai menulis. Mereka tidak mengerti apa yang harus mereka tulis terlebih dahulu saat menulis. Mereka juga bingung dalam menyatakan ide yang mereka miliki dalam bentuk tulisan. Oleh karena itu, peneliti ingin mendeskripsikan teknik menulis kolaboratif yang dilakukan oleh guru. Menulis kolaboratif adalah ketika murid-murid bekerja sama, berbagi kepengarangan, dan berbagi tanggung jawab atas segala proses menulis hingga menghasilkan produk akhir. Para murid diharapkan terbantu dalam mengembangkan dan menyusun ide saat menulis sebuah teks menggunakan teknik menulis kolaboratif. Penelitian ini menggunakan pendekatan kualitatif. Subjek dari penelitian ini ada siswa kelas sepuluh di sekolah menengah atas. Hasil dari penelitian ini menunjukkan bahwa teknik menulis kolaboratif membantu siswa dalam mengembangkan dan menyusun ide saat menulis sebuah teks dan juga menulis kolaboratif adalah teknik yang sesuai untuk mengajar menulis di sekolah menengah atas.

Kata kunci: Menulis, Teks Recount, Teknik Menulis Kolaboratif

Abstract

The purpose of this study is to describe the implementation of collaborative writing technique in writing text, especially in recount text. Writing is one of the English skills that should be mastered by high school students. However, students thought that writing is not easy to do. They have some difficulties while doing writing. They do not know what they have to write while writing, and also they are confused in expressing their ideas into written form. Therefore, the researcher wants to describe the implementation of collaborative writing in teaching writing by the teacher. According to Fernández Dobao & Blum (2013), collaborative writing is a technique which students work together, share authorship, and share responsibility for all writing processes to produce final product. Students are expected to be helped in developing and gathering the ideas while writing a text by using collaborative writing technique. Moreover, this study uses qualitative approach. The subjects of this study are students of tenth graders in senior high school. The result of this study indicates that collaborative writing technique helps students to develop and gather ideas in writing a text. Collaborative writing technique also is an appropriate technique that can be used in teaching writing for high school students.

Keyword: Writing, Recount text, Collaborative Writing Technique

INTRODUCTION

Writing is one the English skills that should be mastered by students. Writing is called a productive skill because it represents the language in written form, and also Linse (2005) stated that writing is focused on producing information. Nunan (2003) stated that writing is how the writers clearly express their ideas or thoughts to the readers. It can be said that writing is an activity of collecting words into sentences that have meaning in written form.

Since writing is a complex activity, it is not easy to do it in a short time. Cakraverty & Gautum (2000) stated that writing requires a long amount of time to establish the theme, ideas, and thought. Jordan (1989) also added that the process of fitting the words into good sentences makes writing difficult. Furthermore, students consider that writing is difficult. They do not know how to start and how to write into a good paragraph. They think that it is impossible to write a text in a short time because they have not done it before. Those are the reasons why the students are unmotivated in writing activity.

Based on the reasons above, the teacher uses a technique namely a collaborative writing technique to raise students' interest on writing. According to Kung (2002), collaborative writing is a technique that is used to support the students' linguistic ability, such as more reflective and goal-oriented planning. Students will work together with their partners or in a group to make a text. They have the responsibility of the writing process until the final product of writing (Elola & Oskoz, 2010). Ghufroon (2018) mentioned that every student should participate in writing process from the brainstorming the ideas until editing the draft to produce better writing product. Sajedi (2014) stated that collaborative writing technique is expected to increase the students' confidence, involvement, and responsibility towards their writing.

In this study, the researcher would like to describe the implementation of collaborative writing techniques in helping the students to unite and arrange ideas into a text, especially on recount text. The researcher also describes the result of students' writing composition and students' responses toward the implementation of collaborative writing techniques in the class.

Based on the background stated above, the researcher formulated the research questions as follows:

1. How is the implementation of collaborative writing technique in teaching recount text writing for senior high school students?
2. How are the results of the students' recount text writing compositions by using collaborative

writing technique for senior high school students?

3. How are the students' responses toward the implementation of collaborative writing technique in teaching recount text writing for senior high school students?

RESEARCH METHOD

In this study, the researcher uses the qualitative approach and basic interpretation design to describe the implementation of collaborative writing technique in teaching recount text writing for senior high school students. According to Hancock, Ockleford, & Kate (2009), qualitative approach is an approach that is focused on descriptions and interpretations. This study uses an interpretative basic design because this research deals with subjects' point of view and behavior. Therefore, the researcher needs to describe all activities that occur in the classroom. As mentioned by Ary, Jacobs, & Sorensen (2010) the reader can see the social reliability experience by using qualitative study. Hancock (2002) supported that all aspects of social phenomena are closely related to qualitative study. Also, qualitative study offers in-depth discussion about social phenomena that occurs that time.

This research was conducted at SMAN 8 Surabaya, It is located in Surabaya, East Java in academic year 2019-2020. The researcher choses this school based on the permission of the school principal and English teacher. This study involves a class, X MIPA 4. This class consists of 34 students (17 males and 17 females). This class is chosen based on English teacher recommendation. This class is considered to have more value in learning English and also can be cooperatively used as research subjects. As the lesson plan that has been prepared by the teacher, the researcher conducts the observation in two meetings. This is because the teacher must pursue materials that must be taught to the students in one semester. The researcher uses tenth grader students of SMAN 8 Surabaya as the research subject. The researcher choses the tenth grader students because they related to the material which be taught namely recount text. Recount text itself is material which related to the second semester syllabus of tenth grader high school students.

In this study, the researcher uses five instruments to answer the research questions. There are field notes, observation, students' writing composition, questionnaire, and interview. First, the field notes are used to record all activities and phenomena that occur when the collaborative writing technique is implemented in class. Second, observation checklist is used to ensure

that the sequence of the observation is not missed. The observation checklist is designed using a checklist design followed by yes or no choices and a sequence of observation. Field notes and observation checklist helps the researcher to describe the implementation of collaborative writing technique in teaching recount text writing for high school students. Third, students' writing compositions is used to describe the students' writing tasks. This instrument is used to describe the result of students' recount text writing. Forth, questionnaires are used to get the information and responses from the students about the implementation of collaborative writing technique. It is followed by yes or no choices and short answer so the students can give additional comments on it. Last, semi-structured interview is used to find out more in-depth information and the students' responses toward the implementation of collaborative writing. The questionnaires and interview are used to describe the students' responses toward the implementation of collaborative writing technique in teaching recount text writing for high school students.

The researcher collects the data in two meetings. In the first meeting, the researcher observes then notes and records all of the activity during the implementation of collaborative writing technique. The researcher only observes the activity without doing any participation in the class. The researcher observes the way the teacher teaches the student and the students' writing activity using collaborative writing technique. All of the activity is recorded in field notes and the researcher uses the observation checklist to ensure schedule of the activity that happen in the class. In the second meeting, the researcher observes the activity of teacher and peer feedback toward the students' first draft. Then, the researcher observes the students' final draft writing activity. In the end of the lesson, the researcher gives the students' questionnaires which related to their activity during the implementation of collaborative writing technique. To get more information, the researcher interviews some students based on the teacher recommendation

FINDING AND DISCUSSION

1. The Implementation of Collaborative Writing Techniques

The observation conducted for about 2 meetings. Each meeting focused on the implementation of collaborative writing technique in teaching recount text writing. In the first meeting, the teacher had already used the collaborative writing technique to teach recount text writing. The students also had already used collaborative writing technique to write the first draft of the recount

text. In the second meeting, the students got feedbacks from the teacher and also their peers then they revised the first draft based on the feedback that they already had.

The teacher did all the steps of the teaching-learning process coherently. There are three steps in the teaching and learning process: pre-activity, whilst-activity, post-activity. From the beginning, the teacher had implemented collaborative writing technique. The teacher coordinated the class in such a way as to create a comfortable atmosphere for the students before starting the lesson. According to Dale (1997), there are five points that should do to coordinate class when doing collaborative techniques. There are, forming groups, providing time to look for ideas before writing, primary-writer system, assignment, and focus on the process. The teacher asked the students to create groups that consisted of 3-4 people. Students were allowed to choose their own groups. This purposed to make the students felt comfortable. In this step the teacher dominated as the role of an instructor in the classroom. Before entering the writing process, students brainstormed the material by reading and understanding the text which had been given by the teacher. They also interacted with their teacher or partners related to the reading. Kinneavy, James L. Warriner, (1998) stated that at this stage they spent more time for thinking than writing. They started to determine what they write in the first draft. Entering the writing or drafting process, students began to rewrite the text that they have understood without looking at the text. According to Brown (2001), rewriting is classified as intensive or controlled level where students can stimulate their creativity by rewriting paragraphs that they have remembered during the brainstorming activity. They seemed to have difficulty when starting this step. It was not easy for students to start writing because they did not know what to write first. However, in this step there was no the right and the wrong in their writing. This is called the focus of the process of writing which is one of the points in implementing collaborative writing technique.

Move to the next step, students got some feedbacks from the teacher and peers. It helped them to evaluate and revise their first draft. According to Kinneavy, James L. Warriner (1998), in this stage the students can evaluate their writing then revise it based on the information of their evaluation. The teacher asked them to work collaboratively once again to produce the final draft. In this step, the students seemed to enjoy the writing process more than the first meeting. They were easier to gather the ideas together then arrange it into paragraph with their group. They understood what needed to be revised in their writing. In the end, they

collected their final draft on time and more confident than the first draft.

In conclusion, they had experienced various difficulties when starting to write recount text. They were confused about how to start and write the writing text. They also have limited time to write the text, so they did it in a hurry. However, they seemed to enjoy collaborative writing activities with their peers. They discussed with one another about the writing draft that they make. In the next meeting, after they received feedback from the teacher and peers, they revised their writing. At this stage they seemed to enjoy the process much better than the first meeting. They have understood what they had to correct, so they could finish it on time.

2. The Students' Writing Composition

The teacher gave the task to the students which rewrite the given text which must be done collaboratively with their group. This aimed to determine students' writing skills when using collaborative writing techniques. The results of their writing were analyzed by the researcher using the EFL composition profile by Jacobs, et al. (1981). There are five components that must be analyzed by the researcher. These five components are content, organization, vocabulary, language feature, and mechanics. Each component analyzed has criteria from the greatest to the lowest. These criteria determine the students' writing ability.

After analyzing the student writing, it could be said that students understand the material that had been taught by the teacher and they also understood about the contents and the storyline of the text. This is based on the results which show that most groups are in the criteria of good to average, and only a few of them are in the excellent and poor criteria. The results of this analysis can be seen in the following table.

Table 3.1 Result of Students' Writing Composition

Based on the analysis conducted by the researcher, there were 9 groups total in the classroom. Most of groups tend to be good at determining content and compiling stories to be coherent. This means students are able to produce, unite, and arrange their ideas in written form. Ghufuron (2018) stated that collaborative writing technique encourages students to produce and defend their ideas so they can think reflectively while writing. This statement is supported by Fernández Dobao & Blum (2013) that collaborative writing technique gives them the opportunity to exchange ideas, observe each other, and express their thoughts in different ways. Storch (2011) added that the interaction that they did while writing using collaborative writing technique had encouraged them to write. They were able to improve their writing, especially on content and text organization.

They also showed an increasing ability in grammar and vocabulary while writing.

In conclusion, collaborative writing techniques helped and improved their abilities in writing, especially on content and organization. It also helped the students in arranging and gathering the ideas in written form. Most of the groups get good criteria to average and for the other components are in different criteria.

3. The Students' Responses

The researcher used questionnaires and interviews to determine students' responses to the implementation of collaborative writing technique. The questionnaires were conducted at the end of teaching-learning process. After completing the questionnaire, the researcher conducted interviews to the three groups that had been recommended by the teacher. Each group had different character. This interview aimed to dig deeper information related to student responses to the implementation of collaborative writing technique. Ary et al. (2010) stated that the data obtained during the interview were ideas, beliefs, and situation experienced by the research subjects.

It has been said at the beginning that writing is an activity that is not easily done by students. They have limited time and have limited ideas to describe. These things are one of several reasons why writing is an activity that is not easy to do.

Based on the results of the student' questionnaire, many of the students liked English lessons, but many of them also considered writing as one of the difficult skills in English. Almost all students in the class stated that they understood the material that had been delivered by the teacher, especially related to recount text. However, half of the students stated that they had difficulties in determining the components in recount text. They also

Criteria / aspects	Excellent to very good	Good to average	Fair to poor	Very poor
Content	5	2	2	-
Organization	5	4	1	-
Vocabulary	3	5	1	-
Language Use	3	6	-	-
Mechanic	3	6	-	-

had difficulty using vocabulary. Many of them also experienced difficulties in using the grammar while writing. A few of them felt that used collaborative writing technique helped lots. They have enough time to write while using the technique. They also feel motivated to follow the teaching and learning process by using collaborative writing techniques. They found that it was very pleasant when they could write together with their partners.

The interview results showed that basically students had a similar way to overcome their problems in writing.

While using collaborative writing techniques, each of them expressed opinions and ideas then it would be selected to be written into a paragraph. They could add or subtract things that were needed in writing to make their writing became a coherent text. According to Ghufon (2018), each student must participate in the process of writing a text, starting from brainstorming ideas, then designing, organizing, developing, evaluating, and finally refining these ideas. In addition, group A said they also divided parts which were then evaluated together and ended up being written form. Group B said that they told the events which was related to the text they had read. Then, they exchanged parts of events they remembered and combined it into coherent stories. While Group C said that they had a discussion to compile a text and then they added some additional opinions to make their writing perfect. When students were asked questions about the advantages of implementing collaborative writing technique, they said that it was greatly helped them in writing a text. They felt that by using this technique they could save time in writing a text. They could develop the ideas that they had so their writing developed along with the input from group members. They also did correcting to each other so they had better writing results. Some of them also revealed that their English vocabulary increased because they shared different vocabularies. As stated by Widodo (2013) that the feedback section is implemented it will help them join and respond to the others input so it produces good writing results. Storch (2011) also stated that this interaction encourages students to be brave and confident in their writing. Students improved their writing in all aspects, such as content, organization, grammar, and vocabulary. Although they felt this technique still had some lacks such as the large number of group members and sometimes the lack of effectiveness in writing. They kindly provided suggestions related to these deficiencies such as reducing the number of group members and improving the teacher's role when implementing this technique, such as checking each group while doing this technique.

In short, based on the results of students' responses to questionnaires and interviews, students gave positive responses toward the implementation of collaborative writing technique in teaching recount text writing. They were happy and enjoyed writing together with their group partners even though they had a short time. They were also more motivated to follow the teaching and learning process using collaborative writing techniques. All students agreed that this technique could be applied during writing activities in the classroom. This technique also really helped them to describe their ideas and

combine them with the ideas with others then to be developed into a story or text. It could be said that the application of this technique has been done well by the teacher and students.

CONCLUSION AND SUGGESTION

Based on the research findings above, it can be conclude that the teacher has applied this technique quiet well so that students could be helped while writing a text. They really enjoyed the process of writing a text using collaborative writing technique, although at the first meeting many of the students had difficulty in completing their draft. That was due to the limited time and some of them were still confused to start writing a text, but they were able to improve their writing at the second meeting. They revised and evaluated their writing very well. Collaborative writing technique had helped students to develop ideas that they had by sharing and combining ideas with their partners. Therefore, collaborative writing technique is a technique that is suitable for teaching-learning writing.

Student writing results showed that collaborative writing technique helped the students to convey their ideas they had in written form and they could arrange the ideas more organized so they could produce a coherent storyline. It can be seen from the components of their content and organization; most of the groups were in good to average criteria.

The implementation of the technique also got positive responses from students. Almost all students agreed that collaborative writing technique was the appropriate technique which could be applied to teaching-learning writing especially in recount text. They could develop their ideas into a text by interacting and sharing with their partners. They could save the time for writing because they did it together with their partners so they could finish it in a short time. Students are greatly helped by the implementation of collaborative writing technique.

Based on the research findings and discussion in the previous chapter, the researcher formulated some suggestions to the teacher and future researchers as follows:

Teacher as a role model must take care of the teaching-learning situation in the classroom and pay more attention to students in the teaching-learning process. Teacher can also provide or insert vocabulary and use of language exercises, especially in grammar because a lot of students are still less to master the vocabulary and use of language in their activities.

In this study, the researcher only focuses on the implementation of collaborative writing technique to teach writing. Therefore, researchers in the future could

study further related to this technique with different views and topics.

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