



**THE EFFECT OF COLLABORATIVE WRITING TECHNIQUE ON THE  
STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMP  
MUHAMMADIYAH 56 BINJAI**

*Submitted to the Faculty of Tarbiyah and Teaching Training UINSU Medan as a  
Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan*

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**MEDAN**

**2020**



**THE EFFECT OF COLLABORATIVE WRITING TECHNIQUE ON  
WRITING RECOUNT TEXT AT EIGHTH GRADE STUDENTS OF SMP  
MUHAMMADIYAH 56 BINJAI IN ACADEMIC YEAR 2020/2021**

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Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan*

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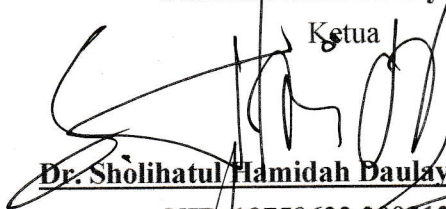

**SURAT PENGESAHAN**

Skripsi yang berjudul : The Effect of Collaborative Writing Technique on the Students' Ability in Writing Recount Text at SMP Muhammadiyah 56 Binjai oleh Agustina Ningsih, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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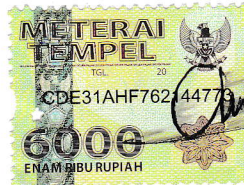
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Judul :**THE EFFECT OF COLLABORATIVE WRITING  
TECHNIQUE ON THE STUDENTS' ABILITY IN WRITING RECOUNT  
TEXT AT SMP MUHAMMADIYAH 56 BINJAI**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

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Yang Membuat Pernyataan



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## ABSTRACT

**Agustina Ningsih. 0304162146. The Effect of Collaborative Writing Technique on the Students' Ability in Writing Recount Text at SMP Muhammadiyah 56 Binjai.**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, 2020.

This research was conducted to know the effectiveness of applying Collaborative Writing Technique on the students' writing ability in writing recount text which was observed and analyzed at SMP Muhammadiyah 56 Binjai in Academic Year 2020/2021. The method used was quantitative research by using the experimental research design. The population of this study was the eighth grade students of SMP Muhammadiyah 56 Binjai. In taking the sample of this research, the researcher took some students in each classes as the sample used and divided into 2 classes, experimental and controlled class. There were 22 students in the experimental and 22 students in controlled class. The researcher taught by using Collaborative Writing Technique in the experimental class and taught by using lecturing method in controlled class. The researcher used pre-test, treatment, and post-test. The researcher concluded from the statistical hypothesis that  $H_0$  (Null Hypothesis) is rejected and  $H_a$  (Alternative Hypothesis) is accepted because  $t_{\text{value}}$  (2.243) is bigger than  $t$  table (1.674). Unfortunately, by the criterion of minimum standard (KKM) is 75 while the average score of students in experimental class is 75.91, it means that the increasement of score is only 0.91. So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

**Keywords: Collaborative Writing Technique, Writing Recount Text**



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Agustina Ningsih

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is complicated skill which express the language structured in letters, symbols, or words.<sup>1</sup> In other words, it is the process arranging the words into the sentence to be paragraph related to the context. Actually, writing is the most essential element to human. Writing is one of the necessary skill because it takes an important part as communications tool. Communicating in the same meaning is the result of written language or written communication. The specific ability is needed to express the written communication.

The essential thing of students' skill is writing skill. Not only can express their thoughts, emotion, sensibility, but also they have good communication with other and retrieve the mind and the real story. Unfortunately, there are four common problems in writing: content, organizing, vocabulary and grammar.<sup>2</sup> First is content. The students face the problems when they are not able to formulate the topic to the controlling idea and topic sentences to the supporting sentences. Second is organizing. A good paragraph should explain or describe the text clearly, unity, coherence, logically and easily to understand by the readers. Third is vocabulary. Vocabulary is very important things to formulate a good text. The author will be able to communicate his thought in written form by using the appropriate collocation. Fourth is grammar. In order to have a good paragraph,

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<sup>1</sup> Utami Dewi, (2011), *How to Write*, Medan: La Tansa Press, p.2.

<sup>2</sup> Fitri Purnama Sari, (2013), *An Analysis on Student' Ability and Problems in Writing Recount Texts at Grade VIII at SMPN 29 Padang*, Journal of English Language Teaching: Vol 2, No.1 serie A, p.74.

each sentences should have the clear formula such as subject, predicate and object and the sentences should be arranged in a good order at sentences sequences.

Based on the objectives of writing in Junior High School in English curriculum, students are expected to express the content of functional text (announcement, advertisements, invitations, personnel letter memo, etc ) and essay or monologue texts in the form of genres (recount, narrative, procedure, descriptive, report) in daily lives contexts and to access knowledge.<sup>3</sup> Concerning as important ability at any English level among four skills, writing is the essential countenance for English subject. In this research, the writer focuses to the effect of writing recount text genre only. The researcher is interested on this genre because this genre is learnt at eighth grade students of Junior High School. By teaching and learning process, teacher can evaluate the students' achievement related to written communication.

A part of students' trouble is writing a recount text. The most essential difficult matter is describing something or somebody since it has the regulation to be written. The characteristic has to be reported by the students. Based on the observation, the writer found that the students cannot write it individually because they have different ability. They need to have a group or pairs discussion to share information each other. The situation initiates the researcher to conduct a research by applying collaborative writing as the method to improve students' ability in writing recount text.

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<sup>3</sup> Khainur Jannah, (2013), *Using Collaborative Writing Technique through Mixendinks as Media in Teaching Writing a Discussion Text at Senior High School*, Journal of English language teaching: Vol 2, No.1 serie B, p.145.

However, the fact showed that many students did not like writing. Based on the observation in the eighth grade students of SMP Muhamadiyah 56 Binjai, the researcher found that most of the students of class VIII-1 could not achieve the basic competence of writing skills. Some problems such as: (1). The students had low motivation in learning English especially in writing. It is caused they had limited vocabularies, (2). The students were difficult to arrange the words into good order and difficult to express the idea by writing. (3). The students do not facilitated in learning process by interesting activity. Students' role in learning activity was bordered as lecturing method.

For that ground, the suitable technique is needed to evolve students' ability in writing. Collaborative writing as one of the teaching technique that aims to know the students' writing skills to become one of the alternative ways. It is team work process where the students share their ideas, then write a text based on teacher's instruction, then the product is corrected one another. It is a appropriate technique of writing that help forward cooperation, critical thinking, peer learning and active learners toward an end product. It is meaningful communication and share conclusion making among members of a group. To apply this technique, there are four steps; drafting, correcting, revising, and evaluating which in all process, students' participation are needed.

Furthermore, collaborative writing technique on recount text gives inventive exercise to step up students' enthusiasm to develop writing skills. It can be said that this process can afford students' pleasure of writing by giving the creative activities. Besides, they can explore and discover the well-known language. Starting to write the text as the easiness because the language and the

topic used are from circumstance that very common and easy to find. It provides the joyful for students to do the task. The unique features of the process, the students' grammatical development, and the accessibility of feedback are able to give them positive contribution to the development of their writing skills.

Therefore, the researcher did a research to find the manifest to answer that collaborative writing technique can be applied in teaching technique that has significant effect or not. Based on the background of the study above, the researcher conducted the research.

### **B. Identification of the Problem**

Based on the background of study above, the identification of the study are:

- 1). The students had low motivation in learning English especially in writing.
- 2) The students were difficult to arrange the words into good order and difficult to express the idea by writing.
- 3). The students do not facilitated in learning process by interesting activity.

### **C. Formulation of the Problem**

Based on the identification of study and the limitation of the study, so the formulation of the study is: Is there any significant effect of applying Collaborative Writing Technique on the Students' Ability in Writing Recount Text at SMP Muhammadiyah 56 Binjai?"

### **D. Objective of the Study**

To relate with the study, the objectives of study should state clearly. So the objective of the study is to investigate Collaborative Writing Technique has



significant effect on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai.

#### **E. Limitation of the Study**

Based on the identification of study, the researcher focused the use collaborative writing technique as learning technique that suitable without lost the essence of the research. The technique make students are interesting in learning English writing by sharing their ideas in drafting, correcting, revising, and evaluating.

#### **F. Significance of the Study**

The results of this study are expected to provide some significant below.

##### **a. For Students**

The results of this study are useful for students to be more excited in learning process of writing the text. It aims to know their achievement so hopefully they can improve it if there is still lacking.

##### **b. For English Teachers**

The results of this study useful for English teachers such as to apply the new technique in teaching English. The purpose is to make an exciting learning activities and to develop English teachers' skills especially in teaching and learning text by using collaborative writing technique.

##### **c. For School**

In practical terms that can be conceived aims to promote and to know the school achievement as an input or initial information about the real condition of the teaching of writing text at SMP Muhammadiyah 56 Binjai. Through this

information, it is expected to use the educational or instructional models as a maximum achievement of learning outcomes.

d. For other Researchers

The result of the study is useful to other researchers that want to conduct the research with the same theme in writing ability. Besides, the result of the study will give clear description on the implementation of collaborative writing technique that gives the effect in writing skill. This study will be beneficial as reference for conducting research in the same topic.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Review of Literature

To support the idea of this research, some theories and some information are explained. Therefore the clarification of the concept will prevent possible misunderstanding. In other words, it is very important to discuss so that the reader will get the point clearly.

#### 1. Writing

##### 1.1 Definition of Writing

Writing is the expression of language in the form of letters, symbols or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. The writing can be formed on the wall of cave, a piece of paper, or a computer screen.<sup>4</sup> There are many kinds of writing such as expository, narrative, descriptive and persuasive. Writing is one of the manifestations of linguistic competence that are expressed in the form of written language use, other than in the form of spoken language. In the category of language skills, writing skills are still regarded as the most difficult, between speaking and reading, by the majority of the student or students.

Related to Spratt, Pulverness, and Williams's statement, writing is a part of four language skills: listening, speaking, reading, and writing. Productive skill in writing and speaking have the meaning which they involve producing language

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<sup>4</sup> Utami Dewi, (2013), *How to Write*, Medan: La Tansa Press, p. 2-3.

rather than accepting it.<sup>5</sup> It means that writing is one of the prominent skills that should be mastered by the English language learners. Harmer also stated that writing is a process that what we write is often intemperately determined by the constraints of genres, then these elements are presented in learning activities.<sup>6</sup> The graphic symbol must be arranged in such away related to certain convention to from words to form phrase, phrase to form sentence, sentence to form paragraphs, paragraphs to form text or passages.

Writing as well-known the process of thinking of something to say and selecting the words which proper to express the process of arranging the thought from the information, and organizing sentence into meaning form of writing. As it is stated by Urquhart and McIver that writing is generally regarded as an independent project, it is, in fact, a social endeavor.<sup>7</sup> It is caused by the activities affected in the writing process are done by more than one author. Not only that, it is demands the effective communication between members of the writing group.

From some definitions by the experts above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written product.

From the view of the religion, the obligation of learning explain in the Holy Qur'an *Surah Al- 'Alaq:1-5*

اقرأ باسم ربك الذي خلق \*1 خلق الإنسان من علق \*2 اقرأ ة ربك الأكرم \*3 الذي علم بالقلم \*4

علما لانسان ما لم يعلم \*5

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<sup>5</sup> Pulverness, A., Spratt, M., and Williams, M. (2005). *Teaching Knowledge Test Course*, New York: Cambridge University Press, p.26.

<sup>6</sup> Jeremy Harmer , (2007), *How to Teach Writing*, Malaysia: Longman, p. 2.

<sup>7</sup> Urquhart, Vicki and McIver, Monette, (2005), *Teaching Writing in the Content Areas*, MA: Association for Supervision and Curriculum Developmen, p.106.

*The meaning: Read in the name of Lord who has created (all exist). He has created man from a clot (a piece of thick coagulated blood). Read! And your lord is the most generous. Who has thought (the writing) by pen. He has thought man that which he know not.*<sup>8</sup> ( QS Al-‘Alaq:1-5)

Based on the verse above, *Allah Subhanahuwata’ala* explains that He provides *qolam* (pen) as mean of writing, so that the writing becomes the communication between humans even though they are far apart. As they relate oral mediation, *Allah* teaches it with *qolam* (pen) that his knowledge more united. Pen can be used as information and transmission tools as a substantial object.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ( القلم :1)

The meaning : “*Nun. By the pen and by what they (the angles) write (in the Records of men).*” (Al- Qalam: 1)<sup>9</sup>

Based on the verses, *Allah Subhanahuwata’ala* explains that He teaches human being by pen (*qalam*). Discovery pen and writing are the greatest gifts from Him. By writing, one generation can transfer their knowledge to the next generations. It shows the tool of writing itself have important roles.

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

The meaning: “*Raise up Allah will raise up, to (suitable) ranks (and degrees) those of you who believe and who have been granted (mystic)knowledge. And Allah is well acquainted with all of you do*”. (QS Al-Mujadalah : 11)<sup>10</sup>

<sup>8</sup> *Al-Qur’an dan Terjemahan*, (2011), Depok : Sabiq, p. 594.

<sup>9</sup> Departemen Agama RI *Al-Qur’an dan Terjemahannya*, PT. Syagma Examedia Arkanleema, p. 564.



The obligation of writing also related to Hadith as follows:

حَدَّثَنَا يَحْيَى بْنُ مُوسَى وَ مَحْمُودُ بْنُ غِيْلَانَ، قَالَ أَخْبَرَنَا الْوَالِدُ بْنُ مُسْلِمٍ، عَنْ الْأَوْزَاعِيِّ، عَنْ يَحْيَى بْنِ أَبِي كَثِيرٍ، عَنْ أَبِي سَلَمَةَ عَنْ أَبِي هُرَيْرَةَ (أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطَبَ فَذَكَرَ قِصَّةً فِي الْحَدِيثِ فَقَالَ أَبُو سَاهٍ : اكْتُبُوا لِي يَا رَسُولَ اللَّهِ عَلَيْهِ وَسَلَّمَ : اكْتُبُوا لِأَبِي سَاهٍ، وَ فِي الْحَدِيثِ قِصَّةٌ. (رواه الترمذي)

The meaning : *“From Abu Huraira RA said : as Prophet Muhammad SAW said, then He told a story in a hadith. Then, Abu Syahin said : ‘Please write for me, Rasulullah. Then, Rasulullah said : Write down for Abu Syahin!’” (HR. At-Tarmidzi).*

Based on the Hadith above, *Rasulullah* asked Abu Syahin to write after He told a story in a Hadith. It aimed to remember the knowledge and what people said. Writing is very important in learning process. Without writing, the learning process will be hampered.

## 1.2 Writing Process

Nation identifies writing is the one of way process of looking and focusing on different aspects of writing. In other words, writing process comprise of several sub-processes that peremptorily combined as an delineate for students to begin and finish their writing.<sup>11</sup> Another perspective is from Meyers that writing is a way to produce language which does naturally when someone speaks. Writing is also an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.<sup>12</sup> Another statement is from Rumisek

<sup>10</sup> Ali A. Yusuf, (1968), Holy Qur’an Text Translation and Comentary, Jedah : dar-Al-Arabiyah), p. 151.

<sup>11</sup> Nation, I. S. P, (2009), *Teaching ESL/ EFL Reading and Writing*, New York and London: Routledge Publisher, p.114.

<sup>12</sup> Alan Meyers, (2005), *Gate Away to Academic. Writing : Effective Sentences, Paragraph and Essays*, New York: Longman, p. 1.

that stated writing process goes through several steps to produce a good written product. It means that there are some parts needed in producing a text, likes putting the words together to make sentences. Some steps are required to make sure what has been written conform to the writing process in good order development.<sup>13</sup>

From the explanation above, it can be concluded that in writing is a process to do some task in the genres compulsion and other components in learning process by arranging the words from thought and information.

The stages on writing process are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

In process of writing, students need feedback before do the revision. Nation gives the idea that the essential thing to keep encouraging of students' mind is feedback.<sup>14</sup> It means that providing the students with feedback about the effectiveness of their writing is important, so that the students can carry on the idea of their writing. As critical for encouraging and consolidating learning, feedback is widely viewed. It is also considered as a substantive factor in the writing context. Therefore, responding to students' writing is needed the feedback to assist them raise their writing skills.

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<sup>13</sup> Rumisek, L. A. and Zemach, D. E, (2005), *Academic Writing: From Paragraph to Essay*, Oxford: Macmillan Publisher, p.3.

<sup>14</sup> Nation, I. S. P, (2009), *Teaching ESL/ EFL Reading and Writing*, London: Routledge Publisher, p.115.

The more explanation is from Harmer that there are some techniques used in giving feedback on students' writing. There are:<sup>15</sup>

a. Responding

Responding to students' tasks can be conceived as one of giving feedback on their writing. Motivating the students by giving the response on their works is important when it is done constructively. Responding to students work is better viewed by feedback than assessing what they have done. Furthermore, it aims to build their confidence and motivation.

b. Correcting

Some teachers use codes, and then put these codes either in the body of the writing itself, or in a corresponding margin. These are helpful by correcting much better, less threatening, and considerably more helpful than random score or comment. Using of symbols as indirect feedback on students' writing refers to students' wrong-doing, such as in word arranging, spelling, or verb tense.

c. Involving students

In writing process, feedback does not only come from teachers but also the students' encouragement to give feedback to each other. It gives positive impression on group cohesion. Students are much more likely to be stimulated into thinking about what they are writing if the feedback comes from one of their peers. Thus, peer feedback is potentially useful when responding their work in the drafting represent.

The techniques above are expected to give students manifestation on the advance of their writings. As the first form of feedback, it may bring about a

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<sup>15</sup> Harmer, J, (2007), *The Practice of English Language Teaching*, Edinburg: Pearson Education Ltd, p.148.

positive attitude of students toward their works by responding their writing, It is done constructively to create students' motivation to make better their writing skills.

### **1.3 Characteristic of Good Writing**

Daulay stated being able to use the vocabulary and structures that learned in a meaningful context reinforces what is taught aims to increase students' motivation. The students' abilities in their subject-matter fields, in turn, enhance their ability to acquire English.<sup>16</sup> It can be said that the requirement of good structure and suitable vocabularies is the essential thing in good writing.

In writing the paragraph, especially on recount text, students need to consider how to translate the sentences into English. In Junior High School level, students usually translate the paragraph in literal translation. According to Newmark, literal translation is the translation which the grammatical structures are converted into the nearest equivalent of the target language. The source language grammatical constructions are converted to their nearest target language equivalent.<sup>17</sup> From the explanation above, it can be concluded that translating the text in Junior High School use literal translation that easier for students.

## **1. Recount Text**

### **2.1 Definition of Recount Text**

A recount is the retelling or rehearsing of an occurrence or an experience. Recount is identified also as a text that retells events, activities or experiences in the past. In literary term, experience refers to what happened with us. Recount is

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<sup>16</sup> Ernita Daulay, (2014), *A Learning Centered Approach: English for Specific Purpose*, Medan : Naila Pustaka, p. 13.

<sup>17</sup> Farida Repelita Waty Kembaren, (2018), *Translation Practice (Indonesia-English)*, Medan : CV Widya Puspita, p. 94.

defined simply as a type of text made in order to give information about the past activities.<sup>18</sup> Pardiyo no added his thought about recount text. It is a text retell events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. Reconstructing to record events is the social function.<sup>19</sup> In other words, recount text is a text about the past event.

Knapp and Watkins also stated that a recount is a consecutive text that does little more than sequencing the serial of events.<sup>20</sup> It aims to inform or to entertain the listeners or readers. A recount is different from a narrative text in terms of the problems in the sequence of events. Recount can be in the form of letters, newspaper reports, converses, speeches, television interviews, etc. It can be concluded that recount text is a text retell the events or experience in the past that aims to inform the audience.

The verses about recount also had explained in the Holy Qur'an QS Yusuf:11:

لقد كان في قصصهم عبرة لأولي الألباب ما كان حديثا يفترى و لكن تصديق الذي بين يديه و  
تفصيل كل شيء و هدى و رحمة لآلوم يؤمنون (يوسف: 111)

The meaning : *“Indeed of their stories there is teaching for people who use logic. The Koran is not a fabricated story, but it justifies the previous (holy books) and explains everything, and as a guidance and mercy for believers.” (QS. Yusuf : 111)*

<sup>18</sup> Dirgeyasa, I Wy, (2014), *Writing*, Medan :Unimed Press, p.24.

<sup>19</sup> Pardiyo no, (2007), *Pasti Bisa! Writing Clues for Better Writing Competence*. Yogyakarta: CV ANDI, p. 64.

<sup>20</sup> Knapp, P., Watkins, M, (2005), *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: University of New South Wales Press, p.223.

كَذَٰلِكَ نَقُصُّ مِنْ أَنْبَاءِ مَا قَدْ سَبَقَ وَ قَدْ ءَاتَيْنَاكَ مِنْ لَدُنَّا ذِكْرًا ( طه : 99)

The meaning : “*Thus We tell a portion of the story of the people before and in fact we have given you from our side of warning*”. (QS Taha : 99)

Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place.<sup>21</sup> Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

Defining more extensive, absolutely recount is classified into three categories such as personal recount, factual recount, and imaginative recount. Each of them has particular characteristics and explanation as follows:

1. Personal recount : this usually retells an event that the writer was personally involved in.
2. Factual recount : its records an incident, e.g : a science experiment, police report.
3. Imaginative recount : it is a writing of an imaginary role and gives details of events.

## 2.2 Generic Structures of Recount Text

Beginning to write a recount text, the understanding of the rhetorical structure is required. Orientation as part of text element is considered to the main

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<sup>21</sup> Knapp, P and Megan Watkins, (2005), *Genre, Text, Grammar*, Sidney: University of New South Wales, p.223.



idea that will be appraised to the reader. It is followed by record of event comprise of chronological event and ended by orientation. Moreover, we should use the language features of recount text as the characteristic to build up the correct text. The generic structure of recount text is stated by Pardiyono. He gives the explanation of three elements in recount text which arranged based on the rhetorical structures. There are: orientation; introducing the participant, place and time, events; telling about the series of event that happened in the past, and reorientation; as the personal comment of the writer's feeling related to the story.<sup>22</sup>

Furthermore, Pardiyono added his thought about recount text. The first is orientation. It consists of the activities or event that will be told. Orientation aims to get the audiences' attention. Then, there is events. It focuses on the experience or activities that happens and shows chronologically. The last is reorientation. It tells about result in simply conclusion from what the writer have produced in record of events. The language features of recount text are some characteristic of recount text. It is called as language features as follow: 1). Introducing personal participant: *I, my, etc*, 2). Using chronological connection: *then, first, eventually, next, later, meanwhile, etc*, 3). Using linking verb: *was, were, saw, heard, etc*, 4). Using the action verbs: *look, go, change, etc*, and 5). Using imple past tense.<sup>23</sup>

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<sup>22</sup> Pardiyono, (2007), *Pasti Bisa! Teaching Genre - Based Writing*, Yogyakarta: ANDI, p. 63-68.

<sup>23</sup> *Ibid.*, p. 67.

To make a good writing recount text, it is important understanding the function of generic structure of recount text. The function each generic structure is explained simply in this table below.

**Table 2.1 The Function and Generic Structure of Recount Text**

<b>Generic Structure</b>	<b>Function</b>
Orientation	To tell who was involved (the participant), where the events took place, and when and why it happened.
Events	To tell what happened and in what sequence.
Reorientation	To give the optional-closure of events/ending or to explain the writer's feeling.

In conclusion, a recount text is a text that tells the reader about the writer's experience in the past. It begins with an orientation which tells the reader who was involved, what happened, where the event happened and when it happened.

### **2.3 Linguistic Features of Recount Text**

The use of structural patterns of language in actual genre writing aims to have their specific features. It happens caused the different genre writing expresses and classifiable conversable determination, readers, and context in terms of when it happens, how it happens, or why it happens. Generally, the common grammatical patterns of recount text are:

1. It focuses on specific people.
2. It is written in the past tense.
3. There are variation in the sentences; simple, compound or complex sentence.
4. The short sentences enhance tension meanwhile longer sentences provide contrast and detail.

5. The use of frequent is applied of words which link events in time, likes next, then, when, after, before, first, at the same time, etc.

6. There are many of verbs in action words and adverbs are used to describe the events in recount text.

7. Giving the sense of humor and interesting story are needed the details .

8. The use of personal pronoun is often used.

9. The use of possessive voice sometimes needed.

10. Comprehending and covering the following features in terms of grammatical patterns features such as setting the scene are required in recount text.

In conclusion, the relevant grammatical of recount text includes simple past tense in simple, compound or complex sentence.

In general, the usage of common vocabulary of recount text has the characteristics as follow:

1. The use of material processes.
2. The specific participant is focused to devolve the main idea given, words refers to the substance processes and circumstances of time and place.
3. It focuses on temporal sequence.
4. To combine the events, the time words is used like (e.g: as soon as, eventually, after that, a few moment later, etc).
5. Representing the participant and place is used the plural noun (e.g: the noisy teenagers playing in this area).
6. Showing disposition of the case of the personal attitude is by using the adjective functions. It gives the good effect so that the event more meaningful and

powerful such as : it was very wonderful, we enjoyed it much, it seemed like extraordinary events, etc).

As Pardiyo's thought about the language feature of recount text, the use of adjectives aims to show the individual attitude, for example; it was wonderful, we enjoy it very much, it was fun, it was terrible, we are really happy.<sup>24</sup> In conclusion, the related vocabulary of recount text focuses on the particular things depending on the topic discussed.

#### 2.4 The Example of Recount Text

The text below is the simple example of recount text.

Last month, my family and I spent the holiday at Cermin Beach in Medan. We went there by car in the morning. We decided to go there because it was a beautiful place for holiday. **orientation**

When we arrived there, we were surprised to see the beautiful view. Before swimming there, we had lunch together. After having lunch, my younger sister and I built the sand castle. My father swam because he liked swimming. My parents played banana boat. Then, we took picture together before we prepared to go home. **events**

In the afternoon, we went home. Although we were so tired but we were very happy. Personally for me, it was really the unforgettable moment. **reorientation**

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<sup>24</sup> Pardiyo, (2007), p. 68.

### 3. Collaborative Writing Technique

#### 3.1 Definition of Collaborative Writing Technique

Graham and Perin identified collaborative writing is a technique where students work together in planning, drafting, reflecting, and revising their compositions.<sup>25</sup> Mulligan & Garofalo added the explanation that collaborative writing is a nonthreatening approach for students. It gives the results in purposeful usage of the target language across skills and demonstrable improvements in writing. Teachers are able to accomplish this technique without major logistical disadvantages by preparing systematical guidelines and giving maintenance. It is important to give students a chance to assess the method, as through careful analysis of student feedback, the instructor can ascertain those features of the work that are not useful and make necessary modifications in the program's design.<sup>26</sup> People working together to achieve goals is defined as collaboration.<sup>27</sup> It can be said that collaborative writing is the team work activity to write as through students' analysis and feedback. Moreover, collaborative writing technique is two or more people working together to produce a written product. Through the social contacts, students learn new ideas and processes that stimulate their development.

The obligation of collaborative learning relates with the Hadith below.

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<sup>25</sup> Graham, S. and Perin, Dolores, (2007), *Writing Text: Effective Strategies to Improve Writing of Adolescents in Middle and High School*. New York: Alliance, p.4.

<sup>26</sup> Mulligan & Garofalo, (2011), *A collaborative writing approach: Methodology and student assessment*, Ritsumeikan University, p.9.

<sup>27</sup> Andersen, Rebekka, (2011), *Building a Collaborative Writing Strategy*, Journal of Information Technology Education: Vol.(10), p.1.

مَنْ سَأَلَ عَنْ عِلْمٍ عَلِمَهُ ثُمَّ كَتَمَهُ أُجِمْ يَوْمَ الْقِيَامَةِ بِلِجَامٍ مِنَ النَّارِ (رَوَاهُ  
أَبُو دَاوُدَ وَ التِّرْمِذِي)

The meaning: “Whoever asked about knowledge that he knows, but he hide  
(without answer), then He will punish in the Day of Judgement from the hell.”

(HR. Abu Daud and Tirmidzi).

عَنْ عُمَرَ ابْنِ الْخَطَّابِ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَ  
سَلَّمَ : تَعَلَّمِ الْعِلْمَ وَ تَعَلَّمُوا لِلْعِلْمِ السَّكِينَةَ وَ الْوَقَارَ وَ تَوَضُّؤُوا لِمَنْ تَتَعَلَّمُونَ مِنْهُ )  
رَوَاهُ أَبُو نُعَيْمٍ

The meaning: *From Umar Ibnul Khattab R.A, he said : Rasulullah Shallallahu  
'Alaihi Wasallam said: Study of you the knowledge and learn it patiently and  
politely, then we respect to those who learn it.*” (HR. Abu Nu'im).<sup>28</sup>

From the Hadith above, students need to do collaboration with others in learning process. When they work together, they will share the knowledge with others. Questioning and answering are needed in group working. They need to share the knowledge patiently and politely in solid team.

According to Daulay, a learner-centered approach provides opportunities for students to practice critical and creative thinking, problem solving, and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation; all of which contribute to the development and enhancement of conceptual understandings. A learner-centered approach also encourages students to demonstrate ownership of their ideas and to reflect on and monitor their

<sup>28</sup> Hasbiyallah and Muhammad Sulhan, (2013), *Hadis Tarbawi dan Hadis-Hadis di Sekolah dan Madrasah*, Bandung: RosdaKarya, p.29.

thinking as they make decision and take action.<sup>29</sup> So, it can be said that students' critical and creative thinking are from a learned-centered approaches.

In writing learning process, collaborative writing technique implies meaningful communication and sharing determination among group members. In other words, facilitating students in collaborative writing is by providing suitable environment while they are working with their partners. As the conclusion, it is a communicative process that supports the students of involves their social interaction when work together by grouping.

### **3.2 Steps of Using Collaborative Writing Technique**

There are some consideration before applying collaborative writing technique in teaching learning process. The teacher needs to organize the students into groups and the writing activities. Then, they are directed to do some activities that provided by the teacher. Dale gives five points as the attention when teachers organize collaborative writing in the classroom below:

#### 1) Forming Groups.

It is the activity where teacher set the students in a various group. Arranging them into different groups is teacher's task to avoid students' homogeneous ones. It aims to create positive effect that each member interact with partners and assert their individual thought.

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<sup>29</sup> Ernita Daulay, (2014), *A Learning Centered Approach: English for Specific Purpose*, Medan: Naila Pustaka, p. 3.



## 2) Providing Time.

Applying this technique needs good time management. The time must be prepared for students. Students will have prospect to appropriate their works and make their discussion.

## 3) Primary-writer System

Teacher is required to set the certain tasks to find students' contribution to their works.

## 4) Assignments

A set of assignment for a complete class is no longer as the principal because it may be different among the groups of students. Each group should write different works within the same or different genres. For that reason, having each group determine on its own idea is certainly suitable.

## 5) Focus on Process

Collaborative writing technique with its emphasis on process can be an adequate means of writing process.

The explanation above are the important items needed by the teachers to organize effectively collaborative writing technique in teaching learning process. In other words, through collaborative writing technique, the teachers help students to keep a writing process moving forward. Supporting the students to connected between the process and the product of writing is important. The teachers are needed to apply those activities in teaching process.

Mulligan also gives his ideas to apply collaborative writing as follows:

1) Students were required to chose their partners or team work and exchanged contact information to facilitate meeting outside of class.

2) In class, pairs brainstormed ideas about the target topic and organized the information into coherent groupings.

3) In conducting the research and get the information to support their task, pairs were arranged to meet outside of class.

4) In class, pairs did outlining, planning, and crafting of the first draft. Students were required to hand in a detailed outline before submitting the first draft.

5) The instructor handed back the outlines with appropriate comments.

6) The students worked on the first draft after commented. Student A typed the first draft and completed a detailed checklist provided by the instructor. After that, the draft was sent to student B, who was then responsible for editing the draft. After finishing this, student B completed another checklist to make sure the work was proofread carefully. The detailed checklists were provided to help students in the writing and proofreading process. They helped students to eliminate grammar mistakes, spelling and typographical errors to check the correct arrangement, organization of ideas within each paragraph, and sound essay structure. The first draft was then submitted in class along with both checklists.

7) The instructor checked the drafts, pointing out structural and organization errors, and providing comments and suggestions.

8) Work on the second draft commenced. Student A and B played the roles interchanged. Student B had to type the revision and student A had to edit it. The second draft was presented.

9) A single grade was received by student based on their overall endeavor and the quality of their essay.

10) For the next writing assignment, if a student had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.<sup>30</sup>

### **3.3 Advantages of Using Collaborative Writing Technique**

There are some advantages of applying collaborative writing technique as follow:

1. Collaborative writing technique is a sufficient way for students at all levels to learn not only effective writing skill, but also actual social life and professional skills.
2. Getting the higher achievement, understanding deeply, learning in enjoyable, developing leadership skill, promoting positive attitudes, promoting self-esteem, and inclusive learning are some benefits of collaborative writing.
3. Having a new perspective is important when proofreading. It makes the more people will look at the writing, the mistakes will be proved, and improvements will be made.
4. Collaborative writing is the most powerful way to create a boy who ready, willing, and able to write.<sup>31</sup>
5. One student was able to write more than usual. Finally, it was clear gains had been made in structural and grammatical proficiency to this approach. Among the comments was the remark that they could find false more efficiently. Another wrote that it improved the accuracy of their paper. The approach helped another to organize and edit tasks

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<sup>30</sup> Mulligan & Garofalo, p. 6-7.

<sup>31</sup> Johnson and Johnson, (2004), *Collaborative Writing*, New York: Cambridge University Press, p. 20.

well. Their process of learning of words and phrases through the process of revising each other's drafts.<sup>32</sup>

From the explanation above, it can be concluded that collaborative writing is a highly effective way for students to learn not only effective writing skills, but also social skills. It combines students' ideas, knowledge, and problem solving abilities through the writing process. The use of especial strategies, guidelines and facilitative the actions make students are able to improve upon the steps of the writing process. The process that consists of planning, drafting, editing and final drafting can encourage interpersonal interaction, cooperation and management.

### **3.4 Disadvantages of Using Collaborative Writing Technique**

Although collaborative writing has many advantages, it also has disadvantages. Here are some disadvantages below.

1. People who difficult to follow collaborative writing technique are passive learners. It is caused because they are not confident.
2. Slow learners also are rather difficult to follow this technique because they do not catch the lesson as well as fast learners. They need to think more and understand well.
3. Controlling the students is needed by the teacher more. The goal is giving the opportunity for students to interact each other.

## **B. Conceptual Framework**

Writing is a process to do some task by arranging ideas and the information. Writing should be organized effectively and include aspects such as, content, organization, vocabulary use, grammatical use and mechanical

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<sup>32</sup> Mulligan & Garofalo, p. 10

consideration such as spelling and punctuation. The process in writing includes planning, drafting, revising, and final drafting. In writing, someone must be able to find the topic that he wants to write. After defining the topic, he must be able to distribute the topic into some main ideas, and then develop it with supporting ideas. They also must be able to make a draft of something that they want to develop. One kind of text in writing is recount text. Recount text is a type of text made in order to give information about the past activities. The generic structure of recount text is orientation, events, and reorientation. The tense of recount text is simple past tense.

One of the appropriate techniques in teaching writing is collaborative writing technique. Collaborative writing technique is a technique where students work together in planning, drafting, reflecting, and revising. Collaborative writing technique has some advantages. It is a highly effective way for students at all levels to learn effective writing skills, the actual social life, and professional skills. It also makes deeper understanding, enjoyable learning, developing leadership skills, promoting positive behaviors, and inclusive learning. Although collaborative writing has many advantages, it also has disadvantages. Passive learners are difficult to follow this technique because they are not confident with themselves. Then, slow learners can not understand the material as well as fast learners because they need to think more.

In conclusion, applying collaborative writing technique as the specific learning technique is able to improve upon the steps of the writing process: planning, drafting, editing and final drafting guidelines. It combines students' ideas, knowledge, and problem solving abilities through the writing process. The

use of especial strategies, guidelines and facilitative the actions make students are able to improve upon the steps of the writing process. The process that consists of planning, drafting, editing and final drafting can encourage interpersonal interaction, cooperation and management.

### **C. Related Study**

In conducting this study, the reseacher has the relevant research with previous studies. Some studies are explaining as follows:

1. A thesis entitled "*The Effect of Collaborative Writing Strategy on Students' Achievement in writing recount Text in MTs Al-Washliyah Tembung 2016/2017*" by Aulia Rizky Ramadhani.<sup>33</sup>

This study has aimed to see the improvement of students' writing skill of recount text through collaborative writing technique. She used quantitative research design. The population of her research was 80 students of two classes. The sample was 40 students. Based on the research result, the conclusion was teaching writing recount text by using collaborative writing strategy could improve the students' achievement in writing the recount text. It might be known that the higher score of post-test was 91. In other words, collaborative writing strategy can be as a problem solving for learning writing ability to eighth grade students of MTs Al-Washliyah Tembung 2016/2017.

2. A thesis entitled "*The Effectiveness of Collaborative Writing Method towards Students' Writing Ability at Eight Grade at SMPN 3 Kedungwaru in the Academic Year 2016/2017*" by Mokhammad Faisal Vicky Bahari.<sup>34</sup>

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<sup>33</sup> Aulia Rizky Ramadhani, (2017), *The Effect of Collaborative Writing Strategy on Students' Achievement in writing recount Text in MTs Al-Washliyah Tembung 2016/201*, Medan: UINSU Press, p.i.

In his research, he analyzed that collaborative writing method could help teacher in teaching learning process more interesting. This study has aimed to see the improvement of students' writing skill of recount text through collaborative writing method. The population of his research was 315 students of nine classes. The sample of study was 30 students. Based on the research result, it can be concluded that teaching writing recount text by using collaborative writing method could improve the students' achievement in writing the recount text. It might be known that the higher score of writing test was 85.

#### **D. Research Hypothesis**

Regarding to the previous literature review, the researcher formulated the hypotheses as follow:

$H_a$  = There is a significant effect of using Collaborative Writing Technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

$H_0$  = There is no a significant effect of using Collaborative Writing Technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

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<sup>34</sup> Mokhammad Faisal Vicky Bahari, (2017), *The Effectiveness of Collaborative Writing Method towards Students' Writing Ability at Eight Grade at SMPN 3 Kedungwaru in the Academic Year 2016/2017*, Tuluangagung : IAIN Press, p.i.





## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher presents the methodology which used in this research. The methodology of this research consists of Method and Research Design, Place of Research, Population and Sample, Definition Operational, Instrument of Research, and Technique of Data Analysis. Each of items presented in the discussion below.

#### A. Method and Research Design

Research is defined as the application of the scientific approach to study of the problem. It was a way to acquire dependable and useful information. Ary gives his thought that a research is an attempt to solve the problems by using scientific approach in a systematic way.<sup>35</sup> The method that aims to find the truth and a critical thinking named research method.<sup>36</sup> Thus, the research method is a way to reach the truth by collecting and analyzing the data to achieve the goal.

This study used quantitative research method. It focused on conducting the cause and effect research between of two variables; independent and dependent. The research design was experimental study. Ary stated that experimental study is scientific investigation in which an investigator manipulates and constructs one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables.<sup>37</sup> Experimental study can be done in laboratory, in the class, and in the field.

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<sup>35</sup> Donald Ary, (2006), *Introduction to Research in Education*. Canada: Thomson Corporation, p.21.

<sup>36</sup> Masgianto Sitorus, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, p. 50

<sup>37</sup> *Ibid.*, p.26.

Experimental research is classified into pre-experimental design, true experimental, and quasi experimental.<sup>38</sup> Pre-experimental research does not have random assignment of subject to groups or other strategies to control extraneous variables. True-experimental research uses randomization and provided maximum control of extraneous variables. Quasi-experimental research are not randomly selected.

A quasi experiment is an empirical interventional study used to evaluate the causal effect of an intervention on target population without random assignment. The similarly with the traditional experimental design or randomized controlled trial contribute in quasi experimental research, but the component of random assignment to treatment or control exactly lacks.<sup>39</sup> This research was conducted in quasi experimental design as on the table below:

**Table 3.1 Research Design**

<b>Class</b>	<b>Pre-Test</b>	<b>Independent Variable (Treatment)</b>	<b>Post-Test</b>
Experimental Class	√	By Using Collaborative Writing Technique	√
Controlled Class	√	By Using Lecturing Method	√

In this research, two classes were taken as the sample classes. Those labeled as the experimental class and controlled class. The first class was VIII-1 as the experimental group was given a pre-test (VIII B 1). It had been treated by using collaborative writing technique (T), and had been provided a post-test (VIII

<sup>38</sup> *Ibid.*, p.302.

<sup>39</sup> J Dinardo, (2008), *Natural Experiments and Quasi-Natural Experiments*, The New Palgrave Dictionary of Economics, p. 856.

B 2). The second class was VIII-2 (VIII C) as the controlled class was given a pre-test (VIII C 1) had been treated by using lecturing method (O) and a post-test (VIII C 2). Here was representation of the design:

**Table 3.2 Nonrandomized Controlled Class, Pre-Test and Post-Test Design**

Group	Pre-Test	Treatment	Post-Test
Experimental	VIII B 1	T	VIII B 2
Control	VIII C 1	O	VIII C 2

Where:

VIII B 1 : Students' score of experimental class on pretest

VIII C 1 : Students' score of controlled class on pre-test

T : Collaborative Writing Technique

O : Lecturing Method

VIII B 2 : Students' score of experimental class on post-test

VIII C 2 : Students' score of controlled class on post-test

In conducting this research, there was plan consisted of some steps that the researcher had taken. They were:

### **1. Giving Pre-Test**

The pre-test had been done both of class before implementing treatment . it aimed to measure students' skill in writing. It had been given in the first meeting. Pre-test was the representation of the students' writing skill at the initially meeting. The pre-test was carried out before experimental class get treatment.

## 2. Applying Treatment

After doing pre-test, the researcher applied the treatment. The different treatment treated to experimental class and controlled class. The researcher applied collaborative writing technique in experimental class, exactly class VIII-1 while controlled class was taught by using lecturing method. The activities of implementing collaborative writing technique was given below.

**Table 3.3 Steps of Implementing Collaborative Writing Technique**

<b>NO</b>	<b>Teachers' Activity</b>	<b>Students' Activity</b>
<b>1</b>	Teacher greeted the students.	Students responded to the greeting.
<b>2</b>	Teacher checked the attendance list.	Students raised hand to the teacher.
<b>3</b>	Teacher introduced recount text to students with some question.	Students listened to the teacher about recount text.
<b>4</b>	Teacher asked the students understanding recount text through collaborative writing technique.	Students asked the question to the teacherrecount text through collaborative writing technique.
<b>5</b>	Teacher divided the students into group A and B.	Students made the group based on teacher's instruction.
<b>6</b>	Teacher asked the students to exchange the information about recount text.	Students exchanged the information about recount text.

<b>7</b>	Teacher gave the topic about holiday for each groups.	Students wrote the topic about holiday.
<b>8</b>	Teacher asked the students to share information about the topic in the group.	Students shared information about the topic in the group.
<b>9</b>	Teacher instructed the students to mention generic structure and grammatical features of recount text.	Students mentioned generic structure and grammatical features of recount text.
<b>10</b>	Teacher asked the students to write recount text based on the generic structure.	Students wrote recount text based on the generic structure.
<b>11</b>	Teacher instructed the students to do outlining, planning and drafting of the first draft.	Students had done outlining, planning and drafting of the first draft.
<b>12</b>	Teacher instructed the students to write in detailed outline before submitting the first draft.	Students wrote in detailed outline before submitting the first draft.
<b>13</b>	Teacher instructed group A to write the first draft and group B check it.	Students of group A wrote the first draft and group B checked it.
<b>14</b>	Teacher checked the first draft and provides some suggestion.	Students listened to the teacher of some suggestion.

<b>15</b>	Teacher asked group A and B to switch roles for this part.	Students of group A and B switched roles for this part.
<b>16</b>	Teacher checked the second draft and provides some suggestion.	Students listened to the teacher of some suggestion.
<b>17</b>	Teacher asked the students to write a recount text based on the revision in groups.	Students wrote a recount text based on the revision in groups.
<b>18</b>	Teacher asked some students to present their work in front of the class.	Some students presented their work in front of the class.
<b>19</b>	Teacher gave the conclusion of what they had learned.	Students listened to the teacher about the conclusion of what they had learned.
<b>20</b>	Teacher greeted the students.	Students responded to the greeting.

In controlled class, the researcher applied lecturing method. Lecturing method is a teacher controlled and information centered approach in which teacher works as role resource in classroom instruction. In this method, the only teacher does the talking and then students are passive listeners. The researcher taught the students by explaining the material. The researcher explained the material. The student listened to the teacher well.

### **3. Giving Post-Test**

The researcher gave the post-test to both of classes. Post-test was aimed to know whether the used of collaborative writing technique was effective for

students in writing recount text. The post-test consisted of an essay in 60 minutes. The post-test was distributed in experimental and controlled class. It aimed to know the different effect of collaborative writing technique and lecturing method.

#### **4. Reporting**

The test and treatment had been done. The last step that had been accomplished was reporting. There were as follows:

- a. Analyzing data pre-test and post-test.
- b. Making a report and conclusion based on finding.

#### **B. Place of Research**

This study took place at SMP Muhammadiyah 56 Binjai which was located on Jl. Danau Tempe, Binjai Timur, Binjai. It was on 14<sup>th</sup> until 18<sup>th</sup> of September 2020. The reason why the researcher chose the place was due to the using of collaborative writing technique had never done before in this school. Moreover, there were some problems spotted in the school related to the teaching technique and learning environment which cannot support students to become active in learning especially writing. It came when the researcher observed at eighth grade in academic year 2020/2021 on September 2020. Especially during pandemic, there was no school that allowed to be opened until the new academic year. Fortunately, this school was opened Monday to Saturday but without using the school uniform.

## C. Population and Sample

### 1. Population

The population of the entire unit which has the same characteristics according to the criteria of the research being conducted.<sup>40</sup> Population is the object to be examined.<sup>41</sup> Population is the whole objects of the research which may consist of human beings, things, phenomenon, animals, and plants, test scores, or even whose characteristic are the data source in the research. A population is defined as all members of any well-defined class of people, events, or objects.<sup>42</sup> According to Babbie, population is an element of research is alive and living together and theoretically been the target of the research. So, population is basically a group of human, animals, plants, objects, even live together in one place and in a planned manner the target of the conclusion of a study. In other words, population is the target of research living in one place.

Population can be teachers, students, curriculum, facilities, school institution, employees of Vendor, etc.<sup>43</sup> Population is a group of people where the researcher wants to draw conclusions after the researcher has collected field data. To identify the target population that researchers need to set criteria to determine which cases are included and which are not included in the data.<sup>44</sup> Based on the above it can be concluded that the population is the whole object is to be investigated.

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<sup>40</sup> *Ibid.*, p. 44.

<sup>41</sup> Syahrudin dan Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Cita Pustaka, p. 113.

<sup>42</sup> Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, (2006), *Introduction to Research In Education Eighth Edition*, Wadsworth: Cengage Learning. p.148.

<sup>43</sup> Johni Dimiyati, (2013), *Metodologi Penelitian Pendidikan dan Aplikasinya*, Jakarta: Purnada Media Group, p.53.

<sup>44</sup> Syaokani, (2018), *Metode Penelitian Pendidikan*, Medan: Penerbit Perdana Mulya Sarana, p.35.



The population of this research was the eighth students of SMP Muhammadiyah 56 Binjai in academic year 2020/2021, exactly in class VIII-1 and VIII-2. Each class consisted of twenty two students. So, the population of this study consisted of forty four students.

**Table 3.4 Population of Research**

NO	Class	Students
1	VIII-1	22
2	VIII-2	22
Total		44

## 2. Sample

To gain the sample, we do sampling first. Sampling is the process of selecting a number of individual for a study in such as a way that the individuals represent the large group from which they were selected. Ary et al states that the purpose of sampling is to obtain information concerning the population.<sup>45</sup> According to Arikunto, there are eight sampling techniques. They are simple random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling and double sampling. In this research, researcher used purposive sampling to take sample from population and it represents the entire population.<sup>46</sup> Ary et al states that purposive sampling-also refers to as a judgment sampling-sample elements judged

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<sup>45</sup> Donald Ary, (2006), *Introduction to Research in Education*. Canada: Thomson Corporation, p. 163.

<sup>46</sup> Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta : PT. Rineka Cipta), p. 139.

to be typical, or representative, are chosen from the population.<sup>47</sup> In conclusion, sampling is the process of selecting a number of individual for a study.

In this study, the researcher had taken two classes of the eighth grade of SMP Muhammadiyah 56 Binjai in academic year 2020/2021 exactly VIII-1 class and VIII-2 class. It had been done with some considerations that both classes were the existing classes which almost had the same average in writing ability so it could represent the population on the average ability on writing and both of VIII-1 class and VIII-2 class had the same total students; 22 students.

Sample is a portion of a population. A sample is part of the population which is researched.<sup>48</sup> Arikunto states that the sample is partially or representative population to be studied (*sampel adalah sebagian atau wakil populasi yang akan diteliti*).<sup>49</sup> This also research used total sampling. The sample of this research was 44 students that related to Arikunto's statement. She said that if the population was less than 100. So, all the population became sample (total sampling). But if in the population was more than 100 so, the sample had been taken 10-15%, 20-25%.<sup>50</sup>

**Table 3.5 Sample of Research**

No	Class	Students	Total

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<sup>47</sup> Donald Ary, (2006), *Introduction to Research in Education*. Canada: Thomson Corporation, p.169.

<sup>48</sup> Suharsimi Arikunto, (2010), p.174.

<sup>49</sup> Suharsimi Arikunto, (2013), *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, p.174.

<sup>50</sup> Suharsimi Arikunto, (2006), p. 134.

1	VIII-1	Experimental	22
2	VII-2	Control	22

These classes were divided into two classes, experimental and controlled class. Class VIII-1 as the experimental class was taught by using collaborative writing technique while class VIII-2 as the controlled class as taught by using lecturing method.

#### **D. Definition Operational**

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables.<sup>51</sup> In other words, variable is the essential things to be researched.

Independent variables are those that probably cause, influence, or affect outcomes. They are also called *treatment, manipulated, antecedent, or predictor variables*. Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variable. Other names for dependent variables are *criterion, outcomes, and effect variables*. In this research, there were two kinds of variable. The independent variable in this research is collaborative writing technique while dependent variable is the students' ability in writing recount text.

#### **E. Instrument of Research**

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<sup>51</sup>Arikunto, (2010), p.37

The instruments were used to collect the data in order to know the significance on the students' writing recount text. The instruments of this research include interview and test were employed in this research:

### **1. Interview**

This technique was used to take data observation from school and English teacher. Data comes from school such as school's profile while data comes from English teacher such as interview and students' name list.

### **2. Test**

Test is the way how individuals' ability can be scored in numerical number.<sup>52</sup> The format of test is an essay which consisted of 1 question. Students are required to write a text based on their experience.

#### **a. Pre-test**

Pre-test was conducted before the treatment applied. The writer distributed to the students out of experimental and controlled groups. The researcher used a written test and the students were asked to write a text. The test was constructed in an essay form. The teacher controlled the class during the test going on. The steps to do the test were; First, teacher distributed the test to the students by explaining the instruction. Then, teacher explained that the students were given a limited time to do the test. After that, students stopped their works when the time was over.

This was used to administer investigation initial abilities between two classes The instrument consisted of 1 essay question. The score of pre-test calculated with the formula:

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<sup>52</sup> Donald Ary, (2010), *Introduction to Research in Education, Eighth Edition*, Canada: Nelson Education, p. 201.

$$\frac{\text{the result score}}{\text{maximum score}} \times 100\%$$

## **b. Post-Test**

After the teacher took a pre-test, the writer conducted treatment to the students in experimental class which being given collaborative writing technique while in controlled class without any treatment. Post-test is the test that conducts for knowing the difference between the experimental class which and controlled class. The instrument consisted of 1 essay question. The last, teacher evaluated the students' writing by giving the score. In analysis scoring, scripts were rated on several aspects of writing or criteria. The score of post-test calculated with the formula:

$$\frac{\text{the result score}}{\text{maximum score}} \times 100\%$$

In the Jacobs *et al*, scales of script are rated on aspects of writing: content, organization, vocabulary, language use and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weight equally (20 points), and mechanics very little emphasis (5 points). Here is the Jacobs' scoring profile in Sara Cushing Weigle's book:

### **1. Content**

The score of the content depends on the students' ability expressing the thought and information in logical sentences of writtng. The criteria are determined by ranges of the scores below.

30-27: EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, appropriate to the context.

26-22: GOOD TO AVERAGE: knowledgeable enough of subject, capable range, limited development of thesis, mostly applicable to topic, but lacks explanation.

21-17: FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.

16-13: VERY POOR: does not express knowledge of subject, non-substantive, not appropriate, or not enough to assess.

## **2. Organization**

20-18: EXCELLENT TO VERY GOOD: fluent statement, ideas clearly stated and supported, well-organized, relevant arrangement, united.

17-14: GOOD TO AVERAGE: loosely organized but main ideas stand out, limited support, logical but deficient arranging.

13-10: FAIR TO POOR: concepts is confused or disconnected, lack logical arranging and no development.

9-7: VERY POOR: does not communicate, no organization, or not enough to assess.

## **3. Vocabulary**

20-18: EXCELLENT TO VERY GOOD: complicated selection, effective word, idiom choice and usage, word form mastery, appropriate register.

17-15: GOOD TO AVERAGE: adequate range, occasional errors of words or idiom form, choice, usage but meaning not obscured.

13-11: FAIR TO POOR: limited range, frequent errors of words structure, choice, usage, misunderstanding the meaning.

9-7: VERY POOR: little knowledge of English vocabulary, words structure, or not enough to assess.

#### **4. Language Use**

25-22: EXCELLENT TO VERY GOOD: effective complicated construction, few mistakes of agreement, tense, words structure or function, articles, pronouns, and prepositions.

21-18: GOOD TO AVERAGE: simple explanation effectively, little problems in complex constructions, many errors of agreement, tense, number, words structure or function, articles, pronouns, prepositions but meaning seldom obscured.

17-11: FAIR TO POOR: dominant mistakes in simple or complex construction, frequent errors of negation, agreement, tense, number, words structure or function, articles, pronouns, prepositions, misunderstanding the meaning.

10-5: VERY POOR: no ability essentially to construct the sentence rule, many errors, does not relate, or not enough to assess.

#### **5. Mechanics**

5: EXCELLENT TO VEY GOOD: indicates mastery of usage, few mistakes of spelling, punctuation, capitalization, paragraphing.

4: GOOD TO AVERAGE: occasional mistakes of spelling, punctuation, capitalization, paragraphing.

3: FAIR TO POOR: many errors of spelling, capitalization, punctuation, paragraphing, poor handwriting and misunderstanding the meaning.

2: VERY POOR: no mastery of conventions, many errors of punctuation, spelling, capitalization, paragraphing, and not enough to assess.<sup>53</sup>

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<sup>53</sup> Sara Cushing Weigle, (2002), *Assesing Writing*, United Kingdom: Cambridge University Press, p. 115-116.

**Table 3.6 Standard Achieve**

Criteria	Score
Excellent	90-100
Less perfect	80-89
Not relevant but still understandable	70-79
Sentence is not strung well but still understandable	60-69
One redefines the meaning	>60

In conclusion, the components of scoring the test are:

- Content : Thinking creatively and developing the thoughts including all relevant to assigned topic.
- Organization : Writing in appropriate manner for particular purpose with a particular audience in mind together to select, organize, and other relevant information.
- Vocabulary : Writing effectively with appropriate register.
- Language use : Writing correct with appropriate sentences.
- Mechanical skills : Using correctly those convention particular to written language (e.g. spelling, punctuation, etc.)

The score of post-test calculated with the formula:

$$\frac{\text{The correct score}}{\text{Total correct of score}} \times 100\%$$

## **F. Technique of Data Analysis**

Data analysis was needed to analysis parametric statistic. There were assumptions that must be filled. There were four steps which were calculated;



normality, and homogeneity test. And it continued with calculating hypothesis test, and effect size test.

### 1. Normality Test

The normality test was used to know the distribution of data. The *Lilliefors* formula was the used for each variable. This research followed *Lilliefors* test formula on Microsoft Excel 2010. The steps are:

- a. Calculating  $(F(Z_i) - S(Z_i))$ . The highest score will be  $L_0$  or  $L_{value}$ .
- b. Taking the biggest price will be  $L$  value.  $L_0 < L_{table}$  from the critical value test, the *Lilliefors* with the real level = 0.05.
- c. If the *Lilliefors* value:
  - a. Smaller or equal to the *Lilliefors* table ( $L_{value} \leq L_{table}$ ), the data distribution is normal.
  - b. Bigger than *Lilliefors* table ( $L_{value} > L_{table}$ ), the data is not normal.

### 2. Homogeneity Test

Homogeneity test is used to know the homogeneity data between two classes. The formula is done by comparing the largest variance data with the smallest variance. The data will be homogenous if  $F_{value} \leq F_{table}$ . To calculate variants of both homogenous samples, the researcher used this formula:

$$F = \frac{\text{Biggest variance}}{\text{smallest variance}}$$

The hypothesis homogeneity tests are formulated as bellow:

- a.  $H_0$  : The variances of the data are homogeneous
- b.  $H_a$  : The variances of the data are not homogenous

With criteria are:

- a. If  $F_{\text{score}} < F_{\text{table}}$   $H_0$  is accepted and  $H_a$  is rejected.
- b. If  $F_{\text{score}} > F_{\text{table}}$   $H_0$  is rejected and  $H_a$  is accepted.<sup>54</sup>

### 3. Hypothesis Test

There are null and alternative hypothesis. The calculation with  $df = n_1 + n_2 - 2$  and  $\alpha = 0.05$ . The criteria are:

- a. Alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected if  $t_{\text{observed}} > t_{\text{table}}$ .
- b. The null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected and if  $t_{\text{observed}} > t_{\text{table}}$

T-test is used to knowwhether the null and alternative hypothesis is accepted or rejected. The criteria are:

- a. If  $t_o > t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis is rejected. It meansthat it has significant effect on students' writing skill between students who are taught by applying Collaborative Writing Technique and who are taught by applying Lecturing method.
- b. If  $t_o < t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is rejected and null hypothesis ( $H_0$ ) is accepted. It means that it has the significant effect on students' writing skill between students who are taught by applying Collaborative Writing Technique and who are taught by applying Lecturing Method.

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<sup>54</sup> Indra Jaya, (2010), *Statistik Penelitian untuk Pendidikan*, Bandung: Ciptapustaka Media, p. 186.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter is intended to answer research question. The researcher explains Data Description, Data Analysis and Discussion.

#### **A. Data Description**

##### **1. Results of Pre and Post-Test Experimental and Controlled Class**

The research had been conducted by the researcher from September 14<sup>th</sup> until 18<sup>th</sup> 2020 in SMP Muhammadiyah 56 Jl. Danau Tempe Kel. Sumber Karya Kec. Binjai Timur, Binjai. The research had conducted the research for 3 meetings in two classes. The first meeting was giving pre-test for experimental and controlled class. The second meeting was applying the treatment by using collaborative writing technique and lecturing method. The last meeting was giving post-test both classes. Teaching by using collaborative writing technique had been applied in experimental class, exactly in class VIII-1 while teaching lecturing method had been applied in controlled class, exactly class VIII-2. Post-test was aimed to achieve the better score after conducting the treatment than before giving the treatment. It took 60 minutes to do post-test.

The meeting was held in 3 days cause of limitation during pandemic. This school had opened but only six days for class VIII in September 2020. When the researcher wanted to conduct the research there, there was a college student also who wanted to conduct the research in the same class. Thus, the researcher needed to divide the time to the one researcher.

Furthermore, post-test has purpose to see whether there was the effect when applying collaborative writing technique in experimental class and lecturing method in controlled class. Afterwards, the researcher calculated the score and gave interpretation of the data. Finally, the conclusion based on finding research is drawn. Here is the table that shows the result of students' score as follow:

**Table 4.1 The Result of Students' Pre and Post Test in Experimental Class**

No	Name	EXPERIMENTAL CLASS		
		Pre-Test	Post-Test	N-Gain
1	AMALIA PUTRI	40	60	20
2	AYUB AGIL	60	75	15
3	BOBBY CHANDRA	40	90	50
4	DAVA KUSUMA	40	80	40
5	DEDEK ARYA UTAMA	70	78	8
6	DIANA	65	80	15
7	DIVIA AULIA	50	82	32
8	EMA RAMADHANI	50	80	30
9	FAHMI FERDIYANSYAH	60	70	10
10	FAHRI ASLIYANSYAH	55	70	15
11	FATIMAH AZZAHRA	75	80	5
12	FIRMAN DIKA	50	55	5
13	HARRIS SYAFRIAL	50	70	20
14	INAYAH HAFIZAH	60	84	24

15	INNAKA RAEHAN	40	82	42
16	LIRA SERAYANTI HRP	60	84	24
17	M. WIBOWO KUNANTO	55	75	20
18	MUTIA RAMADHANI	65	75	10
19	NURUL ALYA SYAFITRI	55	85	30
20	RAMADHANA	40	60	20
21	SILVY FEBRIYANTI	65	75	10
22	VIRNA ANGGRAINI	70	80	10
$\Sigma X$		<b>1215</b>	<b>1670</b>	
$\bar{x}$		<b>55.23</b>	<b>75.91</b>	
<b>Maximum Score</b>		<b>75</b>	<b>90</b>	
<b>Minimum Score</b>		<b>40</b>	<b>55</b>	

It showed the data the mean score of pre test in experimental is 55.23 and the post test is 75.91. The criterion of minimum standard (KKM) is 75. The highest score in pre-test is 75 and the lowest is 40. There was only one student who could pass the criterion of minimum standard (KKM). In post-test, the highest score is 90 and the lowest is 55. There were 16 students who could pass the criterion of minimum standard (KKM). There is difference in result before and after the treatment. In controlled class, the data is served below:

**Table 4.2 The Result of Students' Pre-Test and Post-Test in Controlled Class**

NO	Name	CONTROLLED CLASS		
		Pre-Test	Post-Test	N-Gain

1	ABDI MARTADINATA	40	50	10
2	ABDILLAH ASSOFI	40	50	10
3	ADE NAZLA	74	80	6
4	ALI AKBAR	60	65	5
5	AMBAR RASTY SYAHREKA	78	82	4
6	ANGGUN DWIYANA	60	83	23
7	ARTIKA FEBRIYANTI	50	60	10
8	AZIZA PRATIWI	60	70	10
9	BUNGA ASYFA ANTIKA	60	85	25
10	DEBI FEBY ANTIKA	50	60	10
11	ELSA HARMANDA	65	75	10
12	FAHMI	60	75	15
13	FAUZI IMAM PRAMANA	40	50	10
14	MUHAMMAD FAHRI REZA	40	65	25
15	LILI NABILA PUTRI	50	70	20
16	PUTRI RAMADHANI	65	75	10
17	PRYA ANJANI	70	75	5
18	RIA AYU LESTARI	62	70	8
19	RIYANI IRMAYANTI	66	80	14
20	RAHMAT	50	50	0
21	SISY PUTRI AMALIA	60	80	20
22	WAHYU SEMBIRING	60	68	8
<b><math>\Sigma X</math></b>		<b>1260</b>	<b>1518</b>	

$\bar{x}$	<b>57.27</b>	<b>69.00</b>
<b>Maximum Score</b>	<b>78</b>	<b>85</b>
<b>Minumum Score</b>	<b>40</b>	<b>50</b>

It showed the data the mean score of pre-test in controlled class is 57.27 and the post test is 69. The criterion of minimum standard (KKM) is 75. The highest score in pre-test is 78 and the lowest is 40. There was only one student who could pas the criterion of minimum standard (KKM). In post-test, the highest score is 85 and the lowest score is 50. There were 10 students who could not pass the criterion of minimum standard (KKM). There is difference in result before and after the treatment. The data can be seen in the table in order to explain clearly.

**Tabel 4.3 Summary of Statistic Data from *Pre-Test* and *Post-Test* Experimental and Controlled Class**

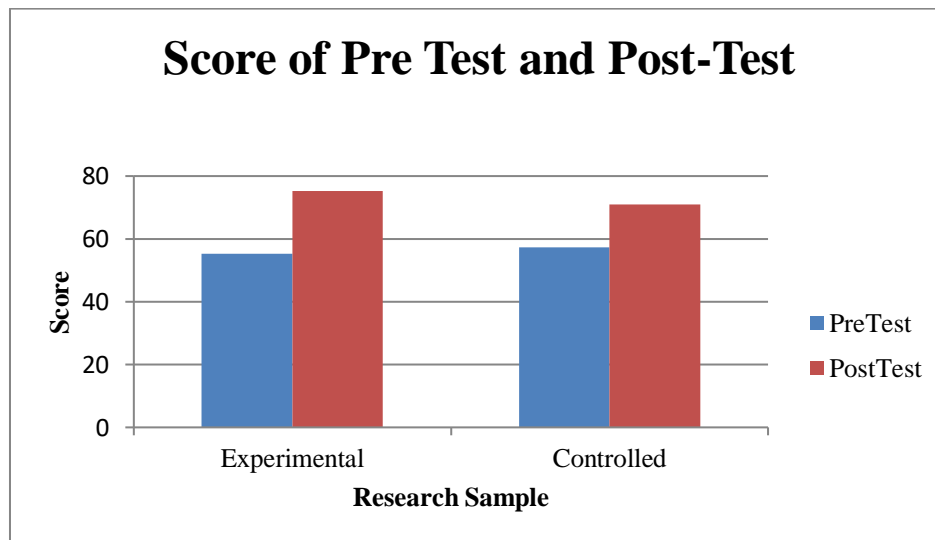
Data	Statistic	Class	
		Experimental	Control
Pre-test	Mean	55.23	57.27
	Standard deviation	10.51	11.01
	Variance	110.66	121.25
	Minimum Score	40	40
	Maximum Score	75	78
Post-test	Mean	75.91	70.86
	Standard deviation	8.79	11.48
	Variance	77.41	131.90
	Minimum Score	55	50



	Maximum Score	90	85
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From the table, there were some data that the researcher pulled. The differences presented in chart to make it easier.

**Picture 4.1** Students' Score of *Pre Test* and *Post Test*



## B. The Data Analysis

### 1. Normality Test

The normality test is used to find out the distribution of data distribution for each variable by using the *Lilliefors* formula. The method used for population normality test is using the *Lilliefors* method with a significance level of  $\alpha = 5\%$  and total data ( $n$ )= 22. *Microsoft Office Excel 2010* used to help the calculation.

The criteria of this test are:

- If  $L_{value} \leq L_{table}$ , the data distribution is normal.
- If  $L_{value} > L_{table}$ , the data is not distributed normally.

The results of the normality are presented in the table below:

**Table 4.4 Normality Test**

<b>Class</b>	<b>Data</b>	<b>L<sub>table</sub></b>	<b>L<sub>value</sub></b>	<b>Criteria</b>
Experimental	Pretest	0.1798	0.1169	Distributed Normally
	Posttest	0.1798	0.1053	Distributed Normally
Controlled	Pretest	0.1798	0.1234	Distributed Normally
	Posttest	0.1798	0.1328	Distributed Normally

After finding the normality test by using *Lilliefors* method, it was found that the data were normal. L value was 0.1798. If  $L_{value} \leq L_{table}$ , the data from all classes which have L value was smaller than L table. It means the criteria to be homogenous is clearly fulfilled. So from the data, the class distribution is normal.

## 2. Homogeneity Test

It is to decide that the data is homogenous or not. The formula is done by comparing the largest variance data with the smallest variance. If  $F_{value} \leq F_{table}$ , the data is homogenous. The degree of significance ( $\alpha$ ) is 0.05. To find homogeneity, it needs  $df_1$ ,  $df_1$  and  $df_2$ . To calculate  $df_1$  used the formula = k-1 where k is the number of variables in this research. It is 2-1=1. For  $df_2$  it is calculated by the formula = n-k where n is the total sample. It is 22-2= 20. So  $F_{table}$  is 4.351. After

getting  $F_{table}$ , the following step is finding  $F_{value}$  from both of classes based on pre-test and post-test. The steps of homogeneity test as follow:

$$F = \frac{\text{biggest variance}}{\text{smallest variance}}$$

From the data of pre-test, the experimental class total sample (n) is 22 with mean score was 55.23 and variance was 117.80. The controlled class also had same number of participants which was gotten mean score was 57.27 and variance was 121.25. The biggest variance is divided by the smallest variance. So  $F_{value} = \frac{121.25}{117.80} = 1.029$ . Based on data, we know that  $F_{value}$  is smaller than  $F_{table}(1.029 < 4.351)$  is homogenous.

From the data of pre-test, the experimental class total sample (n) is 22 with mean score was 74.77 and variance was 81.13. The controlled class also has with mean score was 70.86 and variance was 113.83. The biggest variance is divided by smallest variance. So  $F_{value} = \frac{113.83}{81.13} = 1.403$ . With the data, we know that  $F_{value}$  is smaller than  $F_{table}(1.403 < 4.351)$  is homogenous. So, both of the data are homogenous. The data can be seen in the table below.

**Table 4.5 Homogeneity Test**

<b>Class</b>	<b>Data</b>	<b><math>L_{table}</math></b>	<b><math>L_{value}</math></b>	<b>Criteria</b>
Experimental	Pretest	4.351	1.029	Homogeneous
	Post-test			
Controlled	Pretest	4.351	1.403	Homogeneous
	Post-test			

### C. Hypothesis Test

Next is hypothesis test. There are null and alternative hypothesis. The calculation with  $d_b = n_1 + n_2 - 2$  and  $\alpha = 0.05$ . The criteria are:

- a. Alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected if  $t_{\text{observed}} > t_{\text{table}}$ .
- b. The null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected and if  $t_{\text{observed}} > t_{\text{table}}$ . The result of hypothesis test can be displayed below:

**Table 4.6 Hypothesis Test**

Data	Experimental	Controlled	t0	tt	Result
Mean	74.77	70.86	2.243	1.674	H <sub>a</sub> was accepted
Variance	81.13	113.83			

Based on the table, the researcher discover that  $t_{\text{value}}$  is bigger than  $t_{\text{table}}$  but the difference is very little. It shows that that there is no significant effect of using Collaborative Writing Technique on students' ability in writing recount text at the eighth grade of SMP Muhammadiyah 56 Binjai.

The researcher concluded that  $H_0$  is rejected while  $H_a$  is accepted, because  $t_{\text{value}}$  (2.243) is bigger than t table (1.674) but it is very little differences. So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

To find the effect size in order to know how much the strength of the strategy is with this formula:

*Pooled Std. Deviation =*

$$\frac{S1 + S2}{2}$$

In experimental class, standard deviation is 8.79 and mean N-gain is 20.68. In controlled class, standard deviation is 11.48 and mean N-gain is 11.72. So, the calculation is:

$$Pooled\ Standard\ Deviation = \frac{S1+S2}{2} = \frac{8.79+11.48}{2}$$

$$= 10.13$$

$$d = \frac{Mean\ N\ gain\ 1 - Mean\ N\ gain\ 2}{Pooled\ Std}$$

$$d = \frac{20.68 - 11.72}{10.13}$$

$$d = 0.884$$

After that, the conclusion provided by the effect table size and concluded the number which criteria that suitable for the calculation that writer has done with hypothesis test.

**Table 4.7 Effect Size Range**

<b>Effect Size Range</b>	<b>Criteria</b>
0.00 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
➤ 1.00	Strong effect

Based on the table effect size range, the result is in moderate effect. It is 0.884. So, there is on moderate effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

#### **D. Discussion**

To find out the answer of the question, the researcher had done three steps to collect the data. The first step was distributed pre-test to the students. Then, the researcher applied the treatment by using collaborative writing technique in experimental class and lecturing method in controlled class. The last step was post-test. The researcher gave post-test to the students to know the effect after treatment. During pandemic, the researcher had limited time teaching in the class because of the regulation during Covid-19. Besides, the researcher had to divide the meeting with other researcher who conducted the researcher in the school at eighth grade.

To see the result of students' writing skill, the pre-test and post-test were accomplished using test instrument .to the students. The instrument was in one question that had been validated by the calculation. The researcher divided two classes, which consisted of one experimental class taught by collaborative writing technique and one controlled class was taught by lecturing method.

In statistic of description, the pre-test and post-test were given for two classes. The pre-test was examined before teaching English writing. The post-test was given after giving the treatment in each class. After that, it had the result of constructing score in writing recount text both of the classes. The result showed that there is no significant effect of using collaborative writing technique on the

students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the discussion about statistical research of students at the eighth grade of SMP Muhammadiyah 56 Binjai in academic year 2020/2021, the researcher concluded from the statistical hypothesis of the study at significance where level  $\alpha = 5\%$  and  $(d_f) = n_1 + n_2 - 2$ , so degree of freedom  $(d_f) = 22 + 22 - 2 = 42$   $t_{table}$  was 1.674 while  $t_{value}$  was 2.243. It showed that  $H_0$  (Null Hypothesis) is rejected and  $H_a$  (Alternative Hypothesis) is accepted because  $t_{value}$  (2.243) is bigger than  $t_{table}$  (1.674). Unfortunately, by the criterion of minimum standard (KKM) is 75 while the average score of students in experimental class is 75.91, the score increase is only 0.91. It is very little improvement. So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

#### B. SUGGESTION

The researcher wants to suggest as follow:

1. English teacher.

English teacher should give the stimulus and choose the appropriate technique in teaching and learning process. Applying collaborative technique needs some consideration to make it success. The teacher should be attention more to the passive learners, so they can discuss collaboratively. Not only that, applying collaborative writing technique as the suitable way to make students

more active. This technique gives the occasion for the students to share their ideas collaboratively so they may explore the knowledge.

## 2. School.

School should facilitate the English learning, includes time and situation to gain students' concentration.

## 3. Future Researcher.

The researcher realizes that this research is not successful, so the researcher hopes to future researcher to make success applying collaborative writing technique. The researcher desires that this study is beneficial for other researcher and can give the impact. The researcher hopes this technique can develop the writing technique.

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## APPENDIXES

### APPENDIX 1

#### LESSON PLAN

(Experimental Class)

<b>Education Unit</b>	<b>: SMP Muhammadiyah 56 Binjai</b>
<b>Subject</b>	<b>: English</b>
<b>Class</b>	<b>: VIII-1</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>
<b>Meeting to</b>	<b>: I and II</b>

#### I. MAIN COMPETENCE

KI-1 : Respecting and appreciating the religion he believes.

*KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.*

KI-2: Respecting and appreciating the honest, discipline, and responsibility behavior (tolerance, mutual help) being polite, confident in interacting effectively with the social and natural environment within the reach of relationship and existence.

*KI-2 : Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.*

KI-3: Understanding and applying the knowledge (factual, conceptual and procedural) based on his curiosity about science, technology, art, culture, related to phenomena and events appear to be real.

*KI-3 : Memahami dan menerapkan pengetahuan (faktual,konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.*

KI-4: Processing, presenting, and reasoning in the realm of concrete (using, analyzing, creating and modifying) and abstract domains (writing, reading, calculating, drawing, and composing) related to what learned at school and other sources assume as the theoretical of view.

*KI-4 : Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.*

## **II. STANDARD COMPETENCE**

Understanding the meaning of simple short essay in recount text to interact with environment.

*Memahami makna dalam essay pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.*

## **III. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS**

<b>Basic Competence</b>	<b>Achievement Indicators</b>
1.1 Being thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.  <i>1.1 Mensyukuri kesempatan dapat</i>	1.1.1 Students are able to be thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.

<p><i>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i></p>	<p><i>1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i></p>
<p>2.2 Showing the honest behavior, discipline, responsible, care, (mutual cooperation, cooperation, tolerant, peace) polite, responsive and proactive as part of problem solving in interacting effectively with the social environment and nature and put one self as the nation reflection in the world association.</p> <p><i>2.2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam</i></p>	<p>2.2.1 Showing the responsible behavior, care, cooperation and loving the peace, to do functional communication.</p> <p><i>2.2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i></p> <p>2.2.2 Showing the good behavior when interacting with the teacher and students in the class.</p> <p><i>2.2.2 Menunjukkan perilaku yang terpuji ketika berinteraksi dengan guru dan teman di dalam kelas.</i></p>



<p><i>pergaulan dunia.</i></p>	
<p>3.11 Applying the text structure and linguistic features to do the social function stated and asked about the events that happened in the past related to the context.</p> <p><i>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau, sesuai dengan konteks penggunaannya.</i></p>	<p>3.1.1 The students are able to apply the text structure and language features that happened in the past.</p> <p><i>3.11.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau.</i></p> <p>3.11.2 The students are able to state and ask about the events that happened in the past.</p> <p><i>3.11.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/terjadi di waktu lampau.</i></p> <p>3.11.3 Students are able to distinguish among the recount text and the other text.</p> <p><i>3.11.3 Siswa mampu membedakan teks recount dengan jenis teks lainnya.</i></p>
<p>4.11 Understanding the meaning of written and spoken recount text, shortly and simply, about the activities, events, and personal recount</p>	<p>4.11.1 Students are able to identify the function, structure and language features of recount text.</p> <p><i>4.11.1 Siswa mampu mengidentifikasi</i></p>

<p>in the past.</p> <p><i>4.11 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa pengalaman pribadi di waktu lampau</i></p>	<p><i>fungsi, struktur, dan unsur kebahasaan teks recount.</i></p>
<p>4.12 Arranging the written and spoken of recount text, shortly and simply, about the activities, events, occurances, with regard to the social function, text structure, and language features correctly related to the context.</p> <p><i>4.12 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i></p>	<p>4. 11.2 Making the simple recount text about the unforgettable weekend experience.</p> <p><i>4.11.2 Membuat teks recount sederhana mengenai pengalaman akhir pekan yang mengesankan. pengalaman pribadi di waktu lampau.</i></p>

#### **IV. LEARNING OBJECTIVES**

1. Determining the oral context of recount text shortly and simply, related to personal experience.
2. Identifying the keywords that are common features of oral recount texts shortly and simply, related to personal experience.

3. Identifying the oral structure of recount text shortly and simply, related to personal experience.

4. Writing the recount text shortly and simply, related to personal experience.

## **V. LEARNING METHOD**

Collaborative Writing Technique

## **VI. LEARNING MATERIALS**

The recount text is written and orally by stating and asking about events and occurrence, shortly and simply.

**Orientation** : Last month, my family and I spent the holiday at Cermin Beach. We went there by car in the morning. We decided to go there because it was a beautiful place for holiday.

**Events** : When we arrived at the beach, we were surprised to see the beautiful view. Before swimming there, we had lunch together. After having lunch, my younger sister and I built the sand castle. My father swam because he liked swimming. My parents played banana boat. Then, we prepared to go home.

**Reorientation:** In the afternoon, we went home. Although we were so tired but we were very happy. Personally for me, it was the unforgettable moment

- **Text Structure**

-Orientation : talking about the purpose and events / experiences in general.

-Events : talking about the actions / events in sequence and coherent.

-Reorientation : talking about feeling or perceived general judgment.

- **Language Features**

-Positive, negative and interrogative sentences in Simple Past Tense.

-Regular and irregular verbs in Simple Past Tense: *did, cut, played, and so on.*

-Information about adverb of time in Simple Past Tense: *yesterday, last week, last ... two days ago ... just now, and so on.*

-Speech, word stress, intonation, spelling, punctuation, and handwriting.

- **Topic**

Recount texts that relevant to the students' life by giving the examples of disciplinary behavior, confidence, responsibility, and honesty.

- **Social Function**

Describing the experiences, events, and occurrence to report, emulate, share experiences, and so on.

## **VII. MEDIA LEARNING**

- **Learning Resources:**

-*Passport to the World for Grade VIII of Junior High Schools.* 2019. Djatmika, dkk. Solo : PT. Tiga Serangkai Pustaka Mandiri, page. 198-199.

- **Learning Media**

-White Board, Boardmarker.

## **VIII. LEARNING OBJECTIVES**

- Opening Activities

1. Teacher greeted the students.

2. Teacher checked the attendance list.

3. Teacher introduced the material to students with some question related to material.

- Main Activities

Exploration :

1. Teacher asked the students understanding about recount text through collaborative writing technique.

2. Teacher divided the student into group A and group B.

3. Teacher asked the student to exchange the information about recount text

4. Teacher gave the topic “Holiday” for each group.

5. Teacher asked the student to share information about the topic in groups

Elaboration:

1. Teacher instructed the students to mention generic structure and grammatical features of recount text

2. Teacher asked students to write a recount text based on the part of the text (orientation, events, and reorientation) in groups.

3. Teacher instructed the students do outlining, planning, and drafting of the first draft.

4. Teacher instructed the student to write in detailed outline before submitting the first draft.

5. Teacher instructed group A to write the first draft and group B checked it.

6. Teacher checked the first draft and provided some suggestions.

7. Teacher asked Group A and B to switch roles for this part.

8. Teacher checked the second draft and provides some suggestion for better result.

- Confirmation:

1. Teacher asked students to write a recount text based on their revision in groups.
2. Teacher asked students to present their work in front of the class.

- Closing Activities:

1. Teacher gave the instruction what will be learned in the next meeting.
2. Teacher greeted the students in the end of study.

### **IX. ASSESMENT**

1. Write a recount text based on your experience! Then, analyze orientation, events and reorientation!

### **X. APPRAISAL**

**Claas** : **VIII-1**

**Technique** : **Writing**

#### **CLASS ASSESSMENT TECHNIQUE**

<b>NO</b>	<b>RATED ASPECT</b>	<b>CRITERIA</b>	<b>SCORE</b>
<b>1</b>	<b>Content</b>	Knowledgeable, substantive, through development of thesis, appropriate to the context.	<b>27-30</b>
		Knowledgeable enough of subject, capable range, limited development of thesis, mostly	<b>22-26</b>

		applicable to topic, but little explanation.	
		Limited knowledge of subject, little substance, inadequate development of topic.	<b>17-21</b>
		does not express knowledge of subject, non-substantive, not appropriate, or not enough to asses.	<b>13-16</b>
<b>2</b>	<b>Organization</b>	Fluent statement, ideas clearly stated and supported, well-organized, relevant arrangement, united.	<b>18-20</b>
		Organized but main ideas stand out, limited support, logical but deficient arranging.	<b>14-17</b>
		Concepts is confused or disconnected, lack logical arranging and no development.	<b>10-13</b>
		Does not communicate, no organization, or not enough to asses.	<b>7-9</b>
<b>3</b>	<b>Vocabulary</b>	Complicated selection, effective word, idiom choice and usage, word form mastery, appropriate register.	<b>18-20</b>
		Adequate range, some mistakes of words or idiom form, choice, usage but meaning not obscured.	<b>14-17</b>
		Limited range, frequent mistakes of words structure, choice, usage, misunderstanding the meaning.	<b>10-13</b>

		Little knowledge of English vocabulary, words structure, or not enough to assess.	<b>7-9</b>
<b>4</b>	<b>Language Use</b>	Effective complicated construction, few mistakes of agreement, tense, words structure or function, articles, pronouns, and prepositions.	<b>22-25</b>
		Simple explanation effectively, little problems in complex constructions, many errors of agreement, tense, number, words structure or function, articles, pronouns, prepositions but meaning seldom obscured.	<b>18-21</b>
		Dominant mistakes in simple or complex construction, frequent errors of negation, agreement, tense, number, words structure or function, articles, pronouns, prepositions, misunderstanding the meaning.	<b>11-17</b>
		No ability essentially to construct the sentence rule, many errors, does not relate, or not enough to assess.	<b>5-10</b>
<b>5</b>	<b>Mechanics</b>	Indicates mastery of usage, few mistakes of spelling, punctuation, capitalization, paragraphing.	<b>5</b>
		Some mistakes of spelling, punctuation, capitalization, paragraphing but meaning not	<b>4</b>



		obscured.	
		Common errors of spelling, capitalization, punctuation, paragraphing, poor handwriting and misunderstanding the meaning.	<b>3</b>
		No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	<b>2</b>

- Maximum Score : 100

- Student's Mark =  $\frac{\text{result score}}{\text{maximum score}} \times 100$

Binjai, 14<sup>th</sup> September 2020

Sincerely,

English Teacher

Headmaster

Researcher

**Agustina, S.Pd**

**Hazar, S.Ag., M.Si**

**Agustina Ningsih**  
**NIM.0304162146**

## APPENDIX 2

### LESSON PLAN

(Controlled Class)

**Education Unit** : SMP Muhammadiyah 56 Binjai

**Subject** : English

**Class** : VIII-2

**Time Allocation** : 2 x 40 minutes

**Meeting to** : I and II

#### I. MAIN COMPETENCE

KI-1 : Respecting and appreciating the religion he believes.

*KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.*

KI-2: Respecting and appreciating the honest, discipline, and responsibility behavior (tolerance, mutual help) being polite, confident in interacting effectively with the social and natural environment within the reach of relationship and existence.

*KI-2 : Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.*

KI-3: Understanding and applying the knowledge (factual, conceptual and procedural) based on his curiosity about science, technology, art, culture, related to phenomena and events appear to be real.

*KI-3 : Memahami dan menerapkan pengetahuan (faktual,konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.*

KI-4: Processing, presenting, and reasoning in the realm of concrete (using, analyzing, creating and modifying) and abstract domains (writing, reading, calculating, drawing, and composing) related to what learned at school and other sources assume as the theoretical of view.

*KI-4 : Mengolah, menyaji dan menalar dalam ranah konkrit (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.*

## II. STANDARD COMPETENCE

Understanding the meaning of simple short essay in recount text to interact with environment.

*Memahami makna dalam essay pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.*

## III. BASIC COMPETENCE AND ACHIEVEMENT INDICATORS

Basic Competence	Achievement Indicators
<p>1.1 Being thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.</p> <p><i>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i></p>	<p>1.1.1 Students are able to be thankful of the opportunity learning English as the international language of communication manifested in the spirit of learning.</p> <p><i>1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</i></p>

	<p>yang diwujudkan dalam semangat belajar.</p>
<p>2.2 Showing the honest behavior, discipline, responsible, care, (mutual cooperation, cooperation, tolerant, peace) polite, responsive and proactive as part of problem solving in interacting effectively with the social environment and nature and put one self as the nation reflection in the world association.</p> <p><i>2.2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i></p>	<p>2.2.1 Showing the responsible behavior, care, cooperation and loving the peace, to do functional communication.</p> <p><i>2.2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i></p> <p>2.2.2 Showing the good behavior when interacting with the teacher and students in the class.</p> <p><i>2.2.2 Menunjukkan perilaku yang terpuji ketika berinteraksi dengan guru dan teman di dalam kelas.</i></p>
<p>3.11 Applying the text structure and linguistic features to do the social</p>	<p>3.1.1 The students are able to apply the text structure and language</p>

<p>function stated and asked about the events that happened in the past related to the context.</p> <p><i>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau, sesuai dengan konteks penggunaannya.</i></p>	<p>features that happened in the past.</p> <p><i>3.11.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau.</i></p> <p>3.11.2 The students are able to state and ask about the events that happened in the past.</p> <p><i>3.11.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/terjadi di waktu lampau.</i></p> <p>3.11.3 Students are able to distinguish among the recount text and the other text.</p> <p><i>3.11.3 Siswa mampu membedakan teks recount dengan jenis teks lainnya.</i></p>
<p>4.11 Understanding the meaning of written and spoken recount text, shortly and simply, about the activities, events, and personal recount in the past.</p> <p><i>4.11 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa</i></p>	<p>4.11.1 Students are able to identify the function, structure and language features of recount text.</p> <p><i>4.11.1 Siswa mampu mengidentifikasi fungsi, struktur, dan unsur kebahasaan teks recount.</i></p>

<i>pengalaman pribadi di waktu lampau</i>	
<p>4.12 Arranging the written and spoken of recount text, shortly and simply, about the activities, events, occurances, with regard to the social function, text structure, and language features correctly related to the context.</p> <p><i>4.12 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</i></p>	<p>4. 11.2 Making the simple recount text about the unforgettable weekend experience.</p> <p><i>4.11.2 Membuat teks recount sederhana mengenai pengalaman akhir pekan yang mengesankan. pengalaman pribadi di waktu lampau.</i></p>

#### **IV. LEARNING OBJECTIVES**

1. Determining the context of recount text shortly and simply, related to personal experience.
2. Identifying the keywords that are common features of oral recount texts shortly and simply, related to personal experience.
3. Writing the recount text shortly and simply, related to personal experience.

#### **V. LEARNING METHOD**

Lecturing Method

## VI. LEARNING MATERIALS

The recount text is written and orally by stating and asking about events and occurrence, shortly and simply.

**Orientation** : Last month, my family and I spent the holiday at Cermin Beach. We went there by car in the morning. We decided to go there because it was a beautiful place for holiday.

**Events** : When we arrived at the beach, we were surprised to see the beautiful view. Before swimming there, we had lunch together. After having lunch, my younger sister and I built the sand castle. My father swam because he liked swimming. My parents played banana boat. Then, we prepared to go home.

**Reorientation:** In the afternoon, we went home. Although we were so tired but we were very happy. Personally for me, it was the unforgettable moment.

- **Text Structure**

-Orientation : talking about the purpose and events / experiences in general.

-Events : talking about the actions / events in sequence and coherent.

-Reorientation : talking about feeling or perceived general judgment.

- **Language Features**

-Positive, negative and interrogative sentences in Simple Past Tense.

-Regular and irregular verbs in Simple Past Tense: *did, cut, played, etc.*

-Information about adverb of time in Simple Past Tense: *yesterday, last week, etc.*

-Speech, word stress, intonation, spelling, punctuation, and handwriting.

- **Topic**

Recount texts that relevant to the students' life by giving the examples of disciplinary behavior, confidence, responsibility, and honesty.

- **Social Function**

Describing the experiences, events, and occurrence to report, emulate, share experiences, and so on.

## **VII. MEDIA LEARNING**

- **Learning Resources:**

-*Passport to the World for Grade VIII of Junior High Schools*. 2019. Djatmika, dkk. Solo : PT. Tiga Serangkai Pustaka Mandiri, page. 198-199.

-Indonesian English dictionary.

- **Learning Media**

-White Board, Boardmarker.

## **VIII. LEARNING ACTIVITIES**

- **Opening Activities**

1. Teacher greeted the students.
2. Teacher checked the attendance list.
3. Teacher introduced the material to student with some question related to material before.

- **Main Activities**

Exploration:

1. Teacher gave a text to the student.
2. Teacher asked the student to read the text.

Elaboration:

1. Teacher gave the explanation about recount text after reading text.



2. Teacher asked students to try understanding about the steps of recount text.
3. Teacher gave a time for student to explain their difficulties and the teacher tried to find the solution.

Confirmation:

1. Teacher asked students to write recount text about “Holiday”.

- Closing Activities:

1. Teacher gave the instruction what will be learned in the next meeting.
2. Teacher greeted the students in the end of study.

## IX. ASSESMENT

1. Write a recount text based on your experience! Then, analyze orientation, events and reorientation!

## X. APPRAISAL

**Class : VIII-2**

**Technique : Writing**

### - CLASS ASSESSMENT TECHNIQUE

NO	RATED ASPECT	CRITERIA	SCORE
1	Content	Knowledgeable, substantive, through development of thesis, appropriate to the context.	27-30
		Knowledgeable enough of subject, capable range, limited development of thesis, mostly	22-26

		applicable to topic, but little explanation.	
		Limited knowledge of subject, little substance, inadequate development of topic.	<b>17-21</b>
		does not express knowledge of subject, non-substantive, not appropriate, or not enough to asses.	<b>13-16</b>
<b>2</b>	<b>Organization</b>	Fluent statement, ideas clearly stated and supported, well-organized, relevant arrangement, united.	<b>18-20</b>
		Organized but main ideas stand out, limited support, logical but deficient arranging.	<b>14-17</b>
		Concepts is confused or disconnected, lack logical arranging and no development.	<b>10-13</b>
		Does not communicate, no organization, or not enough to asses.	<b>7-9</b>
<b>3</b>	<b>Vocabulary</b>	Complicated selection, effective word, idiom choice and usage, word form mastery, appropriate register.	<b>18-20</b>
		Adequate range, some mistakes of words or idiom form, choice, usage but meaning not obscured.	<b>14-17</b>
		Limited range, frequent errors of words structure, choice, usage, misunderstanding the meaning.	<b>10-13</b>

		Little knowledge of English vocabulary, words structure, or not enough to assess or estimate.	<b>7-9</b>
<b>4</b>	<b>Language Use</b>	Effective complicated construction, few mistakes of agreement, tense, words structure or function, articles, pronouns, and prepositions.	<b>22-25</b>
		Simple explanation effectively, little problems in complex constructions, many errors of agreement, tense, number, words structure or function, articles, pronouns, prepositions but the meaning rarely obscured.	<b>18-21</b>
		Dominant mistakes in simple or complex construction, frequent errors of negation, agreement, tense, number, words structure or function, articles, pronouns, prepositions, misunderstanding the meaning.	<b>11-17</b>
		No ability essentially to construct the sentence rule, many errors, does not relate, or not enough to assess.	<b>5-10</b>
<b>5</b>	<b>Mechanics</b>	Indicates mastery of usage, few mistakes of spelling, punctuation, capitalization, paragraphing.	<b>5</b>

		Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	<b>4</b>
		Common errors of spelling, capitalization, punctuation, paragraphing, poor handwriting and misunderstanding the meaning.	<b>3</b>
		No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	<b>2</b>

- Maximum Score : 100

- Student's Mark =  $\frac{\text{result score}}{\text{maximum score}} \times 100$

Binjai, 16<sup>th</sup> September 2020

Sincerely,

English Teacher

Headmaster

Researcher

**Agustina S.Pd**

**Hazar, S.Ag., M.Si**

**Agustina Ningsih**  
**NIM.0304162146**

## APPENDIX 3

### INTERVIEW SHEET BEFORE TREATMENT

#### A. INTERVIEW SHEET WITH STUDENTS

1. Do you like learning English especially writing English?

*(Apakah kamu senang belajar Bahasa Inggris terutama menulis?)*

Answer : Some of their answers are:

*-Kalau saya Miss, saya suka belajar Bahasa Inggris tetapi tidak tahu maknanya.*

*-Kalau saya Miss, saya suka belajar Bahasa Inggris walaupun tidak banyak tahu saya mau belajar.*

*-Kalau saya Miss, saya tidak suka belajar Bahasa Inggris karena pusing dipelajari bahasanya.*

2. What are your difficulties in learning English?

*(Apa saja kesulitan kamu dalam belajar Bahasa Inggris?)*

Answer : Some of their answers are:

*-Biasanya, saya kesulitan belajar Bahasa Inggris hampir di semua materi Bahasa Inggris, Miss.*

*-Biasanya, saya kesulitan belajar Bahasa Inggris kalau disuruh membaca Miss karena atulisan dengan yang dibaca berbeda.*

*-Biasanya, saya kesulitan belajar Bahasa Inggris ketika disuruh menulis karena saya tidak paham, Miss.*

3. What do you usually do when find the difficulties during learning English?

*(Apa yang biasa kamu lakukan ketika menemukan kesulitan selama belajar Bahasa Inggris?)*

Answer : Some of their answers are:

*-Biasanya ketika menemukan kesulitan belajar Bahasa Inggris, saya bertanya sama guru dan teman, Miss.*

*-Biasanya ketika menemukan kesulitan belajar Bahasa Inggris, saya membuka kamus, Miss.*

*-Biasanya ketika menemukan kesulitan belajar Bahasa Inggris, saya membuka google, Miss.*

4. How about your teacher's method in teaching English?

*(Bagaimana menurut kamu metode mengajar yang digunakan guru dalam mengajar Bahasa Inggris?)*

Answer : Some of their answers are:

*-Menurut saya, cara mengajar guru Bahasa Inggrisnya bagus Miss tapi suaranya pelan, jadi yang di belakang kurang mendengar.*

*-Menurut saya, cara mengajar guru Bahasa Inggrisnya bagus Miss, tapi kurang menyenangkan karena hanya menerangkan lalu memberi soal.*

*-Menurut saya, cara mengajar guru Bahasa Inggrisnya kurang membuat semangat belajar karena tidak ada media yang digunakan.*

## **B. INTERVIEW SHEET WITH THE ENGLISH TEACHER**

1. In your opinion, do many your students like learning English?

*(Menurut pendapat Ibu, apakah banyak murid Ibu yang suka belajar Bahasa Inggris?)*

Answer : *Menurut saya, banyaknya murid yang menyukai Bahasa Inggris sekitar empat puluh sampai enam puluh persen, sisanya kurang menyukai Bahasa Inggris.*

2. What are students' difficulties in learning English especially writing?

*(Apa saja kesulitan yang dihadapi para siswa dalam belajar Bahasa Inggris?)*

*Answer : Biasanya kesulitan yang dihadapi siswa dalam belajar Bahasa Inggris hamper di semua aspek, seperti membaca, mendengarkan, menulis dan berbicara. Saya memaklumi karena mereka masih di tingkat Sekolah Menengah Pertama (SMP). Khusus dalam hal menulis, biasanya mereka sulit menulis kata dengan benar, menyusun kata menjadi kalimat yang sesuai, dan mengekspresikan ide dalam bentuk tulisan.*

3. What do you think of their respond of your teaching?

*(Bagaimana menurut Ibu tanggapan mereka terhadap cara mengajar Ibu?)*

*Answer : Tanggapan mereka terhadap cara mengajar saya ya bagus, tidak banyak ribut walaupun banyak yang kurang paham walaupun tetap ribut, yang penting tugas dikerjakan. Tetapi intinya murid-muridnya semua baik, patuh dan rajin.*

## **APPENDIX 4**

### **WORKSHEET FOR EXPERIMENTAL CLASS**

#### **Pre-Test**

Directions:

1. Write your name on the top of your worksheet!
2. Write a text based on your experience when holiday!
3. The time is 20 minutes.

#### **Post-Test**

Directions:

1. Write your name on the top of your worksheet!
2. Write a recount text based on your experience!
3. The time is 60 minutes.



## **APPENDIX 5**

### **WORKSHEET FOR CONTROLLED CLASS**

#### **Pre-Test**

Directions:

1. Write your name on the top of your worksheet!
2. Write a text based on your experience when holiday!
3. The time is 20 minutes.

#### **Post-Test**

Directions:

1. Write your name on the top of your worksheet!
2. Write a recount text based on your experience!
3. The time is 60 minutes.

## APPENDIX 6

### STUDENTS' SCORE OF EXPERIMENTAL CLASS

No	Name	EXPERIMENTAL CLASS		
		Pre-Test	Pos-Test	N-Gain
1	AMALIA PUTRI	40	60	20
2	AYUB AGIL	60	75	15
3	BOBBY CHANDRA	40	90	50
4	DAVA KUSUMA	40	80	40
5	DEDEK ARYA UTAMA	70	78	8
6	DIANA	65	80	15
7	DIVIA AULIA	50	82	32
8	EMA RAMADHANI	50	80	30
9	FAHMI FERDIYANSYAH	60	70	10
10	FAHRI ASLIYANSYAH	55	70	15
11	FATIMAH AZZAHRA	75	80	5
12	FIRMAN DIKA	50	55	5
13	HARRIS SYAFRIAL	50	70	20
14	INAYAH HAFIZAH	60	84	24
15	INNAKA RAEHAN	40	82	42
16	LIRA SERAYANTI HRP	60	84	24
17	M. WIBOWO KUNANTO	55	75	20
18	MUTIA RAMADHANI	65	75	10
19	NURUL ALYA SYAFITRI	55	85	30
20	RAMADHANA	40	60	20
21	SILVY FEBRIYANTI	65	75	10
22	VIRNA ANGGRAINI	70	80	10
$\sum X$		<b>1215</b>	<b>1670</b>	
$\bar{x}$		<b>55.23</b>	<b>75.91</b>	
<b>Maximum Score</b>		<b>75</b>	<b>90</b>	
<b>Minimum Score</b>		<b>40</b>	<b>55</b>	

It showed the data the mean score of pre test in experimental is 55.23 and the post test is 75.91. The highest score in pre test is 75 and the lowest is 40 while the highest score in post test is 90 and the lowest is 55. There is difference in result before and after the treatment.

## APPENDIX 7

### STUDENTS' SCORE OF CONTROLLED CLASS

No	Name	CONTROLLED CLASS		
		Pre-Test	Pos-Test	N-Gain
1	ABDI MARTADINATA	40	50	10
2	ABDILLAH ASSOFI	40	50	10
3	ADE NAZLA	74	80	6
4	ALI AKBAR	60	65	5
5	AMBAR RASTY SYAHREKA	78	82	4
6	ANGGUN DWIYANA	60	83	23
7	ARTIKA FEBRIYANTI	50	60	10
8	AZIZA PRATIWI	60	70	10
9	BUNGA ASYFA ANTIKA	60	85	25
10	DEBI FEBY ANTIKA	50	60	10
11	ELSA HARMANDA	65	75	10
12	FAHMI	60	75	15
13	FAUZI IMAM PRAMANA	40	50	10
14	MUHAMMAD FAHRI REZA	40	65	25
15	LILI NABILA PUTRI	50	70	20
16	PUTRI RAMADHANI	65	75	10
17	PRYA ANJANI	70	75	5
18	RIA AYU LESTARI	62	70	8
19	RIYANI IRMAYANTI	66	80	14
20	RAHMAT	50	50	0
21	SISY PUTRI AMALIA	60	80	20
22	WAHYU SEMBIRING	60	68	8
<b><math>\sum X</math></b>		<b>1260</b>	<b>1518</b>	
<b><math>\bar{x}</math></b>		<b>57.27</b>	<b>69.00</b>	
<b>Maximum Score</b>		<b>78</b>	<b>85</b>	
<b>Minumum Score</b>		<b>40</b>	<b>50</b>	

It showed the data the mean score of pre test in controlled class is 57.27 and the post test is 69. The highest score in pre test is 78 and the lowest is 40 while the highest score in post test is 85 and the lowest is 50. There is difference in result before and after the treatment.

## APPENDIX 8

### NORMALITY TEST ON PRE-TEST OF EXPERIMENTAL CLASS

#### Students' Score

#### Normality Pre-Test of Experimental Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	40	-1.5101	0.06551	0.18182	-0.1163	0.1163
2	40	-1.5101	0.06551	0.18182	-0.1163	0.1163
3	40	-1.5101	0.06551	0.18182	-0.1163	0.1163
4	40	-1.5101	0.06551	0.18182	-0.1163	0.1163
5	50	-0.5471	0.29215	0.40909	-0.1169	<b>0.11694</b>
6	50	-0.5471	0.29215	0.40909	-0.1169	0.11694
7	50	-0.5471	0.29215	0.40909	-0.1169	0.11694
8	50	-0.5471	0.29215	0.40909	-0.1169	0.11694
9	50	-0.5471	0.29215	0.40909	-0.1169	0.11694
10	55	-0.0657	0.47383	0.54545	-0.0716	0.07163
11	55	-0.0657	0.47383	0.54545	-0.0716	0.07163
12	55	-0.0657	0.47383	0.54545	-0.0716	0.07163
13	60	0.4158	0.66123	0.68182	-0.0206	0.02059
14	60	0.4158	0.66123	0.68182	-0.0206	0.02059
15	60	0.4158	0.66123	0.68182	-0.0206	0.02059
16	60	0.4158	0.66123	0.72727	-0.066	0.06605
17	65	0.8973	0.81522	0.86364	-0.0484	0.04842
18	65	0.8973	0.81522	0.86364	-0.0484	0.04842
19	65	0.8973	0.81522	0.86364	-0.0484	0.04842
20	70	1.3787	0.91601	0.95455	-0.0385	0.03853
21	70	1.3787	0.91601	0.95455	-0.0385	0.03853
22	75	1.8602	0.96857	1	-0.0314	0.03143
$\bar{x}$	55.6818					
S	10.3849					
<b>L-Tabel</b>		<b>0.1169</b>				
<b>L-Value</b>		0.1798				

After finding the normality test by using *Lilliefors* method, it was found that the data were normal. Ltable was 0.1169 and Lvalue was 0.1798. It means  $L_{value}$  is bigger than  $L_{table}$ , or L value was smaller that L tbale. It means the criteria to be homogenous is clearly fulfilled. So pre test data distribution is normal in experimental class.

## APPENDIX 9

### NORMALITY TEST ON POST-TEST OF EXPERIMENTAL CLASS

#### Students' Score Normality Post-Test of Experimental Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)- S(Zi)	F(Zi)- S(Zi)
1	55	-2.3763	0.00874	0.04545	-0.0367	0.03671
2	60	-1.8081	0.0353	0.13636	-0.1011	0.10107
3	60	-1.8081	0.0353	0.13636	-0.1011	<b>0.10107</b>
4	70	-0.6716	0.25093	0.27273	-0.0218	0.0218
5	70	-0.6716	0.25093	0.27273	-0.0218	0.0218
6	70	-0.6716	0.25093	0.27273	-0.0218	0.0218
7	75	-0.1033	0.45885	0.45455	0.00431	0.00431
8	75	-0.1033	0.45885	0.45455	0.00431	0.00431
9	75	-0.1033	0.45885	0.45455	0.00431	0.00431
10	75	-0.1033	0.45885	0.45455	0.00431	0.00431
11	78	0.23763	0.59392	0.5	0.09392	0.09392
12	80	0.46494	0.67901	0.72727	-0.0483	0.04826
13	80	0.46494	0.67901	0.72727	-0.0483	0.04826
14	80	0.46494	0.67901	0.72727	-0.0483	0.04826
15	80	0.46494	0.67901	0.72727	-0.0483	0.04826
16	80	0.46494	0.67901	0.72727	-0.0483	0.04826
17	82	0.69224	0.75561	0.81818	-0.0626	0.06258
18	82	0.69224	0.75561	0.81818	-0.0626	0.06258
19	84	0.91954	0.82109	0.90909	-0.088	0.088
20	84	0.91954	0.82109	0.90909	-0.088	0.088
21	85	1.03319	0.84924	0.95455	-0.1053	0.1053
22	90	1.60145	0.94536	1	-0.0546	0.05464
$\bar{x}$	75.9091					
S	8.79886					
<b>L-Tabel</b>		<b>0.1053</b>				
<b>L-Value</b>		0.1798				

After finding the normality test by using *Lilliefors* method, it was found that the data were normal.  $L_{table}$  was 0.1053 and  $L_{value}$  was 0.1798. It means  $L_{value}$  is bigger than  $L_{table}$ , or  $L_{value}$  was smaller than  $L_{table}$ . It means the criteria to be homogenous is clearly fulfilled. So post test data distribution is normal in experimental class.

## APPENDIX 10

### NORMALITY TEST ON PRE-TEST CONTROLLED CLASS

#### Students' Score Normality Pre-Test of Controlled Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)- S(Zi)	F(Zi)- S(Zi)
1	40	-1.5686	0.05837	0.18182	-0.1234	<b>0.12345</b>
2	40	-1.5686	0.05837	0.18182	-0.1234	0.12345
3	40	-1.5686	0.05837	0.18182	-0.1234	0.12345
4	40	-1.5686	0.05837	0.18182	-0.1234	0.12345
5	50	-0.6605	0.25448	0.36364	-0.1092	0.10916
6	50	-0.6605	0.25448	0.36364	-0.1092	0.10916
7	50	-0.6605	0.25448	0.36364	-0.1092	0.10916
8	50	-0.6605	0.25448	0.36364	-0.1092	0.10916
9	60	0.2477	0.59781	0.68182	-0.084	0.08401
10	60	0.2477	0.59781	0.68182	-0.084	0.08401
11	60	0.2477	0.59781	0.68182	-0.084	0.08401
12	60	0.2477	0.59781	0.68182	-0.084	0.08401
13	60	0.2477	0.59781	0.68182	-0.084	0.08401
14	60	0.2477	0.59781	0.68182	-0.084	0.08401
15	60	0.2477	0.59781	0.68182	-0.084	0.08401
16	62	0.4293	0.66615	0.72727	-0.0611	0.06113
17	65	0.7017	0.75858	0.81818	-0.0596	0.0596
18	65	0.7017	0.75858	0.81818	-0.0596	0.0596
19	66	0.7926	0.78598	0.86364	-0.0777	0.07766
20	70	1.1558	0.87612	0.90909	-0.033	0.03297
21	74	1.5191	0.93563	0.95455	-0.0189	0.01892
22	78	1.8823	0.9701	1	-0.0299	0.0299
$\bar{x}$	57.2727					
S	11.0116					
<b>L-Tabel</b>		<b>0.1234</b>				
<b>L-Value</b>		0.1798				

After finding the normality test by using *Lilliefors* method, it was found that the data were normal. Ltable was 0.1234 and Lvalue was 0.1798. It means  $L_{value}$  is bigger than  $L_{table}$ , or L value was smaller than  $L_{table}$ . It means the criteria to be homogenous is clearly fulfilled. So pre test data distribution is normal in controlled class.

## APPENDIX 11

### NORMALITY TEST ON POST-TEST OF CONTROLLED CLASS

#### Students' Score Normality Post-Test of Controlled Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)- S(Zi)	F(Zi)- S(Zi)
1	50	-1.6543	0.04903	0.18182	-0.1328	0.13279
2	50	-1.6543	0.04903	0.18182	-0.1328	0.13279
3	50	-1.6543	0.04903	0.18182	-0.1328	<b>0.13279</b>
4	50	-1.6543	0.04903	0.18182	-0.1328	0.13279
5	60	-0.7836	0.21663	0.27273	-0.0561	0.0561
6	60	-0.7836	0.21663	0.27273	-0.0561	0.0561
7	65	-0.3483	0.36381	0.36364	0.00018	0.00018
8	65	-0.3483	0.36381	0.36364	0.00018	0.00018
9	68	-0.0871	0.46531	0.40909	0.05622	0.05622
10	70	0.08707	0.53469	0.54545	-0.0108	0.01076
11	70	0.08707	0.53469	0.54545	-0.0108	0.01076
12	70	0.08707	0.53469	0.54545	-0.0108	0.01076
13	75	0.52242	0.69931	0.72727	-0.028	0.02796
14	75	0.52242	0.69931	0.72727	-0.028	0.02796
15	75	0.52242	0.69931	0.72727	-0.028	0.02796
16	75	0.52242	0.69931	0.72727	-0.028	0.02796
17	80	0.95777	0.83091	0.86364	-0.0327	0.03273
18	80	0.95777	0.83091	0.86364	-0.0327	0.03273
19	80	0.95777	0.83091	0.86364	-0.0327	0.03273
20	82	1.13191	0.87116	0.90909	-0.0379	0.03793
21	83	1.21898	0.88857	0.95455	-0.066	0.06597
22	85	1.39312	0.91821	1	-0.0818	0.08179
$\bar{x}$	69					
S	11.485					
<b>L-Tabel</b>		<b>0.13279</b>				
<b>L-Value</b>		0.1789				

After finding the normality test by using *Lilliefors* method, it was found that the data were normal.  $L_{table}$  was 0.1327 and  $L_{value}$  was 0.1798. It means  $L_{value}$  is bigger than  $L_{table}$ , or  $L_{value}$  was smaller than  $L_{table}$ . It means the criteria to be homogenous is clearly fulfilled. So pre test data distribution is normal in control class.

## APPENDIX 12

### HOMOGENEITY TEST

The formula is:

$$t_{value} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}\right)}}$$

Regarding to the previous literature review, the writer will formulate the hypotheses as follows:

$H_a$  = There is a significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

$H_0$  = There is no a significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

After calculating data, it showed that:

$$\bar{X}_1 = 74.77 \quad ; \quad n_1 = 22 \quad ; \quad S_1^2 = 77.47$$

$$\bar{X}_2 = 70.86 \quad ; \quad n_2 = 22 \quad ; \quad S_2^2 = 131.90$$

Hypothesis test can be calculated by:

$$t_{value} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}\right)}}$$

$$t_{value} = \frac{(75.91 - 69)}{\sqrt{\left(\frac{77.41}{22} + \frac{131.90}{22}\right)}}$$

$$t_{value} = \frac{6.91}{\sqrt{3.51 + 5.99}}$$



$$t_{value} = \frac{6.91}{\sqrt{9.50}}$$

$$= \frac{6.91}{3.08}$$

$$t_{value} = 2.243$$

$t_{table}$  with  $\alpha = 0.05$  with  $db = n_1 + n_2 - 2$  so  $db = 22 + 22 - 2 = 42$  in the following way :

N	$t_{(0,05)}$
40	1.684
60	1.671

$$t_{table} = 1.684 + \frac{42-40}{60-40}(1.671 - 1.684)$$

$$= 1.684 - 0.01$$

$$= 1.674$$

It can be concluded that  $t_{value}$  is bigger than  $t_{table}$  means. In other words, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 with  $\alpha = 0.05$  with  $db = n_1 + n_2 - 2$  so  $db = 22 + 22 - 2 = 42$   $t_{table}$  was 1.674 while  $t_{value}$  was 2.243.

It shows that  $H_0$  was rejected,  $H_a$  was accepted, because  $t_{value}$  (6.515) is bigger than  $t_{table}$  (1.674). So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

## APPENDIX 13

### HYPOTHESIS TEST

Next is hypothesis test. There are null and alternative hypothesis. The calculation with  $df = n_1 + n_2 - 2$  and  $\alpha = 0.05$ . The criteria are:

- Alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected if  $t_{observed} > t_{table}$
- The null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected and if  $t_{observed} > t_{table}$  The result of hypothesis test can be displayed below:

Data	Experimental	Controlled	t0	tt	Result
Mean	74.77	70.86	2.243	1.674	H <sub>a</sub> was accepted
Variance	81.13	113.83			

Based on the table, the writer discover that that  $t_{value}$  is bigger than  $t_{table}$  means. It shows that that There is a significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai. The t-test with  $\alpha = 0.05$  and  $db = n_1 + n_2 - 2$ , so  $db = 22 + 22 - 2 = 42$   $t_{table}$  was 1.674 while  $t_{value}$  was 2.243.

It shows the conclusion that  $H_0$  was rejected,  $H_a$  was accepted, because  $t_{value}$  (2.243) is bigger than t table (1.674). So, there is no significant effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai.

## APPENDIX 14

### EFFECT SIZE T-TEST

No	Name	Experimental Class			No	Name	Controlled Class		
		PreTest	Post Test	N-Gain			Pre Test	Post Test	N-Gain
1	AP	40	60	20	1	AM	40	50	10
2	AA	60	75	15	2	AA	40	50	10
3	BC	40	90	50	3	AN	74	80	6
4	DK	50	80	30	4	AA	60	65	5
5	DAU	70	78	8	5	ARS	78	82	4
6	D	65	80	15	6	AD	60	83	23
7	DA	50	82	32	7	AF	50	60	10
8	ER	50	80	30	8	AP	60	70	10
9	FF	60	70	10	9	BAA	60	85	25
10	FA	50	70	20	10	DFA	50	60	10
11	FA	75	80	5	11	EH	65	75	10
12	FD	50	55	5	12	F	60	75	15
13	HS	50	70	20	13	FIP	40	50	10
14	IH	60	84	24	14	MFR	40	65	25
15	IR	40	82	42	15	LNP	50	70	20
16	LSH	60	84	24	16	PR	65	75	10
17	MWK	50	75	25	17	PA	70	75	5
18	MR	65	75	10	18	RAL	62	70	8
19	NAS	55	85	30	19	RI	66	80	14
20	R	40	60	20	20	R	50	50	0
21	SF	65	75	10	21	SPA	60	80	20
22	VA	70	80	10	22	WS	60	68	8
jlh		1215	1670	455			1260	1518	258
mean		55.22727	75.90909	20.68182			57.272727	69	11.7273

Experimental class

$$S = 8.79$$

$$\text{Mean N-gain} = 20.68$$

Controlled class

$$S = 11.48$$

Mean N-gain = 11.72

To find the effect size in order to know how much the strength of the strategy is with this formula:

*Pooled Std. Deviation* =

$$\frac{S1 + S2}{2}$$
$$= \frac{8.79 + 11.48}{2}$$

$$= 10.13$$

$$d = \frac{\text{Mean N gain 1} - \text{Mean N gain 2}}{\text{Pooled Std}}$$

$$d = \frac{20.68 - 11.72}{10.13}$$

$$d = 0.884$$

Where:

$d$  : the significance effect of treatment

$M_1$  : the mean of gain score of experimental class.

$M_2$  : the mean of gain score of controlled class.

Effect Size Range	Criteria
0.00 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
➤ 1.00	Strong effect

Based on the table effect size range, the result is in moderate effect. It was 0.884. So, there is was on moderate effect of using collaborative writing technique on the students' ability in writing recount text at SMP Muhammadiyah 56 Binjai in academic year 2020/2021.

## APPENDIX 15

### SURAT IZIN MELAKUKAN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-10782/ITK/ITK.V.3/PP.00.9/09/2020

12 Oktober 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMP Muhammadiyah 56 Binjai

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Agustina Ningsih  
NIM : 0304162146  
Tempat/Tanggal Lahir : Binjai, 18 Agustus 1996  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : JL. DANAU TONDANO LK. VIII KELURAHAN SUMBER  
MULYOUREJO KECAMATAN BINJAI TIMUR KOTA BINJAI  
Kelurahan SUMBER MULYOUREJO Kecamatan BINJAI TIMUR

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Muhammadiyah 56 Binjai, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

*The Effect of Collaborative Writing Technique on Writing Recount Text at Eighth Grade Students of SMP Muhammadiyah 56 Binjai*

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 12 Oktober 2020  
a.n. DEKAN  
Ketua Program Studi Pendidikan Bahasa  
Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag,**

**M.Hum**

NIP. 19750622003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

## APPENDIX 16

### SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH BINJAI TIMUR  
SMP MUHAMMADIYAH 56**

Alamat : Jalan Danau Tempe No. 40 Kel. Sumber Karya Binjai  
Phone (061) 8827826 Kode Pos 20737

#### SURAT KETERANGAN

NO: 421/ 25 /SMP56/IX/2020

1. Yang bertanda tangan di bawah ini :

- a. NAMA : HAZAR, S.Ag M.Si  
b. JABATAN : Kepala Sekolah SMP Muhammadiyah 56 Binjai Timur

Dengan ini menerangkan bahwa :

- a. NAMA : **Agustina Ningsih**  
b. NIM : 0304162146  
c. FAKULTAS : TARBIYAH DAN KEGURUAN Universitas Islam Negeri  
Sumatera Utara ( UINSU )  
d. PROGRAM STUDI : Pendidikan Bahasa Inggris  
e. BAHWA : Mahasiswi tersebut benar telah melaksanakan Riset di SMP  
MUHAMMADIYAH 56 BINJAI TIMUR, dengan  
Judul : **The Effect of Collaborative Writing  
Technique on Writing Recount Text at Eighth  
Grade Students of SMP Muhammadiyah 56 Binjai**

2. Demikian surat keterangan ini dibuat agar dapat di pergunakan sebagaimana mestinya.



Binjai, 23 September 2020  
Kepala SMP Muhammadiyah 56 Binjai Timur

HAZAR, S.Ag M.Si

**APPENDIX 17**  
**SCHOOL'S PROFILE**

**I. DATA IDENTITAS SEKOLAH**

a. NPSN	: 10211359
b. Nama Madrasah	: SMP Muhammadiyah 56 Binjai
c. Telepon / HP	: 085359165455
d. Alamat Madrasah	: Jalan Danau Tempe No.40
e. Desa / Kelurahan	: Kelurahan Sumber Karya
f. Kecamatan	: Binjai Timur
g. Kabupaten / Kota	: Kota Binjai
h. Provinsi	: Sumatera Utara
i. Kode Pos	: 20735
j. Tahun Berdiri	: 2002
k. Status Sekolah	: Swasta
l. Status Akreditasi	: B
m. SK Pendirian	: 421.3-501

**II. VISI DAN MISI SMP MUHAMMADIYAH 56 BINJAI**

**VISI : Menciptakan generasi berilmu dan bertakwa serta mampu mengemban amanah Muhammadiyah.**

**MISI : 1. Menyelenggarakan pembelajaran dan bimbingan secara efektif untuk mengoptimalkan potensi yang dimiliki siswa.**

**2. Mengembangkan kreativitas siswa sesuai bakat dan minat siswa.**

**3. Mengembangkan budaya kompetitif dalam upaya meningkatkan prestasi.**



## DOCUMENTATION



**Teaching by Using Lecturing Method in Controlled Class**



**Teaching by Using Collaborative Writing Technique in Experimental Class**





**Students of Experimental Class and Controlled Class**



**Researcher (the right side) and teachers**

## STUDENTS' DISCUSSION BY USING COLLABORATIVE WRITING TECHNIQUE

Swimming to tirta Pool

Last week my friends and I went to tirta swimming pool we went there by pedicab we went there at 9 am we arrived there at 10 o'clock the view was beautiful we swam together like competition then we had lunch together we went home at 5 o'clock although we were tired but we were happy it was nice day

Revised from girls' group

1. arrival
3. nice
3. home
4. although

catokan : boat lelah panjang ketekanya

<sup>sup</sup>  
Silvi Febranti = sekretaris

---

Swimming to tirta pool

Last week my friends and I went to tirta swimming pool we went there by pedicab we went there at 9 a.m we arrived there at 10 o'clock. The view was beautiful we swam together like competition. Then we had lunch together. we went home at 5 o'clock although we were tired but we were happy it was nice day.

Holiday To The Lake Toba

Last month I went to Lake Toba with my extended family. We went to the morning in the car we spent a few hours on the journey. When we got there we immediately looked for a place to sit and relax after that we ate together before doing activities such as swimming and playing banana boat. The day started to get late, the view there is even more beautiful because the sun directly set but unfortunately we have to go home we feel happy even though we are a little tired.

Kelompok APEI      Revised from boys' group

- Diana  
- Silvi  
- Lira  
- Virna  
- Inayah  
- Muliya  
- Omra  
- Fatimah  
- Amalia  
- Nurka  
- Nurul  
- Diva

~~Bobby~~  
Bobby chandra = ketua kelompok

Last month, we went to Lake Toba with my family. We went there by car in the morning. We spent about three hours on the journey from Binjai.

When we arrived there, we looked for a beautiful place. Then, we were playing banana boat. Before doing activities such as swimming and the view was beautiful. We had lunch. We were happy. We saw the sun. Although we were tired, but we were happy. We went home at 5 o'clock.



## THE HIGHEST SCORE OF POST-TEST IN EXPERIMENTAL CLASS

(90)

Post-Test

Name : BOBBY CHANDRA  
Class : VII A

1. Write down another example of recount text based on your experience or holiday!

Holiday To Visiting My Grandmother's House

Last month my family and I went on vacations to Grandma's house, we went on a motor bike, at 10:00 am, we decided to go there because it was a suitable place for a vacation. (orientation)

Before arrived at grandma's house, we stopped buy the cake shop and bought grandma's favorite cake. on arrival we were greeted warmly. Then I gave the cake to grandma and we went to lunch together, then my grandmother asked me to go to her rice field this is my first time there. after arriving how happy my heart was when I saw this amazing sight. I will go to help my grand mother with the farm, after the grandmother decided to went home. (events)

15:00 pm, we went home even though we were so tired it is a beautiful moment and lessons that can add to my insight about farming unforgettable. (reorientation)

(84)

Post-Test

Name : Inayah Hafizah  
Class : VII A

1. Write down another example of recount text based on your experience or holiday!

Holiday to Grandmother's house

Last month my family and I went on vacations to Grandma's house. We went by car. We decided to go there because it was a suitable place. (orientation)

Before we arrived at grandma's house, we stopped. We bought fruits and bought for grandma. Then I gave the fruits to grandma. We had lunch together. Then my grandmother asked me to go to her rice field. This was my first time there. After arriving how happy I felt, when I saw the amazing view. (events)

In the afternoon, we decided to go home. It was beautiful moment. I was very happy. (reorientation).

(85)

Post-Test

Name : Nurul Alya SyaFitri  
Class : VIII A

1. Write down another example of recount text based on your experience or holiday!

Holiday To waterpark

A few weeks ago, my brother and I decided to go to the waterpark pool because it was appropriate to keep everyone entertained. We drove away at 9 a.m. We got there at 1 o'clock past. We felt relieved because we saw how beautiful it was there and just simply made it possible for us both. Before swimming and eating we had ready to eat when swam together. After swimming, we changed clothes and we rushed off. We arrived on the way. We saw panjat pinang, and we also painted fields, rice fields cafes, and others. We arrived 7 at night (events)

That day made me tiring doing my daily activities or not being visible. After returning from there, I immediately slept because I was tired. (reorientation)

(84)

Post-Test

Name : Lira Serayanti Br. Harahap  
Class : VIII A

1. Write down another example of recount text based on your experience or holiday!

Holiday to the Swimming Pool

Yesterday, my family and I went to the swimming pool. We spent time on holiday. at 9 am we rushed to the swimming pool. (orientation)

When I got there, my family and I looked for a cottage for us to stop. After that, we immediately changed the swimming clothes. Before swimming, we ate first. after eating my family and I swam while playing. Because the day began in the afternoon, my family and I rushed to go home. (events)

I was very happy to be on vacation with my family, even though the time was not long. (reorientation)

## THE HIGHEST SCORE OF POST-TEST IN CONTROLLED CLASS

(82)

Post-Test

Name : Ambar Rasti Syahreka  
Class : VIII<sup>B</sup>

1. Write down another example of recount text based on your experience or holiday!

School Holidays at Home  
Helping Mother

⇒ Last semester break, I didn't go anywhere. I'm just at home and doing my activities as usual except I'm not going to school. (orientation)

⇒ at home I help my mother cooked cakes for the new year. when I helped my mother, I bake the cake too long so the cake burns. mom scolded me for asking and me to make a cake from scratch. I was embarrassed, because when we were making the cake my cousin saw it and laughed a cake after baking. I cleaned the house, washed the dishes and swept the yard. all my work is helped by my cousin so everything is easy. (events)

⇒ the days went by and didn't feel lonely at home because of my cheerful cousin. even though I was only at home helping my parents, I didn't feel bored because of my cousin. my holiday (reorientation)

(85)

Post-Test

Name : Bunga Asyfa Mahendra.  
Class : VIII<sup>B</sup>

1. Write down another example of recount text based on your experience or holiday!

Holiday to paniban baths

This time I will tell my interesting experience while on vacation to Paniban hot spring. Paniban is natural baths located in the village of Rarauda, Karo district. Paniban has many facilities such as villas, 3 hot spring pools, a water boom, there is also a fish pond, garden, kafe, gazebo and cottage. (orientation)

The trip there lasted 5 hours through shady and cool roads and winding roads that often made you feel nauseous, we got there when the sky was dark the air was getting cooler even though the air was getting colder did not discourage me from taking a hot shower, because I was too excited to play it so that my whole family fell and laughed. the pain was not too embarrassed. my family and I spent the night soaking in hot water and enjoying the atmosphere of the mountains. (events)

I am very happy. able to go on a hot spring vacation and gather with my family. (reorientation)

(85)

Post-Test

Name : Bunga Asyfa Mahendra.  
Class : VIII<sup>B</sup>

1. Write down another example of recount text based on your experience or holiday!

Holiday to paniban baths

This time I will tell my interesting experience while on vacation to Paniban hot spring. Paniban is natural baths located in the village of Rarauda, Karo district. Paniban has many facilities such as villas, 3 hot spring pools, a water boom, there is also a fish pond, garden, kafe, gazebo and cottage. (orientation)

The trip there lasted 5 hours through shady and cool roads and winding roads that often made you feel nauseous, we got there when the sky was dark the air was getting cooler even though the air was getting colder did not discourage me from taking a hot shower, because I was too excited to play it so that my whole family fell and laughed. the pain was not too embarrassed. my family and I spent the night soaking in hot water and enjoying the atmosphere of the mountains. (events)

I am very happy. able to go on a hot spring vacation and gather with my family. (reorientation)

(80)

Post-Test

Name : Riyani Ima Yanti  
Class : VIII<sup>B</sup>

1. Write down another example of recount text based on your experience or holiday!

Really fun vacation to Mirror beach

Sunday morning my family and I already have plans to take a vacation to the mirror beach. we leave at nine and until eleven o'clock in the afternoon, after I get there I really enjoy the natural beauty there I like to play in the sand and play on the beach because I already felt tired. I finally pulled over and sat under a tree. I really enjoyed the beauty of the beach which was very beautiful and accompanied by the fresh air. at four in the afternoon my family and I went home to their respective homes ~~after~~ arriving home. I was very happy because I could vacation there (reorientation)

## THE LOWEST SCORE OF PRE-TEST IN EXPERIMENTAL CLASS

40

Pre-Test

Name : Pamela Putri  
Class : VIII<sup>B</sup>

1. Write down a text about your experience or holiday!

daily activities

I wake up clock 05.30 a.m then I did the dawn prayer after performing the morning prayer. I immediately help my mother. after helping my mother immediately take a shower, after taking a shower I had breakfast with my family, after breakfast playing with neighbor kids sister during the day after being satisfied. I had playing with my neighbor's younger siblings, I continued playing with my friends and at night I study

40

Pre-Test

Name : Dava  
Class : VIII<sup>A</sup>

1. Write down a text about your experience or holiday!

I go to school everyday I have lunch. I help my mother. I do my homework I help my father I am happy

40

Pre-Test

Name : BOBBY CHANDRA  
Class : VIII<sup>A</sup>

1. Write down a text about your experience or holiday!

I AM Exercised swim  
I AM spend-spin swim AND Family

40

Pre-Test

Name : RAMA Duna  
Class : VIII<sup>A</sup>

1. Write down a text about your experience or holiday!

I am Exercise Swim

I am spend-spin swim, and friends swim. I eat rice I swim I go home friends home I sleep and morning I have breakfast-sweep plant-watered-plan and write



## THE LOWEST SCORE OF PRE-TEST IN CONTROLLED CLASS

(40)

Post-Test

Name : Abby Mustadinda  
Class : VIII-B

1. Write down another example of recount text based on your experience or holiday!

last week we went + a family house we  
went by car we went at 10 o'clock  
we had a picnic  
we are happy

(40)

Pre-Test

Name : Fauzi Murni Prama  
Class : VIII B

1. Write down a text about your experience or holiday!

holiday to the beach.

kom wandy Go - went  
visit visited Climb - climbed  
Enter - entered Play played  
Swim - swam arrive - arrived  
Buy - bought Sweep - sweeps  
Want - wanted  
Run - ran Exercise - exercised cut off

(40)

Pre-Test

Name : M. FAHRI Reza  
Class : VIII B

1. Write down a text about your experience or holiday!

to and swim to - swim  
location

I am happy and swim to the beach and I am  
Go - street

I am Go Street I am Run View of the  
I am Go home and I am water flower  
and Sweep Buy es view of the

(40)

Pre-Test

Name : abdila  
Class : 8B

1. Write down a text about your experience or holiday!

Last weeks, I go to holidays  
I go to market, I buy food  
I go with my friends, we went  
home at 2 o'clock.  
I was happy