

**THESIS**  
**IMPROVING STUDENTS' ABILITY IN WRITING THROUGH**  
**COLLABORATIVE WRITING STRATEGY AT THE ISLAMIC JUNIOR**  
**HIGH SCHOOL MUHAMMADIYAH 01 MEDAN**

*Submitted to Faculty of Tarbiyah and Teacher Training for UIN North  
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## ABSTRACT

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**Thesis Title : Improving Students` Ability in Writing through Collaborative Writing Strategy at the Islamic Junior High School Muhammadiyah 01 Medan.**

The objective of this research is to know the improving of Collaborative Writing Strategy in Students' ability in writing Descriptive Text and to find out whether the improvement Students' Ability in Writing Descriptive Text through Collaborative Writing Strategy. This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017-2018 as the subject of researcher. The subject of this research were consisted of 21 students of the eighth grade in class VIII.

The research was conducted with Classroom Action Research. In conducting this classroom action research, the writer divided the action into two cycles. The instrument of collecting data were qualitative data from observation, interview, diary notes, and documentation. Quantitative data were taken from tests, which was carried out in the end of every cycle.

Based on the result of the data analysis showed that there was an improvement of the result of the students' achievement in writing descriptive text from each cycle. After doing Post-Test cycle I, there was an improvement of the result of the students' mean was 65,7. Where, 11 students who got successful score criteria above 70 or it was only 50 % and 10 students who got unsuccessful score criteria above 70 or it was 50 %. Then, doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students' mean was 80,5. Where, 18 students who got successful score criteria above 70 or it was 86 % and 3 students who got unsuccessful score criteria above 70 or it was 14 % . . In other words, the students' achievement at writing descriptive text was improved. And based on interview sheet, observation sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Writing is one of the important skills because it takes a part as an important communications tools. through writing, everybody is not only to express feeling and ideas, but also to communicate with others and have remembering facts and ideas.

Understanding the necessary of writing, Kurikulum Tingkat Satuan Pendidikan (KTSP- Education Level Unit Curriculum) as the educational orientation for most of the schools in Indonesia expects the students are able to write various types of genres. Based on KTSP for Junior High School, students are expected to be able to write at least five genres: narrative, recount, descriptive, report, and procedure in the context of daily life.

In fact, students have learnt writing English since primary school but most of them cannot write well. Based on the my experience when PPL in Mts Muhammadiyah 01 Medan, they frequently are being confused of what to write and how to start. This condition affects the students` achievement in writing descriptive text. It is needed some creative and engaged strategies to solve the problem.

Writing descriptive text is one of the problems in the students. The most difficult for them is how to describe a person or a thing since it has some rules to be followed. The students have to be able to describe based on the characteristics. 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 writer to conduct a research by applying collaborative writing as the method to improve students` ability in writing Descriptive. Collaborative writing is a group work where the students write a text based on what teacher asked and then they correct it one another. Collaborative writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. It is meaningful interaction and shared decision making between members of a group using a common set of tools; and thus, the combination of techniques is effective in promoting improved students writing.

There are four steps that will be conducted in this method, namely sharing information, writing first draft, correcting, revising, and evaluating. To apply this method, the teacher asks the students to sit in pairs. Then, they share information each other about descriptive text and the picture that has been given. After that, student A writes first draft based on their discussion and the student B correcting it. Then, the revising will be written by student B. Finally it will be checked and evaluated by the teacher. Simply, these five steps really increase students` motivation to write since it makes all students to participate and gives appreciation.<sup>1</sup>

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<sup>1</sup> Mulligan, Christoper and Garofalo, Rusell. *A collaborative Writing Approach: Methodology and student Assessment.*( New York: Ritsumeikan University, 2011) p.6-7

Actually this research has been conducted by a previous researcher. He applied this method in improving writing descriptive text by using media in Senior High School. In this research, the method will be applied by using media, which is picture. The media is needed in teaching writing especially in writing descriptive text. The media as the tool helps both teacher and students in conducting learning process. The teacher will get easier to describe the materials and the students will be interested in learning. So, by applying this method in teaching writing descriptive text provided by media, it is hoped that the students writing ability especially in writing descriptive text will be improved.<sup>2</sup>

Based on the background of the study above it is important to conduct a research on “Improving Students’ Ability in Writing through Collaborative Writing Strategy at the Islamic Junior High School Muhammadiyah 01 Medan”.

## **B. Identification of the Study**

Based on the background of the study above, the problems of this research can be identified as follow:

1. The teacher doesn't use the collaborative writing strategy in teaching writing descriptive text.
2. The students less ability in writing descriptive text.
3. the students less vocabulary
4. The students are difficult to explore ideas in writing descriptive text.

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<sup>2</sup> Suheni.( 2010).Improving Students` Achievement in Writing Hortatory Exposition Through Collaborative Writing. Thesis. Medan. Unimed (Unpublished). p. 3

### **C. Limitation of the Study**

As far as the identification of the study mention, this research was limited on the students` ability in writing descriptive text and implementing Collaborative Writing Strategy.

### **D. Formulation of the Study**

In relation with the limitation of the study above, the problems of this research is formulated as follows: “Is the students` ability in writing descriptive text significantly improved through Collaborative Writing Strategy?”

### **E. The Objectives of the Study**

This research is aimed to see the improving the students` ability in writing descriptive text by using Collaborative Writing Strategy.

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

The results of this study are expected to provide some significant:

#### **a. For students**

Practically, the results of this study useful for students to know improvement of writing skills descriptions. By knowing the condition of potential students, they can measure how well the capabilities so hopefully they can improve it if is still lacking.

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

To enrich the realm of methods and strategies in the teaching of writing, to be able to fix the teaching methods that have been used, in order to create an exciting learning activities, not boring, and can develop the skills of teachers,

especially in applying learning to write a text description of the object image by using the technique.

**c. For School**

In practical terms that can be considered in order to promote and improve school achievement is as an input or initial information about the real condition of the teaching of writing description in MTs Muhammadiyah 01 Medan. Through this information, managers are expected to use the educational or instructional models appropriate as a maximum achievement of learning outcomes.

**d. For other Researchers**

This study will be useful as reference for conducting research in the same topic.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

To support the idea of this research, some theories and some information will include to help the researcher form the design of this research. Therefore the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, it is very important to discuss so that the reader will get the point clearly.

##### 1. Ability

Before clarify this topic, it is needed explanation about the term of ability it self. As. Hornby in *Oxford Advanced learner's Dictionary of Current English* states that “ability is (potential) capacity or power (to do something well; talent)”.<sup>3</sup>

According to Martin, “ability is skill or power.”<sup>4</sup> According to Allyn and Bacon say that ability is (potential) capacity or power (to do something physical or mental) or special natural power to do something well, talent.<sup>5</sup>

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<sup>3</sup> Hornby, A.S, (1974) *Oxford Advanced learner's Dictionary of Current English*, New York; Oxford University Press, p.2.

<sup>4</sup> Martin H. Manser,(1991) *Oxford Learner's Pocket Dictionary*, England: oxford University Press p. 1.

<sup>5</sup> Allyn and Bacon,(1964) *Psychology the Science of Behavior*, London: Longman, p. 2.

From the definition above, it can be concluded that ability is power of skills that are needed to do something. Albert Branca says that ability is a present state of being able to make certain response or perform certain task. In other words, the ability is to do something well.<sup>6</sup>

## 2. Writing

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. Listening may be considered to have the same level of difficulty with writing skills.<sup>7</sup> Writing is the expression of language in the form of letters, symbols or words. There are many kinds of writing such as expository, narrative, descriptive and persuasive.<sup>8</sup>

One of the productive skills is writing which is considered as the important skill to be learned. Graham and Perin state that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in global economy. It shows us that to be a good reader is not enough but it should be provided with a skill in writing since someone wants to give more contribution for others.<sup>9</sup>

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<sup>6</sup> Albert Branca,(1964) *Psychology of Educational*, New York, Cambridge University Press, p. 23.

<sup>7</sup> Pardiyo (2006). *12 Writing Clues for Better Writing Competence*. Yogyakarta : Andi Offset. Page 1

<sup>8</sup> Utami Dewi. (2013). *How to Write*. Medan : La-Tansa Press. Page 2

<sup>9</sup> Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC:Alliance for Excellent Education. P. 11

According to Nunan, writing serves as the most available and the most compelling way because the outcome, visible language is satisfying by permanent record of thought and feeling. Writing is the mental work of the inventing ideas, thinking about how to express them, organizing them into statement and paragraph that will be clear to a reader.<sup>10</sup>

Harmer states that Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.<sup>11</sup> The graphic symbol must be arranged in such a way according to certain convention to form words to form phrase, phrase to form sentence, sentence to form paragraphs, paragraphs to form text or passages. So, writing is not only the process of thinking of something to say and selecting the words which proper to express, but also it is the process of arranging ideas from the information, and organizing sentence into meaning form of writing.

## **2.1 The Process of Writing**

According to Harmer the process of writing has four elements<sup>12</sup>:

### 1) Planning

In the first place the writers have to consider the purpose of their writing not only the type of text they wish to procedure, but also the language they use, and the information they choose to include. Secondly, experienced writers think of audience they are writing for, since this will influence not only the shape of the writing ( how it laid out, how the paragraphs are structured, etc.), but also the

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<sup>10</sup> David Nunan. *Practical English Language Teaching: young Learner*. (New York: McGraw-Hill, 2005) p. 88

<sup>11</sup> Jeremy Harmer , *How to Teach Writing*, (Malaysia: Longman, 2007) p. 2

<sup>12</sup> *ibid.* p. 4

choice of the language ,for example, it is formal or informal in tone. Thirdly, writers have to sequence the facts, ideas or arguments which they have decides to include.

## 2) Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3) Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version, this may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

## **2.2 Genre of Writing**

The word *genre* comes from French (and originally Latin) word for 'kind' or class. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. Genre of Writing divided into thirteen types of genre, there are :

1) Report

Social function: to describe the way things are, with reference to arrangements of natural and social phenomena in our environment.

2) News item

Social function: to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

3) Analytical exposition

Social function: to persuade the reader or listener that something is the case.

4) Anecdote

Social function: to share with others an account of unusual or amusing incidents.

5) Recount

Social function: to retell events for the purpose of informing and entertaining.

6) Narrative

Social function: to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7) Procedure

Social function: to describe how something is accomplished through a sequence of actions or steps.

8) Description

Social function: to describe a particular person, place or thing.

9) Hortatory Exposition

Social function: to persuade the reader or listener that something should or should not be the case.

10) Explanation

Social function: to explain the processes involved in the information or workings of natural or socio cultural phenomena.

11) Discussion

Social function: to present (at least) two points of view about an issue.

12) Reviews

Social function: to critique an art work or event for a public audience.

13) Spoof

Social function: to retell an event with a humorous twist.<sup>13</sup>

To more concentration to the effective of using of language in written text, it is better organized based the using of genre. As Pardiyono's statement, genre can be defined as the type of text which made effectively, the choice, and arrangement element of the text, and suitable of grammatical patterns.<sup>14</sup>

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<sup>13</sup> I Wy. Dirgeyasa. (2014). *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 3

<sup>14</sup> Pardiyono.( 2007). *Pasti Bisa Teaching Genre-Based Writing*. Yogyakarta: Andi. P. 34

### 3. Text

A text is a meaningful linguistic unit in a context.<sup>15</sup> A linguistic unit is a phoneme or a morpheme or phrase or a clause or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text. So a text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song or poetry or a drama or a lecture, etc. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc. A text refers to any meaningful short or long spoken or written text.

A text of language is a text spoken or written in a language. An English text is a text spoken or written in English. A German text is a text spoken or written in German. An Indonesian text is a text spoken and written in Indonesian. A text is spoken or written in any language.<sup>16</sup>

From explanation above, I conclude that a text is spoken or written in a language. A text of language is unique. Some language may have some similarities in a text. They also have some differences. The languages that have

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<sup>15</sup> S. Siahaan,(2008) *Generic Text Structure* ,Yogyakarta: Graha Ilmu, p.1.

<sup>16</sup> Ibid,p. 2.

the dominant similarities can be of the same branch. But those that have the dominant difference can be of the different branch.

#### **4. Descriptive text**

Description is kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smell or even feels. A good way for the writer to learn how to write descriptive text is to start with a definition is really a brief description in answer to the questions. “what do you mean”? it is share experience. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality. Descriptive writing always has a primary purpose, either to present an accurate description of something real or a picture that reveals the authors’ feelings or belief. Writing is one of the language skill that should be known when someone is learning a language. Writing has some important to be presented which will be informed to the reader. The ideas can be written in several kinds of text, such as narrative text, descriptive text, recount text, etc.<sup>17</sup>

Description is a text containing two components namely identification and description the identification is to identify the object to describe, while the description to describe parts, qualities, and the characteristic of the part of the object.<sup>18</sup>

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be any topic.

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<sup>17</sup> John Langan, (2006). *College Writing Skills*, Media Edition (Mc Graw Hill) p. 175.

<sup>18</sup> S. Siahaan, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p.90.

According to Carrol description is writing that uses vivid details to capture a scene, setting, person or moment.<sup>19</sup> Effective writing includes:

1. Sensory details-sight, sound, smells, tastes, and physical sensation.
2. Vivid, precise language
3. Figurative language or comparisons
4. Adjective and adverbs that paint a word picture

#### **4.1 The Types of Descriptive Text**

According to Carol also there are some types in descriptive writing :

1. Physical description may focus on the appearance of the person, place or thing.
2. Descriptions of ideas use concrete images or analogis to help readers understands abstract or complicated concepts.
3. Functional description illustrate memorable parts of the writer's past by describing a person, place, thing or event.
4. Character sketches illustare the appearance and personality of real character.<sup>20</sup>

#### **4.2 The Structure of Descriptive Text**

The generic structures of a description are as follows:

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:

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<sup>19</sup> J.A. Carrol. (2001). *Writing and Grammar*. New Jersey: practice Hall. p. 97.

<sup>20</sup> *ibid.* p. 99

- a. Parts/things (physical appearance)
- b. Qualities (degree of beauty, excellence, of worth/value)
- c. Other characteristics (prominent aspects that are unique)

The generic features of description are :

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.<sup>21</sup>

## **5. Collaborative Writing**

Collaborative teaching has become a requirement for most special education and general education teachers. General education and special education teachers are asked to cooperate to successfully meet the needs of all students their classroom and to ensure the execution of differentiated instruction in the inclusive classroom. Collaborative learning is expected to fulfill the need of both teacher and students. Collaborative writing is two or more persons working together to produce a written document.<sup>22</sup>

According to Hernandez, collaborative writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. The practice of collaborative writing has fairly recently ( in comparison to other, more traditional techniques) entered

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<sup>21</sup> Mark Anderson and Kathy Anderson. *Text Type in English 3*. (J Australia: Macmilan,1998) p.26

<sup>22</sup> <http://grammar.about.com/od/c/g/Collaborative-Writing.htm>, Desember 27<sup>th</sup> 2016

classrooms in response to the need of addressing the issues of structuring, negotiating, and combining ideas in a written form.<sup>23</sup>

Based on those explanations, it can be assumed that collaborative writing is a teaching writing method by involving students writing in groups, reading and talking about writing, and giving evaluation to the writing.

Traditional teaching writing emphasizes on the theories of writing and domination of the teacher. But nowadays it is different. The application of collaborative writing requires for instance, the students to be more active and involve a whole part in their writing study process. Every student has their own right to ask question, to give comment, and to convey suggestion on the writing. Indirectly, students can learn from their own mistakes and so do their friends.

Related to the pedagogy as the skill that should be fulfilled by a teacher, collaborative writing is an effective method to be applied in learning process.

### **5.1 The Procedure of Collaborative Writing**

According to Mulligan and Garofalo, the procedure of applying collaborative writing as follows:

- 1) Students chose their partners themselves, 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

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<sup>23</sup> Grgonic, Natalija and Raden, Orgjen. (2005). *Classroom Practice: Collaborative Writing*. ENGL. P. 40.

- 3) Pairs arranged to meet outside of class to do research and information gathering to support their paper.
- 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 pertinent comments
- 6) Work on the first draft commenced. Student A typed the first draft and completed a detailed checklist provided by the instructor. After that, the draft was sent as an email attachment to student B, who was then responsible for editing the draft. The editing had to be done with different colored ink to highlight the revisions. After finishing this, student B completed another checklist to make sure the work was proofread carefully. The detailed checklist were provided to help students in the writing and proofreading process. They helped students to eliminate simple grammar mistakes, spelling and typographical errors, as well as to ensure correct format, 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 switched roles for this part. That is, this time Student B had to type the

revidion and student A had to edit it. The second draft was then submitted.

- 9) Students received a single grade based on their overall effort 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>24</sup>

## 5.2 The Advantages of Collaborative Writing Method

Lunsford says that there are some advantages of applying collaborative method:

- 1) Collaboration aids in problem finding as well as problem solving.
- 2) Collaboration aids in learning abstractions.
- 3) Collaboration aids in transfer and assimilation it fosters interdisciplinary thinking.
- 4) collaboration leads not only to sharper, more critical thinking ( student must explain, defend, adapt), but to a deeper understanding of *others*.
- 5) collaboration leads to higher achievement in general.
- 6) collaboration promotes excellence. in this regard, i am fond of quoting Hannah arendt: 'For excellence, the presence of other is always required'

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<sup>24</sup> Mulligan, Christopher and Garofalo, Russell.( 2011). *A Collaborative Writing Approach; Methodology and Students Assesment*. p 6-7

7) Collaboration engages the whole student and encourages active learning: it combines reading, talking, writing, thinking; it provides practice in both synthetic and analytic skills.”<sup>25</sup>

Some others advantages are:

- 1) Collaborative writing is a highly effective way for students at all levels to learn not only effective writing skill, but also real-world social and professional skills.
- 2) Benefits of collaborative writing are higher achievement, deeper understanding, learning is enjoyable, developing leadership skills, promoting positive attitudes, promoting self esteem, and inclusive learning.
- 3) Having multiple pairs of eyes to proofread the writing. Having a fresh perspective is vital when proofreading, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made.
- 4) Collaborative writing is the most powerful way to create a boy who is ready, willing, and able to write.<sup>26</sup>

Collaborative writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. It is meaningful interaction and shared decision making between members of a group using a common set of tools.

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<sup>25</sup> Lunsford, Andrea. (1991). *Collaboration, Control, and the Idea of a Writing Center*. The Writing Center Journal. p.19

<sup>26</sup> Johnson and Johnson, 2004. *Collaborative Writing*. New York: Cambridge University Press p.20

## **B. Related Study**

1. This study relates to a research made by Lisda Yanti on the title “Improving the Students` Ability in Writing Descriptive Text by Using Guided Note Taking Technique at Tenth Grade Students at Madrasah Aliyah Swasta (MAS) PAB Sampali Kecamatan Percut Sei Tuan Medan”. The aim of the research was to find out the implementation of guide note taking technique in improving the students` ability in writing descriptive text. In constructing this research, the writer collected data from the classroom action research (CAR), which was carried out through four steps. There were plan, action, observation, reflection. The subject of this data were 30 students at the X Grade of MAS PAB 1 Sampali Medan In Academic Year 2013/2014. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheets, diary notes, and documentation. The quantitative data was taken from the test.
2. This study relates to a research made by Yosi Mareta Mutia Chusna on the title “Developing Students` Ability In Writing Descriptive Text: A Case Study In Sma Negeri 1 Wonosari”. The objectives of this study are to describe classroom procedures, teachers` techniques, problems faced and teacher`s solutions of teaching writing descriptive text at SMA Negeri 1 Wonosari. This research uses descriptive qualitative research. The techniques for collecting data used in this study are observation, interviews, and documentation. The data of this research is information elicited from the students and teacher concerning classroom procedures

and the techniques used by English teacher of SMA N 1 Wonosari. The writer also obtained data from the English teacher and students regarding problems faced and teacher's solutions of teaching writing descriptive text. The subject of this research is English teacher and students of A and B class. This research used data reduction, data display, and conclusion drawing and 2 verification to analyze the data. The findings of this study shows that the teacher used classroom procedures based on School-Based Curriculum: opening, main activities (exploration-elaboration-confirmation), and closing. The techniques used by the teacher are describing the picture, feedback, real objects, memorizing, translating, grouping, and correcting. The problems faced in teaching writing descriptive text are problem in developing idea, organizing idea, difficulties in vocabulary, tenses, and grammar, different capability of the students, and limited time. The solutions of English teacher's problems are: give material clearly, give simple assignment, repeat the previous materials, and used mix language.

3. This study relates to a research made by Tossi Ana Ari Utami on the title "Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade Viii Students At Smp N 1 Piyungan". This research was intended to improve the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMP N 1 Piyungan in the academic year of 2013/2014. This study was qualitative in nature. It consisted of two cycles. The researcher worked collaboratively with the English teacher in implementing the actions. The data of this

research were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, and interviewing the students of class VIII B at SMP N 1 Piyungan and the English teacher as the collaborator, while the quantitative data were gained through assessing students' ability in writing descriptive texts via a pre-test and a post-test. The data were in the form of field notes, interview transcripts, and test scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity. The results of this study showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs. They could manage the time for writing more effectively and perform the writing task more maximally. The students also perceived that brainstorming technique helps them to improve their writing ability. This implies that the implementation of brainstorming technique in the writing instructions gives positive effects on improving students' performance and achievement in writing descriptive text. In reference to the result of the study, brainstorming could improve the students' ability in writing descriptive texts in terms of encouraging the students to start with writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings. It helps them generate ideas more effectively and release their

anxiety that cause the writer's block. By using the technique, the students could feel at ease in performing the writing task.

### **C. Conceptual Framework**

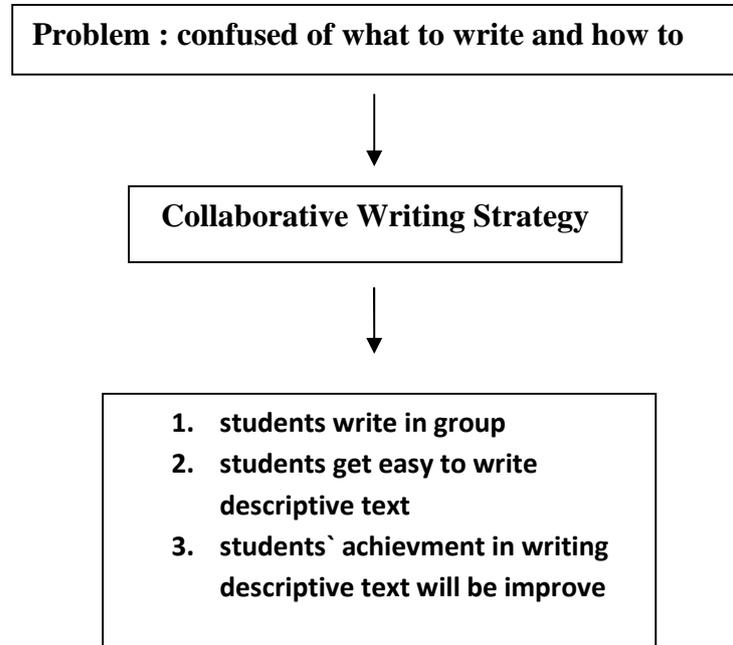
Writing is the process of communication which uses a conventional graphic system to convey a message to the readers. Someone writes about something because he/she has ideas which he-she wants to tell to other people. Writing should be organized effectively and include aspects such as, content, organization, vocabulary use, grammatical use and mechanical consideration such as spelling and punctuation. Therefore, writing is not an easy process. To write something someone's must be able to find the topic that he or she wants to write. After defining the topic he or she must be able to distribute the topic into some main ideas, and then develop some supporting ideas. They also must be able to make a draft of something that they wants to develop. Writing process can be easier to do if someone makes it as a habit.

Collaborative writing is a teaching writing method by involving students writing in groups, reading and talking about writing, and giving evaluation to the writing.

By using collaborative writing strategy can makes students more easy in writing descriptive text. Students can interaction and shared decision making between members of a group using a common set of tools. Furthermore, collaborative writing strategy is helping the students to write descriptive text more easy. Therefore, it is expected that by using collaborative writing strategy, it will improve the students' ability in writing descriptive text.

**Table I**

**Conceptual Framework**



**D. Hypothesis of Research**

**Ha** : The students` ability in Descriptive text can't be increased by using Collaborative Writing Strategy.

**Ho** : The students` ability in Descriptive text can be increased by using Collaborative Writing Strategy.

## **CHAPTER III**

### **RESEARCH METHODOLOGY.**

#### **A. Research Design**

This study belongs to Classroom Action Research. Action Research is utilized because it is aimed at improving outcomes of teaching and learning. It helps the teacher be more aware of the process. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing and reflecting with each of these activities being systematically and self critically implemented and interrelated.

Action research referred to classroom investigation initiated by researchers, perhaps teachers, who looked critically at their own practice with the purpose of understanding and improving their teaching, and the quality of education. Action research involved the collection and analysis of data related to aspect of professional practice. It was a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis, etc ) until found satisfied solution.

There are four steps to conduct Classroom Action Research namely:

1. Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered.
2. Action, at this steps, we think and consider what action was done, how method will be applied, and what material was provided.

3. Observation is some activities that consist of gathering data to identify the result of action. Collecting can be considered from several factors : students, teacher, students' and teachers interaction.
4. Reflection is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance the successful of teaching.

## **B. Subject of Study**

Rochiati Atmadja in Syahrums' book said that subject who being researched in qualitative is mentioned by informant which is become a relationship or counselor for getting information that need by researcher. The sampling is based on total sampling technique.

The subject of this research was chosen at the eighth grade students of Madrasah Tsanawiyah Muhammadiyah 01 Medan in academic year 2016/2017 that consist 21 students.

## **C. Location of Research**

The location of study is the Islamic Junior High School (Mts) Muhammadiyah 01 Medan on Darussalam Street. This location was chosen because the school is the school of researcher when Practices for Field Experience.

## D. Procedure of Collecting Data

### a. First Cycle

#### 1. Planning

Planning should be based on the problem identified. Below are the things prepare:

1. The lesson plan.
2. The materials for collecting data such diary note, observation sheet and interview sheet.
3. The instrument for collecting data such diary note, observation sheet and interview sheet.
4. Preparing the facilities and media (book and dictionary) that will be used interview sheet.
5. Preparing the assignment needed for students.

#### 2. Action

Action meant the process of activity that would be done. Action was the implementation of planning. On the other hand, action was guided by planning that had been made formerly. The activities can be shown in the table below.

**Table II**  
**Activities in Cycle 1**

No	Activities		Time Allocation
	Teacher`s Activities	Students` Activities	
<b>1.</b>	<b>Opening</b>		
	1. Teacher greets the students and checks	1. Students give respond to the	10 minutes

	attendance list. 2. Teacher gives motivation and brainstorming.	teacher 2. Students listen to the teacher.	
<b>2.</b>	<b>Main Activities</b>		
	<ol style="list-style-type: none"> <li>1. The teacher explains a little bit about descriptive text</li> <li>2. The teacher asks the students to choose their partner.</li> <li>3. The teacher gives one picture for each pair.</li> <li>4. The teacher asks the students to search and to share information about the picture in pairs.</li> <li>5. The teacher asks the students to make their own outline based on the information they found.</li> <li>6. The teacher asks the students A to write the first draft and student B will check it.</li> <li>7. The teacher checks the first draft and provide by some comments and suggestions.</li> <li>8. The teacher asks students B to write the</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen to the explanation</li> <li>2. Students choose their partner by themselves quickly.</li> <li>3. Students pay attention to the picture.</li> <li>4. Students search and share the information about the picture.</li> <li>5. Students make the outline diligently.</li> <li>6. Student A writes the first draft and then student B gives some comments and suggestion.</li> <li>7. Students pay attention to the comments and suggestion seriously.</li> <li>8. Student B writes the second draft and then student A gives some comments and suggestions.</li> <li>9. Students pay attention to the teacher and try hard to understand the</li> </ol>	70 minutes

	<p>second draft and student A will check it.</p> <p>9. The teacher checks the second draft and provides some comment and suggestion for better result.</p> <p>10. The teacher asks the students to write the final writing individually.</p>	<p>correction.</p> <p>10. Students write the final writing.</p>	
<b>3.</b>	<b>Closing</b>		
	<p>1. Teacher motivates the students to improve their writing in descriptive text.</p>	<p>1. Students listen and pay attention to their teacher motivation.</p>	<p>10 inutes</p>

### 3. Observation

Observation was aimed at finding out the information that would be used to the evaluation and would be the basic reflection. Therefore, doing observation must be carefully. In observation, feeling and certain behavior during writing collaboratively would be recorded: the attitude of the students while doing their work active or passive, the contribution of every student, and their attitudes in doing writing descriptive text.

#### **4. Reflection**

Reflection was the evaluation of the action that had been done. In reflection, the data were about the process, the problem and the difficulties that had been found. It would be continued by reflection toward the effect of action.

#### **b. Second Cycle**

The researcher would do cycle II, if the first cycle was not successfully done. It means that the researcher would arrange the plan based on the problem or the procedure in cycle I. This cycle was the improvement of the previous cycle. Similar to the previous activity, this cycle was started by planning the action. After deciding the plan, the teacher applied it.

#### **1. Planning**

Planning should be based on the problem identified. Below are the things prepare:

1. The lesson plan.
2. The materials for collecting data such diary note, observation sheet and interview sheet.
3. The instrument for collecting data such diary note, observation sheet and interview sheet.
4. Preparing the facilities and media (book and dictionary) that will be used interview sheet.
5. Preparing the assignment needed for students.

## 2. Action

Action meant the process of activity that would be done. Action was the implementation of planning. On the other hand, action was guided by planning that had been made formerly. The activities can be shown in the table below.

**Table III**  
**Activities in Cycle 2**

No	Activities		Time Allocation
	Teacher`s Activities	Students` Activities	
<b>1.</b>	<b>Opening</b>		
	1. Teacher greets the students and checks attendance list. 2. Teacher does warming up and asks the students related to the topic.	1. Students give respond to the teacher`s greeting. 2. Students answer the teacher`s question.	10 minutes
<b>2.</b>	<b>Main Activities</b>		
	1. The teacher explains a little bit about descriptive text 2. The teacher divides the students into pairs. 3. The teacher asks the students to make their own outline	1. Students listen to the explanation 2. Students sit with their partner that has been divided. 3. Students write the outline diligently. 4. Student A writes the first draft and then	70 minutes

	<p>about their English teacher.</p> <p>4. The teacher asks the student A to write the first draft and student B will check it.</p> <p>5. The teacher checks the first draft and provide by some comments and suggestions.</p> <p>6. The teacher asks students B to write the second draft and student A will check it.</p> <p>7. The teacher checks the second draft and provides some comment and suggestion for better result.</p> <p>8. The teacher asks the students to write the final writing individually and collect it.</p>	<p>student B gives some comments and suggestions.</p> <p>5. Students pay attention to the comments and suggestion seriously.</p> <p>6. Student B writes the second draft and then student A gives some comments and suggestions.</p> <p>7. Students pay attention to the teacher and try hard to understand the correction.</p> <p>8. Students write the final writing and collect to the teacher..</p>	
<b>3.</b>	<b>Closing</b>		
	<p>1. Teacher motivates the students to improve their writing in descriptive text.</p>	<p>2. Students listen and pay attention to their teacher motivation.</p>	<p>10 minutes</p>

### **3. Observation**

Observation was aimed at finding out the information that would be used to the evaluation and would be the basic reflection. Therefore, doing observation must be carefully. In observation, feeling and certain behavior during writing collaboratively would be recorded: the attitude of the students while doing their work active or passive, the contribution of every student, and their attitudes in doing writing descriptive text.

### **4. Reflection**

Reflection was the evaluation of the action that had been done. In reflection, the data were about the process, the problem and the difficulties that had been found. It would be continued by reflection toward the effect of action.

### **E. The Instrument of Collecting Data**

In collecting data, Classroom Action Research (CAR) uses qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom, interview to be presented for the teacher and documentation during teaching learning process. On the other side, the quantitative data uses pre-test and post-test. The completely explanation is as follows:

### **1. Observation**

The researcher used observation to find out the scopes of observation, they are: the location, facilities, teaching and learning process, the conditions of students and class as the location of reseach.

### **2. Interview**

Before implementing Classroom Action Research, the writer asked the teacher to know students' difficulties in learning descriptive text, and the method or kinds of strategies usually used by the teacher in teaching descriptive text. The interview carried out after accomplishing Classroom Action Research (CAR) to know the teacher's response toward the idea of *Collaborative writing strategy*.

### **3. Diary Note**

Diary notes were written by the researacer to note personal evaluation of the situation in the class while teaching and learning process. Diary notes were used to describe researcher`s feeling and thoughts about the teaching and learning process. It recorded everything that happened during teaching learning process including reflection and evaluation of the implementation of Collaborative Writing in writing descriptive text.

The dairy note indicated that the students` respected and responded to the teaching writing descriptive text through Collaborative Writing. When the first time in applying this technique, the students felt confused and looked crowded. But finally it run well and give better result in writing descriptive text for every meeting.

#### **4. Test**

The test will be use in this study is pre-test and post-test. The pre-test will be conducted before implementing Collaborative writing strategy. It is to measure students' understanding in learning descriptive text at first. Meanwhile, the post-test will be conducted after using Collaborative writing strategy.

#### **F. Scoring of the Writing Test**

In scoring the test, ESL composed by Jacobs was used. The profile itself contains five components. They are:

- **Content** : The ability to think creatively and develop thoughts including all relevant to assigned topic.
- **Organization** : The ability to write in appropriate manner for particular purpose with a particular audience in mind together with an ability to select, organize and other relevant information.
- **Vocabulary** : The ability to write the word effectively and appropriate register.
- **Language use** : The ability to write correct and appropriate sentences.
- **Mechanical Skills**: The ability to use correctly those convention peculiar to written language e.g. punctuation, spelling.

The five aspects are differentially weight to emphasize

- **The content** ( 30 point )
- **Organization** ( 20 point )

- Vocabulary ( 20 point )
- Language use ( 25 point )
- Mechanic skills( 5 Point )

Therefore, for all components students would get points. The specific criteria is described in details as the following.

**Table IV**  
**Writing Score and Criteria**

1. Content

Score	Criteria
27-30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
22-26	Average to good : some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate of topic.
13-16	Very poor: does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.

2. Organization

Score	Criteria
18-20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence,

	spatial, particular to general to particular.
14-17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor, does not communicate, no organization, or not enough to evaluate.

### 3. Vocabulary

Score	Criteria
18-20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register.
14-17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10-13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
9-7	Very poor, essentially translation, little knowledge of English vocabulary, idioms and forms, not enough to evaluate.

### 4. Language Use

Score	Criteria
22-25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
18-21	Average to good : simple construction minor

	problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured.
11-17	Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.

#### 5. Mechanic Skills

score	Criteria
5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good, occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Because this kind of writing is descriptive, and descriptive has 3 generic structures, and it needs a good grammatical sequence, we also may

score the achievement of students based on generic structure and grammatical itself. There is no book which proofs this scoring, but it is appropriate to use.

**Table V**  
**Assessment and Criteria**

Assessment		Criteria	Maximum
Generic Structure	Orientation	Topic and introduction	20
	Events	Content	30
	Re-orientation	Concluding sentence	10
Grammatical feature	Textual language	grammar	40
<b>Total</b>			<b>100</b>

The indicator of success for students descriptive writing score is 70 which is graded using the criteria above considering the school standard competency.

**Table VI**  
**Criteria of Students' Achievement**

No.	Quantitative	Qualitative
1	85-100	Excellent
2	70-84	Good
3	60-69	Fair
4	50-59	Poor

5	0-49	Fail
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### G. The Technique for Analyzing the Data

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during teaching-learning process, and the quantitative data was used to analyze the students' scores. The qualitative data were analyzed from interview, observation sheet, and diary notes to describe the improvement on the students' achievement.

The quantitative data (post-test I and post-test II) were analyzed by computing the score of the writing test. The component of the writing test covered the content, organization, vocabulary, language used and mechanics. The quantitative data was analyzed by applying the following formula :

$$\bar{x} = \frac{\sum x}{n} \times 100$$

$\bar{x}$  = mean

x = individual score

n = number of student

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDING

#### A. The Data

This data of the research are qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from reported writing test. This research was conducted in one class with 21 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle was conducted in two meetings included Pre-Test. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students got the post test.

##### 1. The Quantitative Data

The quantitative data were taken from the test result on writing test, which was carried out in two cycles, there were five meetings were conducted. The test were given to the students in form of Pre-Test, Post-Test of cycle I and cycle II. The result of the students score could be seen in the following table.

**Table VII . The Students' Writing Test Score**

No.	Students' Initial Name	PRE-TEST		
		Pre-Test	Post-Test I	Post-Test II
1	AS	40	60	70

2	AR	20	20	20
3	APP	80	80	100
4	ANS	40	60	70
5	DS	42	60	70
6	DBY	52	60	80
7	FY	45	60	100
8	FA	40	70	80
9	FH	62	70	80
10	KD	43	70	90
11	MRI	52	60	90
12	MFH	40	60	70
13	MAP	50	60	80
14	NLR	70	70	90
15	RF	50	70	100
16	RS	42	80	100
17	RZ	50	80	50
18	SWN	65	80	90

19	FNA	42	60	80
20	WA	50	70	100
21	NF	50	70	80
<b>Total (Y)</b>		<b>1025</b>	<b>1380</b>	<b>1690</b>
<b>Mean (X)</b>		<b>48,8</b>	<b>65,71</b>	<b>80,5</b>

## 2. The Qualitative Data

The qualitative data were taken from observation sheet, interview, diary note and documentation.

### a. The Classroom Atmosphere in Language Teaching

The classroom atmosphere is described by using observation sheet as appendix 4.

### b. Interview

There were two interview sessions were conducted. The first interview was done before conducting the research and another was done in the end of second cycle. The researcher interviewed the English teacher and the students. In the first session, the students were interviewed about their problems in writing skill. While the second session, the students were interviewed about their respond or comments about the implementation of Collaborative Writing Strategy. From the interview which was done between researcher and teacher in the first meeting,

it was found that the teacher had a problem in teaching English because of Students to know their problem in learning English. They faced difficulties in comprehending the lesson because theirs' achievement at writing Descriptive text still low. It could be useful to interview the students in order to know the background of their difficulties. The interview which was done in the last meeting with teacher and students gave good response or opinion about Collaborative Writing Strategy which can be improved the students' ability in writing descriptive text in English. The interview sheet can be seen in appendix 5.

### **c. Diary Notes**

Diary notes were written by the researcher in every meeting during conducting the researcher. Diary notes were used to describe writer thought and feeling about teaching learning process included the reflection and evaluation in teaching learning in writing descriptive text. The researcher voted whether they were paying attention to the teacher when teacher explained the lesson and also noted the students who were active to answer the question of the material. The students who were not really serious in studying English because theirs' achievement at writing descriptive text still low. It could be proved from the result of their test. But in cycle II the students looked like to be serious and enthusiastic, active and joyful to study English so their score better then before score by used collaborative writing strategy. It could be seen from their score in Post-Test II which improved than before. It means, their writing descriptive text improved after teacher learn them through collaborative writing strategy, so students' interest to writing descriptive text by used collaborative writing strategy. The complete data can be seen in Appendix 6.

#### **d. Documentation**

Documentation as a reporting observation for researcher by encoding every moment which considered important. The documentation took while the teacher taught them in front of the classroom, when the students did writing recount text by using jumbled sentences technique and also their activity during the teaching and learning process in the classroom. The documentation could be seen in appendix 8.

### **B. Data Analysis**

#### **1. Quantitative Data**

The researcher gave tests in the end of each cycle. It was found that the means of students' score kept improving from Pre-Test until Post-Test of the cycle II. The following is data analysis of students' score:

**Table VIII . Gained Scores in Pre-Test**

<b>No.</b>	<b>Students' Initial Name</b>	<b>PRE-TEST</b>	
		<b>Score</b>	<b>Criteria success (&gt;70)</b>
1	AS	40	Unsuccessful
2	AR	20	Unsuccessful
3	APP	<b>80</b>	<b>Successful</b>
4	ANS	40	Unsuccessful

5	DS	42	Unsuccessful
6	DBY	52	Unsuccessful
7	FY	45	Unsuccessful
8	FA	40	Unsuccessful
9	FH	62	Unsuccessful
10	KD	43	Unsuccessful
11	MRI	52	Unsuccessful
12	MFH	40	Unsuccessful
13	MAP	50	Unsuccessful
14	NLR	70	<b>Successful</b>
15	RF	50	Unsuccessful
16	RS	42	Unsuccessful
17	RZ	50	Unsuccessful
18	SWN	65	Unsuccessful
19	FNA	42	Unsuccessful
20	WA	50	Unsuccessful
21	NF	50	Unsuccessful

Total (Y)	<b>1025</b>
Mean (X)	<b>48,8</b>

From the table of Pre-Test, the total score of students was 1025 and the number of students who took the test was 21 students, so the students' mean was:

$$\text{Formula, } \bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1025}{21} = 48,8$$

From the analysis above, students' achievement at writing descriptive text was low. The mean of students was 48,8. And to look the number of students who were competent in writing descriptive text test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{19}{21} = 0,90 \times 100 = 90 \%$$

$$P_2 = \frac{2}{21} = 0,095 \times 100 = 10 \%$$

**Table IX. Distribution of Gaining Scores on Writing Descriptive Text Test of Pre-Test**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b><math>P_1</math></b>	<b>Unsuccessful</b>	19	90 %

<b>P<sub>2</sub></b>	<b>Successful</b>	2	10 %
<b>Total</b>		21	100 %

From the table analysis, it can be seen that the students' ability in descriptive text was still low. The mean of students was 48,8. From the criteria 2 students got successful score it was only 10 %. In other one 19 students got unsuccessful score or it was only 90 %. It could conclude that the students' ability at writing descriptive text is still low. Further the researcher did treatment by collaborative writing strategy to improve students' ability in writing descriptive text, to know the result of the strategy then the researcher gave test in the end of cycle 1 as Post-Test. It can be seen in the following table:

**Table X. Gain Scores on Writing Descriptive Text Test of Post-Test in Cycle I**

No.	Students' Initial Name	CYCLE 1	
		Score	Criteria success (>70)
1	AS	60	Unsuccessful
2	AR	20	Unsuccessful
3	APP	80	<b>Successful</b>
4	ANS	60	Unsuccessful

5	DS	60	Unsuccessful
6	DBY	60	Unsuccessful
7	FY	60	Unsuccessful
8	FA	70	<b>Successful</b>
9	FH	70	<b>Successful</b>
10	KD	70	<b>Successful</b>
11	MRI	60	Unsuccessful
12	MFH	60	Unsuccessful
13	MAP	60	Unsuccessful
14	NLR	70	<b>Successful</b>
15	RF	70	<b>Successful</b>
16	RS	80	<b>Successful</b>
17	RZ	80	<b>Successful</b>
18	SWN	80	<b>Successful</b>
19	FNA	60	Unsuccessful
20	WA	70	<b>Successful</b>
21	NF	70	<b>Successful</b>

Total (Y)	<b>1380</b>
Mean (X)	<b>65,7</b>

From the table of Post-Test 1, the total score of students was 1380 and the number of students who took test was 21 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum x}{n}$$

$$X = \frac{1380}{21} = 65,7$$

From the analysis above, students' ability in writing descriptive text was low. The mean of students was 65,7 and to look the number of students who were competent in writing descriptive text test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{10}{21} = 0,47 \times 100 = 50 \%$$

$$P_2 = \frac{11}{21} = 0,52 \times 100 = 50 \%$$

**Table XI. Distribution of Gaining Scores on Writing  
Descriptive Text Test of Post-Test cycle I**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
$P_1$	Unsuccessful	10	50 %
$P_2$	Successful	11	50 %
<b>Total</b>		21	100 %

From the table analysis, the students' ability in writing descriptive text was fair. The mean of students was 65,7. From the criteria 11 students got successful score it was 50 %. In other one 10 students for unsuccessful score or it was 50 %. It can be concluded that the students' ability in writing descriptive text is was fair. The result of Post-Test cycle I is categorized fair successful. The result of standard of minimum competence (SKM) minimum was >70 score. The average of students' achievement got 65,7. The score was got after applying Collaborative Writing Strategy in cycle I. it can be concluded that the learning process in cycle I was successful because the students who got successful are 11 students and 10 Students failed. Then, next action was continued in cycle II.

**Table XII. Gain Scores on Writing Descriptive Text Test of Post-Test in  
Cycle II**

No.	Students' Initial Name	CYCLE II	
		Score	Criteria Success (>70)
1	AS	70	<b>Successful</b>
2	AR	20	Unsuccessful
3	APP	100	<b>Successful</b>
4	ANS	70	<b>Successful</b>
5	DS	60	Unsuccessful
6	DBY	80	<b>Successful</b>
7	FY	100	<b>Successful</b>
8	FA	80	<b>Successful</b>
9	FH	80	<b>Successful</b>
10	KD	90	<b>Successful</b>
11	MRI	90	<b>Successful</b>
12	MFH	70	<b>Successful</b>
13	MAP	80	<b>Successful</b>

14	NLR	90	<b>Successful</b>
15	RF	100	<b>Successful</b>
16	RS	100	<b>Successful</b>
17	RZ	50	Unsuccessful
18	SWN	90	<b>Successful</b>
19	FNA	80	<b>Successful</b>
20	WA	100	<b>Successful</b>
21	NF	80	<b>Successful</b>
Total (Y)		<b>1690</b>	
Mean (X)		<b>80,5</b>	

From the table of Post-Test II, the total score of students was 1690 and the number of students who took test was 21 students, so the students' mean was:

$$\text{Formula, } \bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1690}{21} = 80,5$$

From the analysis above, students' ability in writing descriptive text was good. The mean of students was 80,5 and to look the number of students who were competent in writing descriptive text test was calculated by applying the following formula:

Formula,  $P = \frac{R}{T} \times 100 \%$

$$P_1 = \frac{3}{21} = 0,14 \times 100 = 14 \%$$

$$P_2 = \frac{18}{21} = 0,85 \times 100 = 86 \%$$

**Table XIII. Distribution of Gaining Scores on Writing Descriptive Text Test of Post-Test Cycle II**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
$P_1$	Unsuccessful	3	14 %
$P_2$	Successful	18	86 %
<b>Total</b>		21	100 %

From the table analysis, the students' ability in writing descriptive text was improved. The mean of students was 80,9. From the criteria 18 students got successful score it was 86 %. In other one 3 students for unsuccessful score or it was only 14%. It can be concluded that the students' ability in writing descriptive text improved. Post-Test cycle II was categorized successful. The result of standard of minimum competence (SKM) minimum was >70 score.

**Table XIV. Gaining Scores of Post-Test in cycle I and Cycle II**

No	Students' Initial Name	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria Success (>70)	Score	Criteria Success (>70)	Score	Criteria Success (>70)
1	AS	40	Unsuccessful	60	Unsuccessful	<b>70</b>	<b>Successful</b>
2	AR	20	Unsuccessful	20	Unsuccessful	20	Unsuccessful
3	APP	<b>80</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>	<b>100</b>	<b>Successful</b>
4	ANS	40	Unsuccessful	60	Unsuccessful	<b>70</b>	<b>Successful</b>
5	DS	42	Unsuccessful	60	Unsuccessful	60	Unsuccessful
6	DBY	52	Unsuccessful	60	Unsuccessful	<b>80</b>	<b>Successful</b>
7	FY	45	Unsuccessful	60	Unsuccessful	<b>100</b>	<b>Successful</b>
8	FA	40	Unsuccessful	<b>70</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>
9	FH	62	Unsuccessful	<b>70</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>
10	KD	43	Unsuccessful	<b>70</b>	<b>Successful</b>	<b>90</b>	<b>Successful</b>
11	MRI	52	Unsuccessful	60	Unsuccessful	<b>90</b>	<b>Successful</b>
12	MFH	40	Unsuccessful	60	Unsuccessful	<b>70</b>	<b>Successful</b>
13	MAP	50	Unsuccessful	60	Unsuccessful	<b>80</b>	<b>Successful</b>

14	NLR	70	Successful	70	Successful	90	Successful
15	RF	50	Unsuccessful	70	Successful	100	Successful
16	RS	42	Unsuccessful	80	Successful	100	Successful
17	RZ	50	Unsuccessful	80	Successful	50	Unsuccessful
18	SWN	65	Unsuccessful	80	Successful	90	Successful
19	FNA	42	Unsuccessful	60	Unsuccessful	80	Successful
20	WA	50	Unsuccessful	70	Successful	100	Successful
21	NF	50	Unsuccessful	70	Successful	80	Successful
<b>Total (Y)</b>		<b>1025</b>		<b>1380</b>		<b>1690</b>	
<b>Mean (X)</b>		<b>48,8</b>		<b>65,7</b>		<b>80,5</b>	

The mean of students' achievement improved on Pre-Test, Post-Test on cycle I and Post-Test on cycle II. And the percentage of students' ability at writing descriptive text was shown as follow:

**Table XV. The result of students' success score**

Meeting		Students Who Get Score >70	Percentage
Pre-Test	I	2	10 %
Cycle 1	II	11	50 %

<b>Cycle 2</b>	<b>IV</b>	18	86 %
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The result showed the improvement of students score from the Pre-Test to Post-Test cycle II. In the Pre-Test, there was only 10 % (2 student) who got point >70. In the post test cycle I there was 50 % (11 students) who get point >70. The improvement was about 40 %. The post test of cycle II, there 86 % (18 students) who got point >70. The improvement was about 36 %. And the total improvement of the students' score from Pre-Test to Post-Test of cycle II was 76 %. It can be concluded that Collaborative Writing Strategy effectively and efficiently in helping students to writing descriptive text for eight grade of MTs Muhammadiyah 01 Medan, and this method had applied successfully and able to improve students' achievement at writing descriptive text.

## **2. Qualitative data**

### **a. First cycle**

The first cycle was done in two meetings, the details explanation below:

#### **Planning**

The plan was arranged before researcher conducting the research. First of all, researcher a prepared a lesson plan for 2 meetings. The topic discussed about "descriptive text". In the planning of Action Research, researcher had been prepared:

1. Reading material which is suitable with topic discussion. The topic of reading material was descriptive text.

2. Collaborative Writing Strategy which related to with descriptive text.
3. Exercise about descriptive text.

All of the material above are used by researcher to be taught to the students in the classroom.

### **Action**

In the first cycle the researcher as the teacher, which introduced the topic discussion and also handed out the reading text and the exercise to every student. Teacher did the warming up about the topic which was discussed. Warned up which done by teacher was the simple question about Descriptive text. The question were:

1. What is descriptive text?
2. What the example of descriptive text?

After a warned up, teacher explained deeper how to write. The teacher also review the procedure deeper how to write descriptive text. Then the teacher would collect the students' works.

In the last meeting of studying, teacher handed collaborative writing strategy to every student. Teacher gave instruction to the students about collaborative writing strategy. Before teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

### **Observing**

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did collaborative writing strategy although some of them still lack of descriptive text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to write descriptive text of collaborative writing strategy. The activity of students could be seen in Diary Notes and also documentation which written and took by researcher during the teaching and learning process in classroom. It could be seen in the appendix.

### **Reflecting**

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score of Pre-Test. But, it needed more improvement in their reported because some of them still confused and difficult to understand some recount text.

To repair the disadvantages and to improve the result of Post-Test in cycle I, so the researcher planned the cycle II as follow:

1. The explanation of the lesson more clearly.
2. Give many opportunities to the students' to ask question.
3. Make the students' more active in teaching and learning process.

In second cycle, researcher as teacher improved their achievement at descriptive text mastery which was given to them related to the topic discussion.

## **b. Second Cycle**

After doing the first cycle, the students' problems were found and it gives information about students' descriptive text. Therefore, the researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about descriptive text which is suitable with topic discussion. The second cycle of action research as follow:

### **Planning**

In this phase, based on the disadvantages that found in cycle I so alternative to problem solving in cycle I as follow:

1. The explanation of the lesson more clearly.
2. Give many opportunities to the students to ask a question.
3. Make the students more active in teaching and learning process.

The researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' descriptive text. The topic of study which discussed in cycle II was writing descriptive text. The teaching and learning process almost same like the process in cycle I and also the preparation of it:

1. Reading material which is suitable with topic discussion. The topic of reading material was writing descriptive text.
2. Collaborative writing strategy which related to with writing descriptive text.

3. Exercise about descriptive text.

### **Action**

In the second cycle, researcher handed out the topic about “My School” and also an exercise which still related with it. Before teacher taught the lesson, it would be better for teacher to do the warmed up to the students. The warmed up was still in form of question and students should be answered the question which given to them. The question were:

1. What is descriptive text?
2. What the example of descriptive text?

After warmed up, teacher continued the study and asked them to test. The teacher also review the procedure deeper how to write descriptive text. Then the teacher would collect the students’ works.

In the last meeting of studying, the teacher gave the collaborative writing strategy to every student. Teacher gave instruction to the students about collaborative writing strategy. Before teacher gave them a test in cycle II, teacher review the topic of study which had been discussed in the classroom in order to make them easier to answer the test.

### **Observing**

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about writing descriptive text. The really liked the topic discussion

which given the test of descriptive text. They were active during teaching learning process and more enthusiastically than before.

### **Reflecting**

Based on the observation and test done by the students, it can be concluded that:

1. The researcher was able to improve the students' ability in writing descriptive text through collaborative writing strategy.
2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' mean was 65,7 %. And in the cycle II, it increase become 80,5 %.

Based on the observation and the result of their test, researcher concluded that the students had achievement in writing descriptive text through collaborative writing strategy. The students' score in the second cycle had improved then in the first cycle.

### **C. Research Finding**

The result was indicated that there was an improvement on the students' achievement in writing descriptive text through collaborative writing strategy as a technique. The mean of the first cycle was 65,7. It was very low. The mean of second cycle was 80,5. It was indicated that the score and the mean in second cycles were better than first cycle. The percentage of students who got point >70 also grew up. In the Pre-Test, the students who got point >70 were only 2 student (10%). In the Post-Test of cycle I students who got point >70 there were 11 students (50%). It means that there was improving about 40%, the post test of cycle II, students who got point >70 there were there 18 students (86 %) who got point >70 and the improvement was about 36%. For the total improvement of the students' score from Pre-Test to Post-Test cycle II was 76 %. In other words, the students' achievement in writing descriptive text was become well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding besides the quantitative data were organized from the diary notes, interview, observation sheet and documentation. All of there was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of collaborative writing strategy as the technique was improving.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based in the data an analysis was done by the researcher, the researcher finds are that:

1. The students' achievement in writing descriptive text before applying the collaborative writing strategy was low. It was showed from the mean of Pre-Test was 48,8. Where, there was only 2 student who got successful score criteria above 70 or it was only 10 % and 19 students who got unsuccessful or it was 90 %.
2. The students' achievement in writing descriptive text improvement after applying collaborative writing strategy. The result of the data analysis showed that there was an improvement of the result of the students' achievement in writing descriptive text from each cycle. After doing Post-Test cycle I, there was an improvement of the result of the students' mean was 65,7. Where, 11 students who got successful score criteria above 70 or it was 50 % and 10 students who got unsuccessful score criteria above 70 or it was 50 %. Then, doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students' mean was 80,5. Where, 18 students who got successful score criteria above 70 or it was 86 % and 3 students who got unsuccessful score criteria above 70 or it was 14 %. In other words, the students' achievement at writing descriptive text was improved. And based on interview sheet, observation

sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved.

3. Then researcher implemented the collaborative writing strategy in Post-Test cycle I and cycle II. By using collaborative writing strategy were active, enthusiastic, and joyful to follow the teaching and learning process.

## **B. Suggestion**

Having seen the result of the study, the following suggestion are offered to be considered:

1. For the teacher of English, they should apply technique in teaching grammar especially writing descriptive text so that the students can be more active, enthusiastic and enjoyable during teaching learning process.
2. The students should practice their writing descriptive text in terms of developing and improving their writing descriptive text. Where as the writing descriptive text is very important for in writing achievement.
3. To other researcher, as the information to get the good method to improve the students' achievement in writing descriptive text.

## APPENDIX 1

### LESSON PLAN

#### (Cycle 1)

School : MTs Muhammadiyah 01 Medan

Subject : English Lesson

Class : VIII

Aspect/Skill : Writing

Time : 2 x 45 minutes (meeting 1)

#### A. Standard of Competency

To express meaning in form of short functional descriptive text and procedure text to interact with surrounding.

#### B. Basic Competency

To express meaning and rhetorical steps in form of simple short essay by using kinds of written form accurately, fluently, and interactively to interact with the surrounding in form of descriptive text and procedure text.

#### C. Indicators

Students are able to:

- recognize descriptive text,
- make descriptive text.

#### D. Learning Objectives

At the end of the learning process is:

- Students are able to recognize descriptive text,
- Students are able to make descriptive text.

### E. Learning Material

- Descriptive text is a kind of text which purpose to give information.
- The purpose of descriptive text is to describe a particular place, thing, or person.
- Text organization: Identification (mention the special participant) and Description(mention the part, quality, and characteristics of subject being described).
- Language features:
  - It uses simple present tense.
  - It uses adjectives and noun phrase.
  - It may use degree of comparison.

### F. Learning Method

Collaborative Writing Strategy

### G. Learning Activities

Activities	Description	Time Allocation
<b>Opening</b>	3. Teacher greets the students and checks attendance list. 4. Teacher gives motivation and brainstorming.	10 minutes
<b>Main Activities</b>	11. The teacher explains a little bit about descriptive text 12. The teacher asks the students to choose their partner. 13. The teacher gives one picture for each pair. 14. The teacher asks the students to search and to share information about the picture in pairs. 15. The teacher asks the students to make their own outline based on the information they found. 16. The teacher asks the	70 minutes

	<p>students A to write the first draft and student B will check it.</p> <p>17. The teacher checks the first draft and provide by some comments and suggestions.</p> <p>18. The teacher asks students B to write the second draft and student A will check it.</p> <p>19. The teacher checks the second draft and provides some comment and suggestion for better result.</p> <p>20. The teacher asks the students to write the final writing individually.</p>	
<b>Closing</b>	2. Teacher motivates the students to improve their writing in descriptive text.	11 minutes

#### **H. Learning Resource, Media and Tools**

1. Learning Resource : LKS
2. Media : Pictures
3. Tools : Markers and Worksheet

#### **I. Assessment**

##### a. Process assessment

Process evaluation is conducted during the teaching learning process of writing by Contextual Teaching Learning.

#### **Cognitive**

Table 1. SCORING RUBRIC

Instrument: Writing a procedure text

No		Aspect of Writing	Total Score	Score	Description
		Grammar	20	16-20	Grammar is mostly correct
				10-15	Grammar is less

1.	ACCURACY			10	correct but it doesn't influence the meaning Grammar is less correct and it influences the meaning
		Vocabulary	20	16-20 10-15 10	Vocabulary choice is appropriate Vocabulary choice is less appropriate but it doesn't influence the meaning Vocabulary choice is less appropriate and it influence the meaning
		Mechanics	15	11-15 6-10 10	The punctuation and spelling are mostly correct The punctuation and spelling are less correct and they don't influence the meaning The punctuation and spelling are less correct and they influence the meaning
2.	FLUENCY			16-20 10-15 10	The ideas are clear, attractive and easy to read The ideas are monotonous but still easy to read The ideas are unclear and difficult to read
		Organization	25	20-25 10-19 10	The ideas are organized, logically, and clearly The ideas are organized, less logically, and clearly The ideas are



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Halimatussa`diah

Sri wahyuni

NIM.

## **LESSON PLAN**

**(Cycle 2)**

School : MTs Muhammadiyah 01 Medan

Subject : English Lesson

Class : VIII

Aspect/Skill : Writing

Time : 2 x 45 minutes (meeting 2)

#### **A. Standard of Competency**

To express meaning in form of short functional descriptive text and procedure text to interact with surrounding.

#### **B. Basic Competency**

To express meaning and rhetorical steps in form of simple short essay by using kinds of written form accurately, fluently, and interactively to interact with the surrounding in form of descriptive text and procedure text.

#### **C. Indicators**

Students are able to:

- recognize descriptive text,
- make descriptive text.

#### **D. Learning Objectives**

At the end of the learning process is:

- Students are able to recognize descriptive text,
- Students are able to make descriptive text.

#### **E. Learning Material**

- Descriptive text is a kind of text which purpose to give information.
- The purpose of descriptive text is to describe a particular place, thing, or person.
- Text organization: Identification (mention the special participant) and Description(mention the part, quality, and characteristics of subject being described).
- Language features:
  - It uses simple present tense.

- It uses adjectives and noun phrase.
- It may use degree of comparison.

## F. Learning Method

Collaborative Writing Strategy

## G. Learning Activities

Activities	Description	Time Allocation
<b>Opening</b>	3. Teacher greets the students and checks attendance list. 4. Teacher does warming up and asks the students related to the topic.	10 minutes
<b>Main Activities</b>	9. The teacher explains a little bit about descriptive text 10. The teacher divides the students into pairs. 11. The teacher asks the students to make their own outline about their English teacher. 12. The teacher asks the student A to write the first draft and student B will check it. 13. The teacher checks the first draft and provide by some comments and suggestions. 14. The teacher asks students B to write the second draft and student A will check it. 15. The teacher checks the second draft and provides some	70 minutes

	comment and suggestion for better result. 16. The teacher asks the students to write the final writing individually and collect it.	
<b>Closing</b>	3. Teacher motivates the students to improve their writing in descriptive text.	10 Minutes

### H. Learning Resource, Media and Tools

1. Learning Resource : LKS
2. Media : Pictures
3. Tools : Markers and Worksheet

### I. Assessment

#### a. Process assessment

Process evaluation is conducted during the teaching learning process of writing by Contextual Teaching Learning.

### Cognitive

Table 1. SCORING RUBRIC

Instrument: Writing a procedure text

No		Aspect of Writing	Total Score	Score	Description
		Grammar	20	16-20 10-15 10	Grammar is mostly correct Grammar is less correct but it doesn't influence the meaning Grammar is less correct and it influences the

1.	ACCURACY	Vocabulary	20	16-20	meaning Vocabulary choice is appropriate
				10-15	Vocabulary choice is less appropriate but it doesn't influence the meaning
				10	Voacabulary choice is less appropriate and it influence the meaning
		Mechanics	15	11-15	The punctuation and spelling are mostly correct
				6-10	The punctuation and spelling are less correct and they don't influence the meaning
				10	The punctuation and spelling are less correct and they influence the meaning
2.	FLUENCY	Fluency	20	16-20	The ideas are clear, attractive and easy to read
				10-15	The ideas are monotonous but still easy to read
				10	The ideas are unclear and difficult to read
		Organization	25	20-25	The ideas are organized, logically, and clearly
				10-19	The ideas are organized, less logically, and clearly
				10	The ideas are organized illogically

**Affective**

Instrument: Observation sheet of students' characters

Indicators evaluated:

1. Show enthusiasm to the teacher's explanation
2. Show responsibility while doing the exercises
3. Show discipline during the class

Observation sheet of students' activities

No	Names	1	2	3	Excellent (80-90)	Good (70-79)	Not Good (60-69)
1.							
2.							
3.							
4.							
5.							
...							

Note:

Excellent : 3 indicators performed

Good : 2 indicators performed

Not good : 1 indicators performed

Medan, April 2017

Knowing,

Principal

English Teacher

Researcher

of MTs Muhammadiyah

of Grade VIII

Drs. Ahmad Al-Pahri

Halimatussa`diah

Sri wahyuni

NIP/NIK. 760.642

NIM. 34133051

## APPENDIX II

### THE STUDENTS NAME OF 8<sup>Th</sup> GRADE MTS MUHAMMADIYAH 01

#### MEDAN

<b>NO</b>	<b>NAME OF STUDENTS</b>	<b>INITIAL NAME</b>
<b>1</b>	Akbar Syahputra	<b>AS</b>
<b>2</b>	Ahmad Ridho	<b>AR</b>
<b>3</b>	Agil Pratama Putra	<b>APP</b>
<b>4</b>	Anisa Sintia	<b>ANS</b>
<b>5</b>	Dini Syahfitri	<b>DS</b>
<b>6</b>	Desbriyandi Nst	<b>DBY</b>
<b>7</b>	Febri Yanata	<b>FY</b>
<b>8</b>	Feri Andika	<b>FA</b>
<b>9</b>	Fauziah Henny	<b>FH</b>
<b>10</b>	Khairul Dhuha	<b>KD</b>
<b>11</b>	M. Rian Inanda	<b>MRI</b>
<b>12</b>	M. Firzi Habib	<b>MFH</b>
<b>13</b>	M. Andre Pratama	<b>MAP</b>
<b>14</b>	Nurliana Rahmadhani	<b>NLR</b>
<b>15</b>	Rahmat Fadilah	<b>RF</b>
<b>16</b>	Risky Sulistyawati	<b>RS</b>
<b>17</b>	Risky	<b>RZ</b>
<b>18</b>	Sri Wahyu Ningsih	<b>SWN</b>
<b>19</b>	Fina Nurul Amalia	<b>FNA</b>

<b>20</b>	Walaili Ilham	<b>WI</b>
<b>21</b>	Nurul Fadhilah	<b>NF</b>

### APPENDIX III

#### THE TABLE COMPETENCES OF THE RESULT PRE-TEST

No.	Students' Initial Name	PRE-TEST	
		Score	Criteria success (>70)
1	AS	40	Unsuccessful
2	AR	20	Unsuccessful
3	APP	<b>80</b>	<b>Successful</b>
4	ANS	40	Unsuccessful
5	DS	42	Unsuccessful
6	DBY	52	Unsuccessful
7	FY	45	Unsuccessful
8	FA	40	Unsuccessful
9	FH	62	Unsuccessful
10	KD	43	Unsuccessful
11	MRI	52	Unsuccessful
12	MFH	40	Unsuccessful
13	MAP	50	Unsuccessful
14	NLR	<b>70</b>	<b>Successful</b>
15	RF	50	Unsuccessful
16	RS	42	Unsuccessful
17	RZ	50	Unsuccessful
18	SWN	65	Unsuccessful
19	FNA	42	Unsuccessful
20	WA	50	Unsuccessful
21	NF	50	Unsuccessful
Total (Y)		<b>1025</b>	
Mean (X)		<b>48,8</b>	

**THE TABLE COMPETENCES OF THE RESULT POST-TEST CYCLE I**

No.	Students' Initial Name	CYCLE 1	
		Score	Criteria success (>70)
1	AS	60	Unsuccessful
2	AR	20	Unsuccessful
3	APP	<b>80</b>	<b>Successful</b>
4	ANS	60	Unsuccessful
5	DS	60	Unsuccessful
6	DBY	60	Unsuccessful
7	FY	60	Unsuccessful
8	FA	<b>70</b>	<b>Successful</b>
9	FH	<b>70</b>	<b>Successful</b>
10	KD	<b>70</b>	<b>Successful</b>
11	MRI	60	Unsuccessful
12	MFH	60	Unsuccessful
13	MAP	60	Unsuccessful
14	NLR	<b>70</b>	<b>Successful</b>
15	RF	<b>70</b>	<b>Successful</b>
16	RS	<b>80</b>	<b>Successful</b>
17	RZ	<b>80</b>	<b>Successful</b>
18	SWN	<b>80</b>	<b>Successful</b>
19	FNA	60	Unsuccessful
20	WA	<b>70</b>	<b>Successful</b>
21	NF	<b>70</b>	<b>Successful</b>
Total (Y)		<b>1380</b>	
Mean (X)		<b>65,7</b>	

**THE TABLE COMPETENCES OF THE RESULT POST-TEST CYCLE II**

No.	Students' Initial Name	CYCLE II	
		Score	Criteria Success (>70)
1	AS	<b>70</b>	<b>Successful</b>
2	AR	20	Unsuccessful
3	APP	<b>100</b>	<b>Successful</b>
4	ANS	<b>70</b>	<b>Successful</b>
5	DS	60	Unsuccessful
6	DBY	<b>80</b>	<b>Successful</b>
7	FY	<b>100</b>	<b>Successful</b>
8	FA	<b>80</b>	<b>Successful</b>
9	FH	<b>80</b>	<b>Successful</b>
10	KD	<b>90</b>	<b>Successful</b>
11	MRI	<b>90</b>	<b>Successful</b>
12	MFH	<b>70</b>	<b>Successful</b>
13	MAP	<b>80</b>	<b>Successful</b>
14	NLR	<b>90</b>	<b>Successful</b>
15	RF	<b>100</b>	<b>Successful</b>
16	RS	<b>100</b>	<b>Successful</b>
17	RZ	50	Unsuccessful
18	SWN	<b>90</b>	<b>Successful</b>
19	FNA	<b>80</b>	<b>Successful</b>
20	WA	<b>100</b>	<b>Successful</b>
21	NF	<b>80</b>	<b>Successful</b>
Total (Y)		<b>1690</b>	
Mean (X)		<b>80,5</b>	

## APPENDIX IV

### OBSERVATION SHEET (CYCLE I)

Date :  
Students : Grade VIII  
School : MTs Muhammadiyah 01 Medan  
Subject : English

FOCUS	TOPIC	YES	NO
<b>The researcher as the teacher</b>	<ol style="list-style-type: none"><li>1. Teacher comes on time.</li><li>2. Teacher greets the student.</li><li>3. Teacher absents the student.</li><li>4. Teacher motivates the students.</li><li>5. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>6. Teacher tells to students the goal of the study.</li><li>7. Teacher prepare the topic and show to the students the step of Collaborative writing strategy</li><li>8. Teacher gives explanation about the topic of study.</li><li>9. Teacher explains the material clearly.</li><li>10. Teacher uses media of teaching.</li><li>11. Teacher gives students chance to ask the teacher related to the topic of</li></ol>		

	<p>study.</p> <p>12. Teacher gives test to the student.</p> <p>13. Teacher uses the time effectively.</p> <p>14. Teacher concludes the material of teaching.</p>		
<b>Students</b>	<p>15. Students come to class on time.</p> <p>16. Students pay attention then give their response.</p> <p>17. Students study seriously.</p> <p>18. Students are interested and enthusiastic in studying.</p> <p>19. The students participate in learning process.</p> <p>20. Students ask the teacher about material that they do not understand.</p> <p>21. Students answer the question who is giving by the teacher.</p> <p>22. The students' motivation in teaching and learning process.</p> <p>23. The relationship between students and the teacher.</p> <p>24. Students do the test seriously.</p>		

Medan, Mei

2017

English Teacher

( )

**OBSERVATION SHEET**  
**(CYCLE II)**

Date :  
 Students : Grade VIII  
 School : MTs Muhammadiyah 01 Medan  
 Subject : English

FOCUS	TOPIC	YES	NO
<b>The researcher as the teacher</b>	<ol style="list-style-type: none"> <li>1. Teacher comes on time.</li> <li>2. Teacher greets the student.</li> <li>3. Teacher absents the student.</li> <li>4. Teacher motivates the students.</li> <li>5. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li> <li>6. Teacher tells to students the goal of the study.</li> <li>7. Teacher prepare the topic and show to the students the step of Collaborative writing strategyTeacher gives explanation about the topic of study.</li> <li>8. Teacher explains the material clearly.</li> <li>9. Teacher uses media of teaching.</li> <li>10. Teacher gives students chance to ask the teacher related to the topic of study.</li> <li>11. Teacher gives test to the student.</li> <li>12. Teacher uses the time effectively.</li> </ol>		

	13. Teacher concludes the material of teaching.		
<b>Students</b>	14. Students come to class on time. 15. Students pay attention then give their response. 16. Students study seriously. 17. Students are interested and enthusiastic in studying. 18. The students participate in learning process. 19. Students ask the teacher about material that they do not understand. 20. Students answer the question who is giving by the teacher. 21. The students' motivation in teaching and learning process. 22. The relationship between students and the teacher. 23. Students do the test seriously.		

Medan, Mei 2017

English Teacher

( )

## APPENDIX V

### INTERVIEW SHEET WITH ENGLISH TEACHER

#### *First Meeting*

- The researcher :what is the background of your education, Miss ?
- The teacher :I am English teacher graduate from IAIN-SU
- The researcher :How long have you been teaching here ?
- The teacher :About 5th year
- The researcher :How are the students responses in study English?
- The teacher :almost the students not respond in English, may be just 2 or more the students are respond in English.
- The researcher :what do you think about the students of this class?
- The teacher :I don't know exactly because sometime they are spirit to studying English and sometime they are lazy to studying English.
- The researcher :what are the obstacles that you are facing in teaching English in classroom ?
- The teacher :many, we have many problems in teaching English to the students in the classroom. They are really hard to understand a one word, so it's caused the students seem very lazy to studying English.

The researcher :How do you teach English Grammar especially writing descriptive text to the students in the classroom?

The teacher :I never use technique to teach my students in learning descriptive text. Just explain and they make written.

### *Last meeting*

The researcher :What did you think about collaborative writing strategy that I had taught to improve the students' achievement in writing descriptive text in the classroom ?

The teacher :Sure, it's really good technique to teach students through collaborative writing strategy. Many advantages that we could get from this technique. They seems really enjoyable and enthusiastically.

## INTERVIEW SHEET WITH THE STUDENTS

### *First Meeting*

The researcher : Do you like studying English? why?

The student : No, because English is difficulties language

The researcher : what difficulties do you always face when you study English ?

The student : the difficulties when I make the sentences in grammar.

The researcher : have you ever tried to study by using collaborative writing strategy when studying write descriptive text?

The student : No, I never tried to study by using collaborative writing strategy.

### *Last meeting*

The researcher : have you ever got a technique namely collaborative writing strategy in learning English in the classroom before?

The student : No, Miss. I never got that method.

The researcher : what do you think about collaborative writing strategy in studying English?

The student : it's a good technique miss. I can make descriptive text easy now.

The researcher : Do you think collaborative writing strategy could help you to improve your writing descriptive text?

The student :Yes, Miss. collaborative writing strategy can help me to improve my writing descriptive text.

## **APPENDIX VI**

### **DIARY NOTES**

#### ***First Meeting (Thursday, 6<sup>th</sup> April 2017)***

The first meeting, before came into the classroom, the researcher interviewed the English teacher first, asked about the condition of the class and the students. At the beginning of the lesson in the first cycle, the researcher introduced herself. Some student looked enthusiastic of the researcher's coming, then the researcher gave an orientation test to the students' basic knowledge about descriptive writing. The researcher ask the student to make descriptive text based on the picture that given by researcher. The student can make the descriptive text, but sometimes ask several vocabularies. The researcher gave thirty minutes to the students make the descriptive text. They write the written in a paper.

#### ***Second meeting (Tuesday, 11<sup>th</sup> April 2017)***

This meeting, the researcher explains the definition of descriptive text and gave the example of descriptive text. The students listen or attend the researcher's explanation. The lesson was focused on understanding of descriptive text and the example of descriptive text.

For this meeting students were serious and paid attention to the researcher explanation and some of student active asked question. When the researcher explanation the method that would be applied, some of students looked so interesting. Then the teacher share the exercise paper to them every student got

one. The students finished their exercise. They did it enthusiastically. After finished doing the exercise, the researcher and the students discussed the exercise together. This meeting was better than the first meeting.

***Third meeting (Thursday, 13<sup>th</sup> April 2017)***

This meeting was enjoyable. Students felt interested during the learning process because this meeting was to continue the material. Then the researcher share the test paper to them, every student got one. They were more active and enthusiastic to do their test paper of descriptive text. Based on the result of descriptive text, it was found that students' descriptive text was improved to develop as many as test they were able. It was better than the descriptive text test of Pre-Test.

***Fourth Meeting (Tuesday, 18<sup>th</sup> April 2017)***

This meeting, the researcher explained more about descriptive text deeply. For this meeting students were serious and paid attention to the researcher explanation and some of student active asked the question. It because the learning process run actively. When the researcher explained the technique that would be applied, some of students looked so interesting. Then the researcher share the exercise paper to them every student got one. Then all of the students write the descriptive text to finish their exercise. They did it enthusiastically. After finished

doing the exercise, the researcher and the students discussed the exercise together. This meeting was better than the third meeting.

*Fifth meeting (Thursday, 20<sup>th</sup> April 2017)*

This meeting was enjoyable. The students felt interested during the learning process because this meeting was to continue the material. Then the researcher share the test paper to them, every students got one. The researcher gave new test for post-test II in this meeting, based on the result of descriptive text score, it was found that the students' descriptive text was improved to develop as many test they were able. It was better than the descriptive text test of post-test I.

Generally, all of students had been able to make collaborative writing and improve descriptive text. It could be seen from the writing test score that the students' score had been improved in every tests. In this last meeting, the learning process was very conductive, fine and active. Collaborative writing strategy had successfully worked in helping students' descriptive text. It was effective and applicable. Based on the reflection of the cycle II, this research could be applied because students' achievement in writing descriptive text had been improved. After conducting these two cycles, student were interview in order to got their opinions, responses, and perceptions about the implementation of Collaborative writing strategy as the technique to improve descriptive text.

## APPENDIX VII

### RESEARCH SCHEDULE

<b>No.</b>	<b>Day/Date</b>	<b>Activity</b>
1	Wednesday/ 5 <sup>th</sup> April 2017	Permission to headmaster for doing research and observation
2	Thursday/ 6 <sup>th</sup> April 2017	Introduction and doing Pre-Test
3	Tuesday/ 11 <sup>th</sup> April 2017	1 <sup>st</sup> meeting for cycle 1
4	Thursday/13 <sup>th</sup> April 2017	2 <sup>nd</sup> meeting for doing Post-Test cycle 1
5	Tuesday/ 18 <sup>th</sup> April 2017	3 <sup>rd</sup> meeting for cycle II
6	Thursday/ 20 <sup>rd</sup> April 2017	4 <sup>th</sup> meeting for doing Post-Test cycle II
7	Tuesday/ 25 <sup>th</sup> April 2017	Permission to headmaster for finishing research and observation

**APPENDIX VIII**

**DOCUMENTATION SHEET**







