



**THE EFFECT OF COLLABORATIVE WRITING STRATEGY ON
STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT IN MTS
ALWASHLIYAH TEMBUNG 2016/2017**

THESIS

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan as a Partial
Fulfillment of the Requirements for S-1 Program (S.Pd)*

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2017



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Medan, Mei 2017

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Assalamualaikum Wr.Wb

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Tembung of 2016/2017 ”.**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU
Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
kasih.

Wassalam,

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, Mei 2017

Yang Membuat Pernyataan

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ABSTRACT

AULIA RIZKY RAMADHANI, THE EFFECT OF COLLABORATIVE WRITING STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT IN MTS ALWASHLIYAH TEMBUNG IN THE ACADEMIC YEAR 2016/2017

Thesis, Medan: Tarbiyah Faculty UINSU of North Sumatera, Medan 2017.

Keywords: *Writing Recount Text, Collaborative Writing Strategy*

This study was focused on the effect of collaborative writing strategy on students' achievement in writing recount text. The objective of this study was to find out if there was a significant effect of collaborative writing strategy on students' achievement in writing recount text. It was conducted by using experimental research design. The population of this study was the second grade student of junior high school in Mts. Al-Washliyah Tembung. Two classes was taken as the sample of this research. The class VIII-1 was as the experimental group and the class VIII-5 was as the control group. The experimental group was taught by using Collaborative writing strategy, while the control group was taught by using conventional method. The instrument of collecting data was writing test. The data were analyzed by using t-test formula. The result showed that the value of t-observed is higher than the value of t-table. ($17.02 > 1.667$ ($\alpha = 0.05$)) with the degree of freedom ($df = 78$). Based on the data analysis of the study, the result indicates that the alternative hypothesis (H_a) was accepted. It means that there is the significant effect of using Collaborative writing strategy on student achievement in writing recount text.

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Medan, 27 April 2017

The Writer

Aulia Rizky Ramadhani

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is widely used as a global language. We realize the importance of English, as a foreign language to be taught in Indonesia. According to Peraturan Pemerintah No. 22 tahun 2006 (Government Regulation Number 22 in 2006), tujuan dari belajar dan mengajar Bahasa Inggris di Indonesia adalah untuk mengembangkan kecakapan siswa (the goal of English teaching and learning in Indonesia is to develop students' competence discourse). It concerns with producing both oral and written texts conveying in four integrated skills consisting of listening, speaking, reading, and writing.

Writing is the expression of language in the forms of letter, symbols, or words.¹At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.²

The writer is focusing on writing because writing is one of the four language skills that has a very important role in learning and it takes an

¹Utami Dewi, *How to Write*, (Medan: Latansa Press, 2013), p. 2

²David Nunan, *Practical English Language Teaching*, (New York: Mc Craw Hill, 2003), p. 88

important part in communication. The writing skill is more complex and difficult, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. People need to learn English writing because it is a process of transforming thoughts and ideas into written form. Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation.

Based on the syllabus of curriculum in Junior High School, students are required to be able to write a various types of genres. They are narrative, recount, procedure, news item, descriptive, report, spoof, analytical exposition, hortatory exposition, explanation and discussion. The purpose of this research is to see the effect of collaborative writing on student achievement especially in writing recount text.

One of genres that should be mastered by the students in the process of learning English is recount text. The Recount text is a text that tells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. This text uses simple past tense, conjunction, and past adverbial time. The generic structures of recount text are: orientation (introducing the participants, place and time); events (Describing series of event that happened in the past); Re-Orientation (Stating personal comment of the writer story).

Based on the writer's experience during the field experience practice (PPL). It found that there were many students that have less

ability in writing recount text . Many students not able to understand the language features and determining the generic structures of recount text. The students had some problems in writing recount text. Firstly, they did not use simple past tense. Secondly, they did not use conjunctions, and past adverbial correctly. Thirdly, they could not understand to identify and different the generic structures of recount text.

Travers states that achievement is the result of what an individual has learned from some educational experience.³ There are several factors that can cause the low achievement in writing: internal and external factor. The internal factors that can influence the students' achievement are: motivation, interest, personality, IQ, learning style, they seldom study at home. English language is not their mother tongue, so they think that English lesson is difficult and they seldom discuss with their friends, and the external factors are English teachers not creative in applying teaching strategy, environments, parents, teacher seldom applying strategy.

Moreover, strategy can be defined as a forming part of plan or an aim to achieve a specific purpose to gain an advantage. There are many kinds of strategy in teaching English such as KWL, Number Head Together, Index Card, Diary, Brainstorming, Think Pair Share, Everyone is Teacher Here, True and false strategy, collaborative writing, Active Knowledge Sharing, Crossword, Jigsaw, and etc. But in this research the writers only focus on using Collaborative Writing strategy in writing recount text.

³John P Travers. 1970. Fundamental of education psychology. (Pensylvania: International Textbook Company) p. 447

Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. So, The collaborative writing strategy was selected because it was believed to be able to stimulate the students to be more involved in the writing activities especially to write recount text.

Considering the statement as mentioned above, that is why the writer plans to conduct a research with the title “The Effect Of collaborative writing strategy on students’ achievement in writing recount text in Madrasah Tsanawiyah Al-Washliyah”

B. The Identification of the Study

In line with the background of the study, there are many problems that can be identified in writing text among others;

1. The teacher had taught recount text, but students’ achievement in writing recount text was still bad.
2. The teacher had taught recount text, but student do not understand the generic structures and language features of recount text
3. The teacher had given motivation, but the students still have less motivation to learn about writing recount text.
4. The teacher lecturing the material well, but teacher seldom to use various strategies in teaching writing especially in writing recount text.

Therefore, it is necessary to limit the problem and etc.

C. The limitation of the Study

Based on the identification of study, the writer would be like limit the study on two factors, they are: Writing skill especially in recount text, and using the strategy of collaborative writing in writing recount text.

D. The Formulation of Study

Based on the identification of study and the limitation of the study, so the research question of the study in this research: Is there any significant effect of collaborative writing strategy on students' achievement in writing recount text?

E. The Objectives of the Study

In relate to the formulation of study above, the aim of problem is: To know the significant effect of collaborative writing strategy on students' achievement in writing recount text.

F. The Significance of the Study

Theoretical Significance :

The significance of the study are expected to contribute can useful to develop their writing achievement especially on recount text with collaborative writing strategy, and also can provide for other researcher to conduct similar researcher in order to improve the students' writing achievement and language skills generally by using collaborative writing strategy.

Practical significance:

1. For the student, this research can give the effect to the student's to improve students' English achievement, particularly in writing recount text by using collaborative writing strategy.
2. For the teachers, this research can be used as the input and information of how to learn writing recount text. So that, the students can get high achievement in writing skill especially in writing recount text by using collaborative strategy.
3. It will be use to other researcher as a comparison in reaching the same issues

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In conducting this research, there are some theories which are needed to explain through some concept and terms applied in the research concerned. In this case, it was important to avoid misunderstanding between writer and the readers. The following terms used will be presented in the following part.

1. Achievement

Travers states that achievement is the result of what an individual has learned from some educational experience.⁴ While Johnson states achievement tests are useful to the teacher as well as the student. They indicate how well teaching has succeeded and where improvements need to be made.⁵

Based on the opinions above the writer concludes the achievement in the result, the successfulness, the extent or ability, the progress in learning educational experience that the individual indicate in relation with his educational learning. In other words, achievement is a success in reaching goal or standard by skill, courage, effort, and so on. In students' achievement, the achievement will be measured by the teacher. The

⁴John P Travers. 1970. Fundamental of education psychology. (Pensylvania: International Textbook Company) p. 447

⁵ K. Johnson. 2001. An introduction Foreign Language Learning and Teaching (New York: Pearson Education) p. 282

measuring will be seen based on the reaching from the test that given by the teacher.

2. Writing

a. The Definition of Writing

Writing is the one of the four language skills. The four language skills have a close meaning with each other.

Allah Said in Holy Al-Qur'an Surah Al-Jumu'ah Verse 2:

لَقَلَمٍ بِاَعْلَمِ ي لَدَا * لَقَلَمٍ بِاَعْلَمِ ي لَدَا *

The meaning:

“He Who taught [the use of] the pen. Taught man that which he knew not.”⁶

Based on the verses, Allah explains that He taught man with a pen (Qalam). Whereas with a pen, people can write and transfer their knowledge to the next generation. and by creating a writing pen is a tool to convey ideas. It shows the tool of writing and writing itself have important roles. You can explore all your idea on your mind become article, paragraph or text and make you understand about a new something.

In holy Al-Qur'an, writing is also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam:1

⁶Ibid.P.320

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

The meaning:

Nuun. By the Pen and the (Record) which (men) write. (Al-Qalam:1)⁷

Based on the those verses, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gift from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing itself have important roles.

There are so many different definition of writing. Writing is expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. The writing can be formed on the wall of cave, a piece of paper, or a computer screen.⁸ Writing is one of the four language skills after listening, speaking and reading.⁹

At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that

⁷ Surah.My. Tafseer Alqur'an In English

⁸ Utami Dewi. 2010. How to write. (Medan: La Tansa) p 2-3

⁹ Pulvness, A., Spratt,M., and Williams, M. 2005. Teaching Knowledge Tst Course. (New York: Cambridge University Press) p. 26

will be clear to a reader.¹⁰ In the article the author develops ideas thought to the reader indirectly. The author outlines the intention (of ideas) in detail through writing¹¹.

As Meyers said that writing is a way to produce language which does naturally when someone speaks. Writing is also an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.¹² Writing is central to our personal experience and social identifies, and we are often evaluated by our control of it.¹³

Writing is a peculiar activity, both easy and difficult. The more you think about how you do it, the more difficult it becomes. Everyday writing tasks, such as composing a shopping list or jotting down a reminder seem to be quite straightforward. You have an idea, you express it as a series of words and you write them down on a piece of paper. It is a natural and effortless process.¹⁴

Randal states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by

¹⁰David Nunan. 2003. *Practical English Language Teaching*, (New York: Mc Craw Hill), p. 88

¹¹ Gorys Keraf. 20055. *Argumentasi Dan Narasi*, Jakarta : Gramedia, Page. 11

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

¹³ Ken Hyland. 2002. *Teaching Researching Writing*. (London: Longman), p. 1

¹⁴ Mike Sharples. 2003. *How We Write Writing As Creative*. (New York : Routledge), p. 3

the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.¹⁵

Based on the quotation above, it can be said that writing is a process of putting thoughts, ideas or opinion in written form involves some aspect such as a word choice, grammar, mechanics and context.

b. The Process of Writing

According to Harmer, there are four main elements in writing process. Those are:

1) Planning. Planning is before starting to write, the writer has to decide what is they are going to say. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Secondly, experienced writers think of the audience they are writing for, it is formal or informal. Thirdly, writers have to consider the content structure (how be sequence the facts, ideas, or argument which they have decided to include.

2) Drafting. Drafting is when the writer can refer to the first version of piece of writing as a draft. As the writing process proceed into editing. A number of drafts may be produced on the way to the final version.

3) Editing. (Reflecting and Revising). Editing. (Reflecting and Revising) is after making a draft, usually the writer reads what they have written in drafts to see whether it is correct or not. Perhaps the order of the

¹⁵ Randal, H. 2004. *Literacy an Introduction*. (Edinburgh: Edinburgh University), p. 160

information is not clear. Perhaps the way something is written ambiguous or confusing.

4) Final version (Publishing). Final version (Publishing) is the last process of writing. After editing the draft, the writer produces their final version, and the writer is now ready to send the written text to its intended audiences.¹⁶

3. Recount Text

a. Definition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

Recount text is included in narration text genre. In the communication context, sometimes we want to tell to other people about some points or activities that we have done in the past, for instance about

¹⁶ Jeremy, Harmer. 2004. How to Teach Writing. (Malaysia: longman) p. 11

activities holiday. In the written text, that information can be packed in a recount text.

According to Pardiyono, recount text is a text retell events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. Its social function is to reconstruct to record events or activities.¹⁷

To begin making a recount text firstly we should understand the rhetorical structure, which is orientation, which is text element consider to the topic that will be informed to the reader, and the followed by record of event which consist of chronological event and ended by orientation. Moreover we should also follow the language the language features of recount text as the characteristic to build up a good text. The generic structure of recount text is Pardiyono states these are three elements in recount text which have been arrange based on the rhetorical structures which are: orientation: introducing the participant, place and time. Events: describing series of event that happened in the past. Reorientation: it is optional stating personal comment of the writer story.¹⁸

According to Pardiyono, orientation consist of an activities or event that will told, meanwhile the function of orientation is for catch the attention to all readers and focus them attention record of event content of the record of activities or which shows chronologically. Then, re-orientation consist of simply conclusion from what we have produced in

¹⁷ Pardiyono. 2007. *Pasti bisa!! Writing Clues for Better Writing Competence*. (Yogyakarta: ANDI), p. 64

¹⁸ Pardiyono. 2007. *Pasti bisa!! Teaching Genre – Based Writing* (Yogyakarta: ANDI), p. 63-68

record of events. The language feature of recount text are: some characteristic of recount text, which this text always used. It is called language features which are: introducing personal participant: I, My, and etc. Using chronological connection: then, first, eventually, next, later, meanwhile and etc. Using linking verb: was, were, saw, heard, and etc. using action verb: look, go, change and etc. Use simple past tense.¹⁹

Pardiyono add the language feature of recount text is by using of adjective with the purpose is for showing the personal attitude: For example: it was wonderful, we enjoy it very much, it was fun, it was terrible, we are really happy.²⁰

b. Writing Recount Text

In making a recount text, there is an important point which is worth knowing. According to Andersons' theory a recount text has three main parts (Generic Structure). They are:

- 1) Orientation: the opening of the text, the introduction of the topic of the text. It give background information about who, what, where, and when.
- 2) Event: It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.
- 3) Reorientation: it ifunctions as the closing statement. It is a paragraph which contains a personal comment of the writer.

The language features of the text of recount are: 1) The use of proper nouns ; 2) The use of past tenses; 3) It is organized in a

¹⁹ Ibid, p. 67

²⁰ Ibid, p. 68

chronological order, using time connectors that signal the order of sequences or events, for example, then, next, after, meanwhile, they functions as connectors; 4) The use of adjectives and adverbs for details.²¹

To make an effective writing recount text we should understand more the function of generic structure of recount text, the function each generic structure will be showed in this table below:

Table 2.1: The Function of Generic Structure

Generic Structure	Function
Orientation	“tells who was involved, what happened, where the events took place, and when it happened”
Events	“tell what happened and in what sequence.”
Reorientation	“consists of optional-closure of events/ending.”

c. The Example of recount Text

Orientation

Last year, I and my family went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there.

Events

Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach..

²¹ Mark Anderson and Kathy Anderson. 1997. *Text type in English*. (Australia: Macmillan), p. 53

After that I and my family went to replace our clothes to swim and we walked to the beach together. There were so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable.

Reorientation

That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experience to go to the beach

4. Collaborative Writing

a. The Definition of Collaborative Writing

Collaborative has close meaning with cooperative and we also say that they can be combined. Based on Janes Bauwens and Jack J. Hourcade, they suggest three approaches to implement in collaborative teaching writing: team learning, supportive learning activities, and complementary instruction. Firstly, Bauwens and Hourcade describe team learning as educated subject join planning and present subject content. Secondly, supportive learning activities reinforcement, enrichment, and enhancement in writing learning for all students. Thirdly, complementary instruction as one educator takes primary responsibility for teaching content material and the other for teaching functional how to skills to understand for all students and acquire the content material.

Collaborative writing is a nonthreatening approach for students that results in purposeful usage of the target language across skills and demonstrable improvements in writing. By providing methodical guidelines and lending support, the teacher can execute this approach without major logistical drawbacks. It is important to give students a chance to assess the method, as through careful analysis of student feedback, the instructor can ascertain those features of the process that were not beneficial and make necessary modifications in the program's design.²²

b. The Advantages of Collaborative Writing

The collaborative writing has widely been studied by researchers and educators interested in analyzing the benefits that these experiences bring to the language classroom. Harmer defines the collaborative writing experience as an opportunity to enhance writing and increase academic achievement in groups. Harmer affirms that “successful collaborative writing allows students to learn from each other.”²³

In examining the positive comments provided by students, we noticed that they could be placed clearly into five discrete categories. The categories we identified from their comments were: (1) social skills development; (2) stress reduction and time-saving benefits; (3)

²² Mulligan & Garofalo. 2011. *A collaborative writing approach: Methodology and student assessment* (Ritsumeikan University), p.9

²³ Jeremy Harmer. 2004. *How to teach writing*. (Malaysia: Longman), p.73

motivational effects; (4) improvement in the content of their writing; and (5) gains in grammatical and structural proficiency.

As for social skills development, student remarks indicated that they developed a greater sense of responsibility through the collaborative effort and that it helped them to get along with others and gave them an opportunity to get to know their classmates better. In terms of stress reduction and time saving benefits, students wrote that the pair-work approach gave them less pressure to do a good job, eased their burden as they could share the work load, and allowed them to save time because of the shared effort. The motivational benefits included the fact that because they were being given a single grade, it made them try harder, thus reflecting the role social responsibility played in their output.

One student even remarked that this process helped him stay awake in class. Concerning actual improvements in the content of their writing, it was clear that the collaborative approach enabled some of them to create a richer body of content. One student noted that through the initial brainstorming tasks, their arguments became deeper and stronger because one student challenged the other to think more carefully about the topic at hand. Another student noted that the collaborative approach allowed them to develop the topic from different points of view, thus strengthening the quality of the content. By sharing ideas, another student remarked, their topic had more depth.

Lastly, one student reported she was able to write more than usual. Finally, it was clear gains had been made in structural and grammatical

proficiency thanks to this approach. Among the comments was the remark that they could find mistakes more efficiently. Another wrote that it improved the accuracy of their paper. The approach helped another to organize and edit papers well. Lastly, through the process of revising each other's drafts, they could learn words and phrases that they did not know beforehand.²⁴

c. The Activities Type of Collaborative Writing

a. Using The Board

One way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs; it is especially appropriate for those who respond well to kinesthetic stimuli. It also allows everyone to see what is going on. It has two activities how the board can be used in this way:

1) Sentence by Sentence. The students built up a letter in reply to an invitation on the board, sentence by sentence. Each time a new student goes up to the board in such activities, the rest of the class can help by offering suggestion, corrections, or alternatives. This kind of writing activity has the great advantages of creating a clear focus for everyone in the classroom, and can create a feeling of shared.

2) Digtogloss. Students recreate a text or story that the teacher read to them. One purpose of the activity is to focus the students' attention on

²⁴ Mulligan & Garofalo. 2011. *A collaborative writing approach: Methodology and student assessmen (Ritsumeikan University)*, p.10

specific items of language by getting them to analyse the difference between their written recreations and the original which they have heard.²⁵

b. Writing in groups and pairs

There are many activities which are suitable for students writing in pairs and groups. Some of them depend on a scribe to write the final version of the piece, while some of them involve every single person writing their own version of the text.

Rewriting Sentences. Rewriting activity, students are presented with a stereotypical statement and asked to amend it to reflect the opinions of the group. This provokes discussion not only about topic but also about how to write a consensus opinion appropriately. The teacher has chosen a topic for the students to consider. The students are then presented with some example of stereotypical statements. Or they rewrite the sentences so that they accurately reflect the views of the group.

First Lines, Last Lines. First and last lines of possible stories can also be used to get students' imagination going. Students can be given either the first line of a story or the last lines. They then have to write a story to include one or the other. They discuss the situation in their pairs or groups and create a story which follows on from the first lines or ends with the last lines.

Directions, Rules, Instructions. Students can be asked to write the four, five, or six principle rules of a game they like and know how to play

²⁵ Jeremy Harmer. 2004. *How to teach writing*. (Malaysia: Longman), p. 73-74

in groups. They are told that the rules must be as clear as they can make them so that there is no uncertainty about what is meant. This kind of writing is clearly not suitable for beginners.

Story Reconstruction. In their new groups students have to work out a sequence for the four pictures and then create a written text which tells the story of that sequence. This activity works well. It provokes a lot of discussion which, in turn, gets students to write with enthusiasm.²⁶

d. The Step of Collaborative Writing

To minimize any confusion, we provided students with an outline of the entire process beforehand. The steps of the procedure were 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;
- (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;

²⁶ *Ibid*, p. 76-79

(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 checklists 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 revision 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.²⁷

²⁷ Mulligan & Garofalo. 2011. *A collaborative writing approach: Methodology and student assessment* (Ritsumeikan University), p. 6-7

B. Conceptual Framework

Writing is one of the most important skills in language beside reading, speaking and listening. In writing, student must understand the text and passage. Writing is one linguistics competence form which expressed in written language using from, besides in oral language form. The goal of writing is to produce and reproduced written message, it means that writing is one of language skills that transforming information we think in our mind be a literary work.

Writing is very important but it is not easy to teach the students to be able to write. There are many kinds of writing, such as descriptive, narrative, argumentative, expository, recount, spoof, news item, report and etc. One of the texts that learned by student at junior high school is recount text. Recount text is a kind of text genre which a text that telling an events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. Recount text is contains three elements of text, such as: orientation, events, and reorientation.

Although the students find difficulties in writing, it is proved by the score of student is low. There are many factors that influence the student writing achievement on recount text such as the student did not have confidence to produce their writing, because they can't organize their ideas and information about the topic. When they had some ideas to write, they did not express it because they have lack vocabulary.

There is some solution to solve the problem. Strategy is one of important factors in obtaining the students' writing achievement. The

teacher's strategy can help the student the student to understand the lesson easily.

By using collaborative writing strategy teaching on recount text was help to engaging the students in writing activity. Increase the students' motivation to participate actively in writing class. Help the students to contract their writing. Providing ways for the students to discuss or interact with their friends.

C. Related Study

This research is similar to the previous research which had conducted by Ayu Febriana on the title: The effect of collaborative writing strategy on students' ability in writing recount text in SMAN 1 Babalan Pangkalan Brandan, whereas my research title: The effect of collaborative writing strategy on students' achievement in writing recount text in Madrasah Tsanawiyah Al-Washliyah Tembung. The differences is only the location of the study and grade of the students. She conducted the research in SMAN 1 Babalan Pangkalan Brandan and I conducted this research in MTs. Al-Washliyah Tembung.

D. Hypothesis

Based on the theoretical and conceptual framework, so the writer formulate the hypothesis as follows:

H_a = There is a significant effect of using Collaborative strategy on the students' achievement in writing recount text.

H₀ = There is no a significant effect of using Collaborative strategy on the students' achievement in writing recount text.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research was conducted at Madrasah Tsanawiyah Al-Washliyah. Which located in Tembung, North Sumatera. This research was focused in the students of junior high school especially in eight grade. The reason for choosing this school because: (1). The writer found the problem that the student still had low achievement in writing recount text. (2). Suitable of ability and limitation of time and finance because the location is close to my house.

B. Population and Sample

1. Population

The population of the entire unit which has the same characteristics according to the criteria of the research being conducted.²⁸ Population is the object to be examined²⁹.

Based on the above it can be concluded that the population is the whole object is to be investigated.

²⁸ Masgianto Sitorus. (2011). *Metodologi Penelitian Pendidikan Islam*, Medan : IAIN Press, Page. 44

²⁹ Syahrudin dan Salim. (2016). *Metodologi Penelitian Kuantitatif*, Bandung : Citapustaka, Page 113.

The population of this research at Madrasah TsanawiyahAl-Washliyah is the eighth grade students of 2016/2017 academic year which consist of 72 students in two classes. It can be seen from the table:

Table 3.1: Population of Research

No	Class	Students
1	VIII-1	40
2	VIII-2	40
	Total	80

2. Sample

This research use total sampling. The sample of this research is 80 students that take by Suharsimi's statement. She said that if the population is less than 100. So, all the population become sample (total sampling). But if in the population is more than 100 so, the sample can be taken 10-15%, 20-25%³⁰

Table 3.2: Sample of research

No	Class	Students	Total
1	VIII-1	Experimental	40
2	VIII-2	Control	40

These classes were divided into two groups, experimental and control group. Class VIII-1 as the experimental group was taught by using Collaborative strategy, and class VIII-2 as the control group as taught without using Collaborative strategy

³⁰ Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta;; PT. RinekaCipta), p. 134

C. Research Method

The research method is a method to find the truth which is also a critical thinking³¹.

Thus the research method is a way to reach the truth by collecting and analyzing the data needed to achieve the goal. Based on the problem and research objectives, we used the experimental method.

Experimental method is the most fully quantitative approach, in the sense of fulfilling all the requirements for test of causation³². In the experimental design there is a group called the experimental group: the group deliberately influenced by certain variables, and the control group, which were not affected by the variables. The control group as mentors to change as a result of the experimental variables. This research study have experiment about collaborative writing strategy.

Based on the experimental method mentioned above, the group is considered as the experimental group, the students who had learning to write a paragraph using Collaborative writing strategy, while the other group was the control group which students acquire conventional strategy in writing recount text. Although these groups were treated differently, giving the material, the length of the time and the teacher were exactly same, looked at the table below:

³¹ Masgianto Sitorus. (2011). *Metodologi Penelitian Pendidikan Islam*, Medan : IAIN Press, Page. 50

³² *Ibid*, Page 55

Table 3.3: The Formation of Research

Name of group	Step I	Treatment	Step III
VIII-1 (Experimental Class)	Pre Test	Teaching Through Collaborative Writing Strategy	Post Test
VIII-2 (Control Class)	Pre Test	Teaching Through conventional Strategy	Post Test

D. Instrument of Collecting Data

An instrument was used to collect the data in order to know the significance on the students' writing narrative text. The instrument used was a test.

The writer used the students as the participant in doing the test. The writer used a written test and the students were asked to write a narrative text. The data was taken from the students' writing score and the test was constructed in an essay form. The teacher controls the class during the test going on.

The steps to do the test were, first, teacher distributed the test to the students by explaining the instruction. Then, teacher explained that the students were given a limited time to do the test. After that, students hand in their works when the time was over. Finally, teacher evaluated the students' writing to give score.

In analysis scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. According to Sara Wigle, depending the purpose of the assessment, scripts might be rated on such

feature as content, organization, cohesion, register, vocabulary, grammar, or mechanics.³³

In the Jacobs *et al*, scales, script are rated on aspects of writing: content, organization, vocabulary, language use and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weight equally (20 points), and mechanics very little emphasis (5 points).³⁴

The following below is the Jacobs *et al.*'s scoring profile in Sara Cushing Weigle's book (2002):

1. Content

The score of the content depends on the students' ability to write ideas, information, in logical sentences. The criteria of scoring are as determined by ranges of the scores as following:

- | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------|
| 30-27 | EXCELLENT TO VEY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic. |
| 26-22 | GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. |
| 21-17 | FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic. |
| 16-13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate. |

³³ Sara Cushing Weigle, *Assesing Writing*, (United Kingdom: Cambridge University Press, 2002), p.114

³⁴ *Ibid*, p.115

2. Organization

- 20-18 EXCELLENT TO VEY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
- 17-14 GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
- 13-10 FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
- 9-7 VERY POOR: does not communicate, no organization, or not enough to evaluate.

3. Vocabulary

- 20-18 EXCELLENT TO VEY GOOD: sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register.
- 17-15 GOOD TO AVERAGE: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured.
- 13-11 FAIR TO POOR: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.
- 9-7 VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

4. Language Use

- 25-22 EXCELLENT TO VEY GOOD: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
- 21-18 GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
- 17-11 FAIR TO POOR: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletion, meaning confused or obscured.
- 10-5 VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

5. Mechanics

- 5 EXCELLENT TO VEY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

- 3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
- 2 VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,, paragraphing, handwriting illegible or not enough to evaluate.³⁵

Table 3.4 : Standart Achieve

Criteria	Score
Excellent	85
Less perfect	75
Not relevant but still understandable	60
Sentence is not strung well but still understandable	50
One redefines the meaning	40

E. Technique of Collecting Data

1. Pre-Test

The procedures of conducting pre-test. Firstly, the test was given before learning process or activity of the class treatment. Pre-test was given for experimental and control groups. It was to know the homogeneity of student's achievement in writing recount text for experimental and control group.

³⁵ *Ibid*, p.116

2. Treatment

The treatment was conducted after giving pre-test. The aims of treatment were:

- a. To find out the effectiveness of using collaborative writing strategy on students' achievement compared with the conventional method.
- b. To organize the treatment of two groups in class meeting

The treatment was done in experimental and control groups for three times. Each class was treated by using same topics which related into the English lesson.

3. Post Test

The procedures of conducting post test. The test was given after in the last activity, after gave pre test and did the treatment. Post test was given for experimental and control group.

F. Technique of Analyzing Data

The Data analyze by using data normality test by liliefors, homogeneity testing, and hypothesis testing.

$$F = \frac{\textit{biggestvariants}}{\textit{smallestvariant}}$$

Furthermore comparing with F_{table} : Identically, if observed < F_{table} , then both of samples are homogeneous:

The formula was:

$$t_0 = \frac{M_x - M_y}{SEM_x - SEM_y}$$

Information :

t_0 : t observations

M_x : mean results of post-test experimental class

M_y : mean result of post-test control class

$SEM_x - SEM_y$: standard error of the difference two groups

Analyzing data with the following steps:

- a. Tabulate the test data of experimental class
- b. Tabulate the test data of control class
- c. Looking mean experimental group with the formula

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The primary data in the writer's research come from the respondents, the second grade students of Madrasah Tsanawiyah Al-Washliyah Tembung. There were two classes namely VIII-1 and VIII-5. There were 40 students in VIII-1, and 40 students in VIII-5. VIII-1 as experimental group, and VIII-5 as control group. Then, the writer gave the test to the students to get the data about the students' achievements in writing recount text. The test is post-test after given a treatment and pre-test. The goal of this research is to know the students' achievements in writing recount text. The complete data of the students' achievement in writing recount text in experimental group that were taught by Collaborative Writing strategy can be seen in the following table

Table 4.1 : Achievement in writing recount text in experimental group that through Collaborative writing strategy

No	Initial Name	Post-Test
1	ARR	75
2	ANH	70
3	AOPPN	74
4	AN	60
5	AM	79
6	ASAZS	73
7	AK	75

8	AM	69
9	CA	75
10	DA	80
11	DR	69
12	DM	81
13	DSA	70
14	DN	80
15	FWN	79
16	FAP	73
17	FS	79
18	HHI	75
19	MR	80
20	MF	73
21	MHH	81
22	NSL	80
23	NSR	82
24	NAB	72
25	NA	90
26	NK	80
27	PMAL	80
28	RJ	91
29	RAL	81
30	RARU	71
31	RPYK	85
32	RD	75
33	SN	80
34	TN	85
35	TH	80
36	TNS	84
37	WK	80
38	YWH	83

39	ZF	80
40	ZPS	75
	Total	3104
	Average	77.6

Table 4.2 : Achievement in writing recount text in control group that through conventional method

No	Initial Name	Post-Test
1	ADF	78
2	AFS	74
3	BA	67
4	CA	78
5	DA	71
6	DM	74
7	DRHB	75
8	DAP	78
9	DTF	61
10	ESRBG	71
11	EH	72
12	FA	63
13	FP	69
14	FRT	67
15	FA	73
16	GAZ	59
17	KN	74
18	KY	77
19	KF	60
20	NA	72
21	NR	75
22	NAM	64
23	NSS	72
24	NFH	69
25	NUS	76
26	RA	60
27	RR	64

28	RP	73
29	RFDA	76
30	RA	73
31	SA	67
32	SDS	75
33	SF	72
34	SK	77
35	TS	65
36	TAP	70
37	UMN	73
38	WSAA	63
39	WS	71
40	WA	76
	Total	2824
	Average	70.6

B. Analysis Requirement Testing

Analysis requirement testing test has done as follows: Normality test and Homogeneity test. Normality test was use Liliefors test while homogeneity test was uses F_{count} all the test as follows:

1. Testing Normality

To test of the data normality testing of the students' achievement in writing recount text was taught by using collaborative writing strategy. After giving the treatment in experimental group by applying collaborative writing strategy and in control group by applying conventional strategy, the researcher gave the post-test. Post-test data were used to measure the students' achievement after being given the treatment with different

learning strategy. Samples in experimental group that was taught by applying collaborative writing strategy had average score 77.6 and standard deviation 5.2, whereas control group that taught by applying conventional strategy had average score 70,6 and standard deviation 4.03.

Table 4.3: Testing Normality Post-test in Experimental Group

X	F	F.Kum	Zi	F(Zi)	S(Zi)	L
60	1	1	-3.38	0.0003	0.025	0.024
69	2	3	-1.65	0.04	0.075	0.035
70	2	5	-1.4	0.07	0.125	0.057
71	1	6	-1.2	0.102	0.15	0.048
72	1	7	-1.07	0.14	0.175	0.035
73	3	10	-0.8	0.18	0.25	0.07
74	1	11	-0.6	0.244	0.275	0.031
75	6	17	-0.4	0.308	0.425	0.117
79	3	20	0.2	0.6	0.5	0.1
80	10	30	0.4	0.67	0.75	0.08
81	3	33	0.6	0.74	0.824	0.085
82	1	34	0.8	0.80	0.85	0.05
83	1	35	1.05	0.85	0.875	0.025
84	1	36	1.25	0.89	0.9	0.01
85	2	38	1.42	0.92	0.95	0.03
90	1	39	2.4	0.99	0.975	0.015
92	1	40	2.7	0.99	1	0.01
					L_{hitung}	0.117
					L_{table}	0.140
					Ket	Normal

From the table above, it showed that $L_{hitung} = 0.117$, and $N = 40$, using liliefors testing $L_{tabel} = 0.14$. $L_{hitung} < L_{tabel} = 0.117 < 0.140$ and it concluded that the data of post-test is normal. As shown by the table.

Table 4.4: Testing Normality Post-test in Control Group

X	F	F.Kum	Zi	F(Zi)	S(Zi)	L
59	1	1	-2.8	0.001	0.025	0.024
60	2	3	-2.6	0.004	0.075	0.071
61	1	4	-2.3	0.008	0.1	0.092
63	2	6	-1.8	0.02	0.15	0.13
64	2	8	-1.6	0.08	0.2	0.12
65	1	9	-1.3	0.09	0.225	0.135
67	3	12	-0.8	0.18	0.3	0.12
69	2	14	-0.3	0.34	0.35	0.01
70	1	15	-0.14	0.44	0.375	0.065
71	3	18	0.09	0.53	0.45	0.08
72	4	22	0.34	0.63	0.55	0.08
73	4	26	0.59	0.72	0.65	0.07
74	3	29	0.84	0.8	0.725	0.075
75	3	32	1.09	0.86	0.8	0.06
76	3	35	1.33	0.90	0.875	0.025
77	2	37	1.58	0.94	0.925	0.015
78	3	40	1.83	0.96	1	0.04
L_{hitung}						0.135
L_{tabel}						0.140
Ket						Normal

From the table above, it showed that $L_{hitung} = 0.135$, and $N = 40$, using liliefors testing $L_{tabel} = 0.140$. $L_{hitung} < L_{tabel} = 0.135 < 0.140$ and it concluded that the data of post-test is normal. As shown by the table.

2. Homogeneity Testing

Data homogeneity examination of students' achievement in writing recount text that was taught by using collaborative writing strategy and the students' achievement in writing recount text that was taught by using conventional strategy used F test (test equality of two variants) by using the formula as follows:

$$F = \frac{\text{biggest variants}}{\text{smallest variant}}$$

Table 4.5: Homogeneity Test of Post-Test

No	Data	Variants	F _{count}	F _{table}	Conclusion
1	Post-test of experimental group	35.78	1.17	4.08	Homogenous
2	Post-test of control group	30.45			

3. T-Test

To find out whether the use of collaborative writing strategy has significant effect on students' achievement in writing recount text, the writer used t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where: t : total score

Mx : The mean score of experimental group

My : The mean score of control group

dx² : The standard deviation of experimental group

dy² : The standard deviation of control group

N_x : The total number sample of experimental group

N_y : The total number sample of control group

The calculation showed that:

$$M_x = 18,1$$

$$M_y = 11,675$$

$$d_x = 127,6$$

$$d_y = 94,775$$

$$N_x = 40$$

$$N_y = 40$$

From the calculation of the data, it can be seen that there was the differences score of pre-test and post-test between the two groups; experimental group and control group. In order to find out the significant differences of using collaborative writing strategy and without treatment (use conventional method), the writer analyzed the data by applying t-test formula to prove the hypothesis of this study. It was obtained that the value of t_{observed} was 17.02.

C. Testing Hypothesis

The basic of testing hypothesis in this research were:

If $t_{\text{observed}} > t_{\text{table}}$, the hypothesis will be accepted

If $t_{\text{observed}} < t_{\text{table}}$, the hypothesis will be rejected.

In this research, the value of t-table for degree of freedom (df) 78 at level of significance (α) 0.05 was 1.66.

The result computing t-test shows that t-observed (t-obs) is higher than t-table as follows:

$$t\text{-obs} > t\text{-table} \quad (\alpha=0.05; df = 78)$$

$$17,02 > 1.66 \quad (\alpha=0.05; df = 78)$$

D. Discussion

In this study, the writer used collaborative writing strategy to find out whether or not the significantly affects of students' achievement in writing recount text on second grade of MTs Alwashliyah Tembung. Before conducting collaborative writing strategy, pre-test was given to both of groups, and the data in experimental group were: the total score was 2380, the highest score was 70, the lowest score was 50, and the mean score was 59.5. the data showed that the students score still low.

After conducting collaborative writing strategy, the writer gave post-test to students in order to obtain their score. The data which had been obtained in post-test of experimental groups were: the total score was 3104, the highest score was 92, the lowest score was 60, and the mean score was 77.6. the data showed that collaborative writing strategy was effective to be applied in teaching and learning process, especially in writing recount text.

Furthermore, to find out the significant differences of using collaborative writing strategy and conventional method in writing recount text, the writer analyzed the data by applying t-test formula to prove the hypothesis of this study, and the writer found that t-observed was 17.02. After that the writer conducted the testing hypothesis in order to know

whether the hypothesis is acceptable or rejected. After calculating the data, the writer found that t -observed (17,02) was higher than t -table (1,667)

By using the statistical analysis on the data analysis and continued with testing hypothesis, it was found that the alternative hypothesis H_a was accepted and H_o was rejected. It means that the collaborative writing strategy was significantly affect the students' achievement in writing recount text.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was conclude that there is a significant effect of teaching writing by using collaborative writing strategy on students' writing achievement. Teaching writing by using collaborative writing strategy gives better result than using conventional method.

The result showed that the value of t-observed is higher than the value of t-table. ($17.02 > 1.667$ ($\alpha = 0.05$)) with the degree of freedom ($df = 78$). Based on the data analysis of the study, the result indicates that the alternative hypothesis (H_a) was accepted. It means that there is the significant effect of using Collaborative writing strategy on student achievement in writing recount text.

B. Suggestion

Based on the conclusion above, the researcher gives suggestion as teaching by using collaborative writing strategy is provided effectively in upgrading students' achievement, so the researcher suggests that English teacher should use the suitable strategy for students. So students can understand about the teacher's explanation and they can share the ideas, comments, and opinions in group freely.

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Appendix I

Lesson Plan in Experimental Group

School	: Mts. Al-Washliyah
Class/Semester	: VIII/1
Material	: English
Skill	: Writing
Meetings	: 1&2
Time Allocation	: 2 x 40 minutes

I. Standard Competence

Understand the meaning of essay text in the form of recount text in daily life.

II. Basic Competence

Express the meaning and rhetorical steps of written essay accurately, fluently, and understandably in the form of recount text.

III. Indicators

- Identify the generic structure of recount text
- Students are able to write a recount text.

IV. Objectives Learning

Students are able to make a simple recount text appropriate with the social function, generic structure, and language features.

V. Materials

- Social Function
To retell us about an events, an experience, or an action that happened in the past
- Generic Structure
 - a. Orientation, gives background information about who, where, when.

- b. Record of events, tells event in chronological order, named: Event 1, event 2, event 3.
- c. Re-orientation, “rounds off” the sequence of events or retell about what happened in the end.
- Language Features
 - a. The use of nouns and pronouns
 - b. The use of action verbs
 - c. The use of past tense
 - d. The use of time conjunction
 - e. The use of adverb and adverb of phrases
 - f. The use of adjective

VI. Learning Strategy

Collaborative Writing Strategy

VII. Learning Source

- a. Teacher as a model
- b. Text book

VIII. Learning Activities

- 1. Opening activities
 - a. Teacher greets the students
 - b. Teacher checks the attendance list
 - c. Teacher introduces the material to student with some question related to material before
 - d. Teacher explains recount text by using collaborative writing strategy
- 2. Main Activities
 - Exploration:
 - a. The teacher ask the students understanding about recount text through collaborative writing strategy

- b. The teacher divides student into group A and group B.
- c. Teacher ask the student to exchange the information about recount text
- d. The teacher gives the topic “Visiting Parangtritis Beach” for each groups.
- e. The teacher ask the student to share information about the topic in groups

Elaboration:

- a. Teacher instruct students to mention generic structure and grammatical features of recount text
- b. Teacher asks students to write a recount text based on the part of the text (orientation, events, and reorientation) in groups.
- c. In groups, teacher instruct the students do outlining, planning, and drafting of the first draft
- d. Teacher instruct the student to make their based on the information who they found
- e. Students were required to hand in detailed outline before submitting the first draft.
- f. Teacher instructs group A to write the first draft and group B will check it
- g. Teacher checks the first draft and provide some comments and suggestions.
- h. Work on the second draft commenced. Group A and B switched roles for this part. That is, this time student B had to write the revision and student A had to edit it. The second draft then submitted.
- i. Teacher checks the second draft and provides some comments and suggestion for better result.

Confirmation:

- a. Teacher asks students to write a recount text based on their revision in groups.

- b. For the next writing assignment, if a students had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.
 - c. Teacher asks students to present their work in front of the class and other groups give a comment.
3. Closing Activities:
- a. Teacher gives the instruction what will be learned in the next meeting.
 - b. Teacher greets the students in the end of study.

IX. Assessment

- a. Assessment rubric :

Criteria	Score
Excellent	5
Less perfect	4
Not relevant but still understandable	4
Sentence is not strung well but still understandable	2
One redefines the meaning	1

- a. Instrument :

- 1. Write down another example of recount text!

Visiting Parangtritis Beach

Last year, I and my family went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there.

Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach.. After that I and my family went to replace our clothes to swim and we walked to the beach together. There were so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and

prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable.

That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experience to go to the beach

Answer the questions bellow based on the text of “**Visiting Parangtritis Beach**”!

Medan, March 2017

Teacher

Headmaster

Researcher

Titi Atika, S.Pd. I

Muhammad Zubir, S.Ag

Aulia Rizky Ramadhani

Appendix II

Lesson Plan in Control Group

School	: MTs Al-Washliyah
Class/Semester	: VIII/2
Material	: English
Skill	: Writing
Meetings	: 1&2
Time Allocation	: 2 x 40 minutes

I. Standard Competence

Understand the meaning of essay text in the form of recount text in daily life.

II. Basic Competence

Express the meaning and rhetorical steps of written essay accurately, fluently, and understandably in the form of recount text.

III. Indicators

- Identify the generic structure of recount text
- Students are able to write a recount text.

IV. Objectives Learning

Students are able to make a simple recount text appropriate with the social function, generic structure, and language features.

V. Materials

- Social Function
To retell us about an events, an experience, or an action that happened in the past
- Generic Structure

- d. Orientation, gives background information about who, where, when.
 - e. Record of events, tells event in chronological order, named: Event 1, event 2, event 3.
 - f. Re-orientation, “rounds off” the sequence of events or retell about what happened in the end.
- **Language Features**
 - g. The use of nouns and pronouns
 - h. The use of action verbs
 - i. The use of past tense
 - j. The use of time conjunction
 - k. The use of adverb and adverb of phrases
 - l. The use of adjective

VI. Learning Method

Conventional Method

VII. Learning Source

- c. Teacher as a model
- d. Text book

VIII. Learning Activities

- 4. Opening activities
 - e. Teacher greets the students
 - f. Teacher checks the attendance list
 - g. Teacher introduces the material to student with some question related to material before
- 5. Main Activities
 - Exploration:
 - a. Teacher gives a text to the student.
 - b. Teacher asks the student to read the text.

Elaboration:

- j. Teacher give the explanation about recount text after reading text
- k. Teacher asks students to try understand about the steps of recount text..
- l. Teacher gives a time for student to explain their difficulties and the teacher tries to find the solution.

Confirmation

- d. Teacher asks students to write a recount text about “visiting parangtritis beach” in their group.
- e. Teacher asks students to read his writing in front of the class.

6. Closing Activities:

- c. Teacher gives the instruction what will be learned in the next meeting.
- d. Teacher greets the students in the end of study.

IX. Assessment

I. Assessment rubric :

Criteria	Score
Excellent	5
Less perfect	4
Not relevant but still understandable	4
Sentence is not strung well but still understandable	2
One redefines the meaning	1

II. Instrument :

2. Write down another example of recount text!

Visiting Parangtritis Beach

Last year, I and my family went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there.

Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach.. After that I and my family went to replace our clothes to swim and we walked to the beach together. There were so many activities that we did in the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable.

That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experience to go to the beach

Answer the questions bellow based on the text of “**Visiting Parangtritis Beach**”!

Medan, March 2017

Teacher

Headmaster

Researcher

Titi Atika, S.Pd. I

Muhammad Zubir, S.Ag

Aulia Rizky Ramadhani

Appendix III

Pre-Test for Experimental Group and Control Group

Directions:

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

Appendix IV

Post-Test for Experimental Group and Control Group

Directions:

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

Appendix V

The scores of Pre-Test and Post-test in Both Classes

A. Experimental Group

No	Students Initial Name	Pre-test (X1)	Post-Test (X2)
1	ARR	58	75
2	ANH	53	70
3	AOPPN	57	74
4	AN	50	60
5	AM	59	79
6	ASAZS	54	73
7	AK	57	75
8	AM	51	69
9	CA	58	75
10	DA	60	80
11	DR	52	69
12	DM	63	81
13	DSA	53	70
14	DN	60	80
15	FWN	59	79
16	FAP	55	73
17	FS	59	79
18	HHI	57	75
19	MR	62	80
20	MF	54	73
21	MHH	63	81
22	NSL	60	80
23	NSR	65	82
24	NAB	54	72

25	NA	70	90
26	NK	61	80
27	PMAL	59	80
28	RJ	70	91
29	RAL	63	81
30	RARU	54	71
31	RPYK	68	85
32	RD	57	75
33	SN	61	80
34	TN	68	85
35	TH	62	80
36	TNS	67	84
37	WK	61	80
38	YWH	67	83
39	ZF	61	80
40	ZPS	57	75
	Total	2380	3104
	Average	59.5	77.6

B. Control Group

No	Students Initial Name	Pre-test (Y1)	Post-Test (Y2)
1	ADF	68	78
2	AFS	61	74
3	BA	56	67
4	CA	67	78
5	DA	58	71
6	DM	62	74
7	DRHB	62	75
8	DAP	68	78
9	DTF	53	61
10	ESRBG	58	71
11	EH	59	72
12	FA	54	63
13	FP	57	69
14	FRT	55	67
15	FA	60	73
16	GAZ	47	59
17	KN	61	74
18	KY	67	77
19	KF	49	60
20	NA	59	72
21	NR	64	75
22	NAM	54	64
23	NSS	58	72
24	NFH	57	69
25	NUS	66	76
26	RA	50	60
27	RR	54	64

28	RP	59	73
29	RFDA	64	76
30	RA	60	73
31	SA	56	67
32	SDS	62	75
33	SF	58	72
34	SK	67	77
35	TS	54	65
36	TAP	57	70
37	UMN	60	73
38	WSAA	53	63
39	WS	57	71
40	WA	66	76
	Total	2357	2824
	Average	58.9	70.6

Appendix VI

Test for Distribution of Frequency in Experimental Group

A. Test for Distribution of Frequency of Pre-test in Experimental Group

X	F	FX	$(X-\bar{X})$	$(X-\bar{X})^2$
50	1	50	-9,5	90,25
51	1	51	-8,5	72,25
52	1	52	-7,5	56,25
53	2	106	-6,5	42,25
54	4	216	-5,5	30,25
55	1	55	-4,5	20,25
57	5	285	-2,5	6,25
58	2	116	-1,5	2,25
59	4	236	-0,5	0,25
60	2	120	0,5	0,25
61	5	305	1,5	2,25
62	2	124	2,5	6,25
63	3	189	3,5	12,25
65	1	65	5,5	30,25
67	2	134	7,5	56,25
68	2	136	8,5	72,25
70	2	140	10,5	110,25
Σ	40	2380		610,25

1. Mean

$$N = 40$$

$$\sum^{FX1} = 2380$$

$$MX_1 = \frac{\sum^{FX1}}{N}$$

$$= \frac{2380}{40}$$

$$= 59,5$$

2. Standard Deviasi

$$SDx_1 = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}$$

$$= \sqrt{\frac{610,25}{40}}$$

$$= 3,9$$

3. Standard Error

$$SEMx_1 = \frac{SDx_1}{\sqrt{N-1}}$$

$$= \frac{3,9}{\sqrt{39}}$$

$$= 0,62$$

B. Test for Distribution of Frequency of Post-test in Experimental Group

X	F	FX	$(X-\bar{X})$	$(X-\bar{X})^2$
60	1	60	-17,6	309,76
69	2	138	-8,6	73,96
70	2	140	-7,6	57,76
71	1	71	-6,6	43,56
72	1	72	-5,6	31,36
73	3	219	-4,6	21,16
74	1	74	-3,6	12,96
75	6	450	-2,6	6,76
79	3	237	1,4	1,96
80	10	800	2,4	5,76
81	3	243	3,4	11,56
82	1	82	4,4	19,36
83	1	83	5,4	29,16
84	1	84	6,4	40,96
85	2	170	7,4	54,76
90	1	90	12,4	153,76
92	1	92	14,4	207,36
Σ	40	3104		1081,92

1. Mean

$$N_2 = 40$$

$$\Sigma FX_2 = 3105$$

$$MX_2 = \frac{\Sigma FX_2}{N}$$

$$= \frac{3104}{40}$$

$$= 77,6$$

2. Standard Deviasi

$$SD_{x_2} = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}$$

$$= \sqrt{\frac{1081,92}{40}}$$

$$= 5,2$$

3. Standard Error

$$SEM_{x_2} = \frac{SD_{x_2}}{\sqrt{N-1}}$$

$$= \frac{5,2}{\sqrt{39}}$$

$$= 0,83$$

Appendix VII

Test for Distribution of Frequency in Control Group

A. Test for Distribution of Frequency of Pre-test in Control Group

Y	F	FY	$(Y-\bar{Y})$	$(Y-\bar{Y})^2$
47	1	47	-11,9	141,61
49	1	49	-9,9	98,01
50	1	50	-8,9	79,21
53	2	106	-5,9	34,81
54	4	216	-4,9	24,01
55	1	55	-3,9	15,21
56	2	112	-2,9	8,41
57	4	228	-1,9	3,61
58	4	232	-0,9	0,81
59	3	177	0,1	0,01
60	3	180	1,1	1,21
61	2	122	2,1	4,41
62	3	186	3,1	9,61
64	2	128	5,1	26,01
66	2	132	7,1	50,41
67	3	201	8,1	65,61
68	2	136	9,1	82,81
Σ	40	2357		645,77

1. Mean

$$N = 40$$

$$\sum FY_1 = 2357$$

$$MY_1 = \frac{\sum FY_1}{N}$$

$$= \frac{2357}{40}$$

$$= 58,9$$

2. Standard Deviasi

$$SDy_1 = \sqrt{\frac{\sum (y - \bar{y})^2}{N}}$$

$$= \sqrt{\frac{645,77}{40}}$$

$$= 4,01$$

3. Standard Error

$$SEMy_1 = \frac{SDy_1}{\sqrt{N-1}}$$

$$= \frac{4,01}{\sqrt{39}}$$

$$= 0,64$$

B. Test for Distribution of Frequency of Post-test in Control Group

Y	F	FY	$(Y-\bar{Y})$	$(Y-\bar{Y})^2$
59	1	59	-11,6	134,56
60	2	120	-10,6	112,36
61	1	61	-9,6	92,16
63	2	126	-7,6	57,76
64	2	128	-6,6	43,56
65	1	65	-5,6	31,36
67	3	201	-3,6	12,96
69	2	138	-1,6	2,56
70	1	70	-0,6	0,36
71	3	213	0,4	0,16
72	4	148	1,4	1,96
73	4	292	2,4	5,76
74	3	222	3,4	11,56
75	3	365	4,4	19,36
76	3	228	5,4	29,16
77	2	154	6,4	40,96
78	3	234	7,4	54,76
Σ	40	2824		651,76

1. Mean

$$N = 40$$

$$\sum FY_2 = 2824$$

$$MY_2 = \frac{\sum FY_2}{N}$$

$$= \frac{2824}{40}$$

$$= 70,6$$

2. Standard Deviasi

$$SDy_2 = \sqrt{\frac{\sum(y - \bar{y})^2}{N}}$$

$$= \sqrt{\frac{651,76}{40}}$$

$$= 4,03$$

3. Standard Error

$$SEMy_2 = \frac{SDy_2}{\sqrt{N-1}}$$

$$= \frac{4,03}{\sqrt{39}}$$

$$= 0,65$$

Appendix VIII

Test For Homogeneity of Variance

A. Test Homogeneity of variance of Pre-Test in Experimental and Control Group

No	Pre-Test in Experimental Group (X)	Pre-Test in Control Group (Y)	X^2	Y^2	XY
1	58	68	3364	4624	3944
2	53	61	2809	3721	3233
3	57	56	3249	3136	3192
4	50	67	2500	4489	3350
5	59	58	3481	3364	3422
6	54	62	2916	3844	3348
7	57	62	3249	3844	3534
8	51	68	2601	4624	3468
9	58	53	3364	2809	3074
10	60	58	3721	3364	3538
11	52	59	2704	3481	3068
12	63	54	3969	2916	3402
13	53	57	2809	3249	3021
14	60	55	3600	3025	3300
15	59	60	3481	3600	3540
16	55	47	3025	2209	2585
17	59	61	3481	3721	3599
18	57	67	3249	4489	3819
19	62	49	3844	2401	3038
20	54	59	2916	3481	3186
21	63	64	3969	4096	4032
22	60	54	3600	2916	3240

23	65	58	4225	3364	3770
24	54	57	2916	3249	3078
25	70	66	4900	4356	4620
26	61	50	3721	2500	3050
27	59	54	3481	2916	3186
28	70	59	4900	3481	4130
29	63	64	3969	4096	4032
30	54	60	2916	3600	3240
31	68	56	4924	3136	3808
32	57	62	3249	3844	3534
33	61	58	3721	3364	3538
34	68	67	4624	4489	4556
35	62	54	3844	2916	3348
36	67	57	4489	3249	3819
37	61	60	3721	3600	3660
38	67	53	4489	2809	3551
39	61	57	3721	3249	3477
40	57	66	3249	4356	3762
Σ	2380	2357	142660	139977	139732

Test for homogeneity of pre-test in experimental and control used

the formula :

$$\begin{aligned}
 \text{Larger Variance} &= \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} \\
 &= \frac{40 \cdot 142660 - (2380)^2}{40(40-1)} \\
 &= \frac{5706400 - 5664400}{1560} \\
 &= 27,9
 \end{aligned}$$

$$\begin{aligned}
\text{Smaller Variance} &= \frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)} \\
&= \frac{40 \cdot 139977 - (2357)^2}{40(40-1)} \\
&= \frac{5599080 - 5555449}{1560} \\
&= 27,9
\end{aligned}$$

$$F = \frac{\text{Larger Variance}}{\text{Smaller Variance}} = \frac{26,9}{27,9} = 0,96$$

$$F_{\text{hitung}} < F_{\text{table}}$$

$$0,96 < 4,08$$

B. Test Homogeneity of variance of Post-Test in Experimental and Control Group

No	Post-Test in Experimental Group (X)	Post-Test in Control Group (Y)	X^2	Y^2	XY
1	75	78	5625	6084	5850
2	70	74	4900	5476	5180
3	74	67	5476	4489	5092
4	60	78	3600	6084	4680
5	79	71	6241	5041	5609
6	73	74	5329	5476	5402
7	75	75	5625	5625	5625
8	69	78	4761	6084	5382
9	75	61	5625	3721	4575
10	80	71	6400	5041	5680
11	69	72	4761	5184	4968
12	81	63	6561	3969	5103
13	70	69	4900	4761	4830
14	80	67	6400	4489	5360
15	79	73	6241	5329	5767
16	73	59	5329	3481	4307
17	79	74	6241	5476	5846
18	75	77	5625	5929	5775
19	80	60	6400	3600	4800
20	73	72	5329	5184	5256
21	81	75	6561	5625	6075
22	80	64	6400	4096	5120
23	82	72	6724	5184	5904
24	72	69	5184	4761	4968

25	90	76	8100	5776	6840
26	80	60	6400	3600	4800
27	80	64	6400	4096	5120
28	91	73	8281	5329	6643
29	81	76	6561	5776	6156
30	71	73	5041	5329	5183
31	85	67	7225	4489	5695
32	75	75	5625	5625	5625
33	80	72	6400	5184	5760
34	85	77	7225	5929	6545
35	80	65	6400	4225	5200
36	84	70	7056	4900	5880
37	80	73	6400	5329	5840
38	83	63	6889	3969	5229
39	80	71	6400	5041	5680
40	75	76	5625	5776	5700
Σ	3104	2824	242266	200562	218916

Test for homogeneity of post-test in experimental and control used

the formula:

$$\begin{aligned}
 \text{Larger Variance} &= \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)} \\
 &= \frac{40 \cdot 242266 - (3104)^2}{40(40-1)} \\
 &= \frac{9690640 - 9634816}{1560} \\
 &= 35,75
 \end{aligned}$$

$$\begin{aligned}
\text{Smaller Variance} &= \frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)} \\
&= \frac{40 \cdot 200562 - (2824)^2}{40(40-1)} \\
&= \frac{8022480 - 7974976}{1560} \\
&= 30,45
\end{aligned}$$

$$F = \frac{\text{Larger Variance}}{\text{Smaller Variance}} = \frac{35,75}{30,45} = 1,17$$

$$F_{\text{hitung}} < F_{\text{table}}$$

$$1,17 < 4,08$$

Appendix IX

The Calculation of the Mean (M) and the Standard Deviation (SD)

A. Experimental Group

No	Students' Initial Name	Pre-Test (X ₁)	Post-Test (X ₂)	Deviation (d)	Square Deviation (d) ²
1	ARR	58	75	17	289
2	ANH	53	70	17	289
3	AOPPN	57	74	17	289
4	AN	5	60	10	100
5	AM	59	79	20	400
6	ASAZS	54	73	19	361
7	AK	57	75	18	324
8	AM	51	69	18	324
9	CA	58	75	17	289
10	DA	61	80	19	361
11	DR	52	69	17	289
12	DM	63	81	18	324
13	DSA	53	70	17	289
14	DN	60	80	20	400
15	FWN	59	79	20	400
16	FAP	55	73	18	324
17	FS	59	79	20	400
18	HHI	57	75	18	324
19	MR	62	80	18	324
20	MF	54	73	19	361
21	MHH	63	81	18	324
22	NSL	60	80	20	400
23	NSR	65	82	17	289
24	NAB	54	72	18	324

25	NA	70	90	2	400
26	NK	61	80	19	361
27	PMAL	59	80	21	441
28	RJ	70	91	21	441
29	RAL	63	81	18	324
30	RARU	54	71	17	289
31	RPYK	68	85	17	289
32	RD	57	75	18	324
33	SN	61	80	19	361
34	TN	68	85	17	289
35	TH	62	80	18	324
36	TNS	67	84	17	289
37	WK	61	80	19	361
38	YWH	67	83	16	256
39	ZF	61	80	19	361
40	ZPS	57	75	18	324
Σ		2380	314	724	13232

The calculation of mean of the test.

$$\text{Mean of the test} = \frac{\text{sum of deviation}}{\text{total of the students}}$$

$$M_x = \frac{\Sigma d}{N_x}$$

$$M_x = \frac{724}{40}$$

$$M_x = 18,1$$

$$\text{Standard deviation} = \text{Total square deviation} = \frac{(\text{total deviation})^2}{\text{Total of the student}}$$

$$dx^2 = \Sigma d^2 - \frac{(\Sigma d)^2}{N_x}$$

$$dx^2 = 13232 - \frac{(724)^2}{40}$$

$$dx^2 = 13232 - \frac{524176}{40}$$

$$dx^2 = 13232 - 13104,4$$

$$dx^2 = 127,6$$

B. Control group

No	Students' Initial Name	Pre-Test (Y ₁)	Post-Test (Y ₂)	Deviation (d)	Square Deviation (d) ²
1	ADF	68	78	10	100
2	AFS	61	74	13	169
3	BA	56	67	11	121
4	CA	67	78	11	121
5	DA	58	71	13	169
6	DM	62	74	12	144
7	DRHB	62	75	13	169
8	DAP	68	78	10	100
9	DTF	53	61	8	64
10	ESRBG	58	71	13	169
11	EH	59	72	13	169
12	FA	54	63	9	81
13	FP	57	69	12	144
14	FRT	55	67	12	144
15	FA	60	73	13	169
16	GAZ	47	59	12	144
17	KN	61	74	13	169
18	KY	67	77	10	100
19	KF	49	60	11	121
20	NA	59	72	13	169
21	NR	64	75	11	121
22	NAM	54	64	10	100
23	NSS	58	72	14	196
24	NFH	57	69	12	144
25	NUS	66	76	10	100
26	RA	50	60	10	100
27	RR	54	64	10	100

28	RP	59	73	14	196
29	RFDA	64	76	12	144
30	RA	60	73	13	169
31	SA	56	67	11	121
32	SDS	62	75	13	169
33	SF	58	72	14	196
34	SK	67	77	10	100
35	TS	54	65	11	121
36	TAP	57	70	13	169
37	UMN	60	73	13	169
38	WSAA	53	63	10	100
39	WS	57	71	14	196
40	WA	66	76	10	100
Σ		2357	2824	467	5547

The calculation of mean of the test.

$$\text{Mean of the test} = \frac{\text{sum of deviation}}{\text{total of the students}}$$

$$M_x = \frac{\Sigma d}{N_y}$$

$$M_x = \frac{467}{40}$$

$$M_x = 11,675$$

$$\text{Standard deviation} = \text{Total square deviation} = \frac{(\text{total deviation})^2}{\text{Total of the student}}$$

$$dy^2 = \Sigma d^2 - \frac{(\Sigma d)^2}{N_y}$$

$$dy^2 = 5547 - \frac{(467)^2}{40}$$

$$dy^2 = 5547 - \frac{218089}{40}$$

$$dy^2 = 5547 - 5452,225$$

$$dy^2 = 94,775$$

Appendix X

The Calculation of the T-Test

To know whether Collaborative writing strategy affect significantly or not, the t-test formula was applied.

From the calculation above, the data obtained were :

$$M_x = 18,1 \qquad M_y = 11,675$$

$$d_x = 127,6 \qquad d_y = 94,775$$

$$N_x = 40 \qquad N_y = 40$$

Therefore, the calculation of t-observed is :

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{d_x^2 + d_y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{18,1 - 11,675}{\sqrt{\left[\frac{222,375}{40 + 40 - 2} \right] \left[\frac{1}{40} + \frac{1}{40} \right]}}$$

$$t = \frac{6,425}{\sqrt{\left[\frac{127,6 + 94,775}{78} \right] \left[\frac{1}{40} + \frac{1}{40} \right]}}$$

$$t = \frac{6,425}{\sqrt{0,1425}} = 17,02$$

Appendix XI

List of Critic Value for Liliefors Test

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	Taraf nyata α				
	0.01	0.05	0.10	0.15	0.20
n = 4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.200	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
n > 30	1.031	0.886	0.805	0.768	0.736

Appendix XIII

List of Percentage Value for t Distribution

v	t												
	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	0.05	0.02	0.01	0.001
1	0.158	0.325	0.510	0.727	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657	636.619
2	0.142	0.289	0.445	0.617	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	31.599
3	0.137	0.277	0.424	0.584	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	12.924
4	0.134	0.271	0.414	0.569	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	8.610
5	0.132	0.267	0.408	0.559	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	0.131	0.265	0.404	0.553	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.959
7	0.130	0.263	0.402	0.549	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	0.130	0.262	0.399	0.546	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	5.041
9	0.129	0.261	0.398	0.543	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.781
10	0.129	0.260	0.397	0.542	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	0.129	0.260	0.396	0.540	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	0.128	0.259	0.395	0.539	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	0.128	0.259	0.394	0.538	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	4.221
14	0.128	0.258	0.393	0.537	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	4.140
15	0.128	0.258	0.393	0.536	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	0.128	0.258	0.392	0.535	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	4.015
17	0.128	0.257	0.392	0.534	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.965
18	0.127	0.257	0.392	0.534	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.922
19	0.127	0.257	0.391	0.533	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	0.127	0.257	0.391	0.533	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.850
21	0.127	0.257	0.391	0.532	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.819
22	0.127	0.256	0.390	0.532	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	0.127	0.256	0.390	0.532	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.768
24	0.127	0.256	0.390	0.531	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	0.127	0.256	0.390	0.531	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.725
26	0.127	0.256	0.390	0.531	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	0.127	0.256	0.389	0.531	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.690
28	0.127	0.256	0.389	0.530	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	0.127	0.256	0.389	0.530	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.659
30	0.127	0.256	0.389	0.530	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.646
40	0.126	0.255	0.388	0.529	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.551
60	0.126	0.254	0.387	0.527	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.460
120	0.126	0.254	0.386	0.526	0.677	0.845	1.041	1.289	1.658	1.980	2.358	2.617	3.373
∞	2.581	2.330	1.962	1.646	1.282	1.282	1.282	1.282	0.842	0.675	0.525	0.253	0.126

