The Effect Of Collaborative Writing Technique Through Students' Writing Announcement Text At Second Grade In Smp N 3 Bonjol

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ABSTRACT

This research was due to discover the effect of collaborative writing technique through students' writing announcement at second grade in SMP N 3 BONJOL because some of students in SMP N 3 BONJOL still had problems in master english especially in writing text. Some of the students had a problems in making paragraph clearly, in organizing their ideas, to found their grammatical or vocabulary error and etc. The research used experimental research, the researcher used quasi experimental design by using pretest-posttest design. The data was through pre-test and post-test to experimental and control class. To analyze the data, the researcher used the normality by using lilifors test and the homogenity test by using F test and to test the hypothesis the researcher used t-test formula and consulted the result into t-table with level of significant $\alpha=0.05$. From the result and accounting the pretest and posttest scores of experimental class, it was found using collaborative writing technique in writing had better result than using conventional technique.

Keyword: Writing, Collaborative writing technique

INTRODUCTION

Writing is an active human imagination or mind which always think of new things in moving the ideas in written expression. Writing is one of the skills in english. According to Harmer, writing in the language classroom is often seen as an extension of on support for the other skills. the purpose of the teaching of writing is to enable english foreign language students to master functional and monologue text in the form of genres such as descriptive, narrative, recount, procedure, and report.

Based on the researcher observation at SMP N 3 BONJOL, the students were not interest and looked bored in english class, some of them noisy, and did another activity, rather than paid attention and explenation to the teacher. Besides, the students were also passively involved in teaching and learning process. The researcher found various kinds of problems confront by the students in making a

announcement text. The students explained that they were not able to make a announcement text in English for various reasons that, the students have a lack of vocabulary and the students have a limited ideas to make the announcement text.

In SMPN 3 BONJOL the students are required to be able to make and understand the announcement text, it contained in the sub indicators of learning this material. Meanwhile, students are still unable to make the announcement text. For the argument above, it can be said that influence the students announcement text mastery are the teacher and the students. The students should be brief and could answer what, when, where, and who. Often it includes why and how. It seems that it is easy to make announcement, but most of students always feel difficult when they are asked to make their own, and the students achievement is not only affected by their ability and skills in writing. But also influenced by the method which is used. Some teacher taught writing just gave explanation and exercises. It makes students less comprehended, less interest in writing, and makes students did not to continue the learning process.

METHODS

This research used descriptive quantitative method. Descriptive quantitative research rfers the simantic phenomenom via statistical, mathematical or numerical. It means that experimental research is the research which tries to observed the cause effect relationship. This research was used two groups as sample. The experimental class was treated by applying Collaborative Writing strategy and the same English writing material in teaching writing.

The population of this research was all of the second grade students (VIII class) at SMP N 3 BONJOL. The researcher use test as the instrument of the research. In this research, the researcher gave the pre test and post test to identify the effect of collaborative writing technique on students writing skill. The test will set based on the goal of teaching and learning that would be achieve. The pretest use to know the students' writing ability at the beginning and posttest use to know the development of the students' writing ability after aplly collaborative writing in teaching writing.

FINDING AND DISCUSSION

The researcher describe the result finding in using of collaborative writing technique in writing . The finding includes the using of collaborative writing can improve the students'writing.

Description of the Data

a) Data from the pretest experimental class and control class

The data analysis have been given by the research at the first meeting before conducting the treatment. The pre-test was carried out to identify students ability in writing before they got the treatment.

Table 1.1: Table Scores The result of the Calculation of Scores Gained from the Pre-test

Statistic	Experimental class	Control class
N	23	23
Mean score	46	43
Standard deviation	6,95	6,55
Minimum	40	35
Maximum	55	55

The table 1 ,it shows that the mean of the experimental group pre-test score **46,** while the mean of the control group pre-test **43** with a difference of these group's score.

b) Data from the posttest of experimental class and control class

The post-test was done after the treatment in order to find out if there any significant effect of using collaborative writing through students writing. The post-test was given to the experiment and control group after treated. Both group were given the same test material and time allocation

Table 1.2. Table Scores The result of the Calculation of the Score Gained from Post-test

Statistic	Experimental class	Control class
N	23	23
Mean score	78	61
Standard deviation	8,24	11,28
Minimum	60	45
Maximum	92	88

The table 2 above shows that the mean score of the experimental class post-test is 78 , while the mean the score of the post-test score of the control class is 61 .

It means that the mean score of the experimental class was higher than the control class. The standar deviation of the experimental class is 8,24 and the control class is 11,28.

.Table 1.3. The comparison of pre-test and post-test of the experimental and the control class

Test Result The Class	Pre-test	Post-Test
Experimental Class	$\bar{X} = 46$ $S = 6,95$ $S^2 = 48$	$\bar{X} = 78$ $S = 8,24$ $S^2 = 68$
Control Class	$\bar{X} = 43$ $S = 6,55$ $S^2 = 41$	$\bar{X} = 61$ $X = 11,28$ $S^2 = 122,23$

Based on the table 3 above, the post-test result of the experimental class is higher than the pre-test result (78) higher than (46) . It means that the treatment that has been used by the researcher can help the students in improving the students' writing . The comparison of the post-test result between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (61) is lower than the experimental post-test result (78). It means that the students who were treated by using collaborative writing give better result than the students who were not taught by using collaborative writing.

Testing hypothesis

a. **The first hypothesis**

Based on the first hypothesis , to find whether Ha is accepted or rejected, the value of the t obtained was compared with the value of t-table. If the value of the t obtained is bigger than the value of the t-table the descriptive Ha is accepted. However, if the value of t obtained is the same or lessthan the value of t-table, the null hypothesis Ho is accepted.

Ha: there is significant effect of using collaborative writing trough students' writing ability

Ho: there is no significant effect of using collaborative writing trough students' writing ability

Then, the calsulation of pre-test and post-test scores of the experimental class were explained bellow:

Table 1.4: The Mean Score, Standar Deviation, variant, and sum square

The Class	Mean Score $(\times)$	Totally of Sample (N)	Standar Deviation	Variant S^s
Pre-test Experimental Class	46	23	6,95	48
Post-test Experimental Class	78	23	8,24	68

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

$$t = \frac{32}{\sqrt{0,30}}$$

$$t = \frac{78 - 46}{\sqrt{\frac{48^2}{23} + \frac{68^2}{23}}}$$

$$t = \frac{32}{0,54}$$

t= 59,25

$$t = \frac{32}{\sqrt{\frac{2,304}{23} + \frac{4,624}{23}}}$$

$$t = \frac{32}{\sqrt{0,10 + 0,20}}$$

From the t test above, the mean score of the post-test $(\bar{x}2)$ is 78. It was bigger than the mean score of the pre-test $(\bar{x}1)$ is 46. It was found that t obtained is 59,25 and the t-table for degrees of freedom (df)= (na+nb-2)= (23+23-2)= 44 with level of significance ($\propto$) 0.05 is 1.6802. Through comparing the t-obtained and the t-table, it can be seen as -t-table ½$\propto$> t-obtained > t-table ½$\propto$. It can be concluded that there was a significant effect of using collaborative writing technique through students' writing ability in announcement text.

b. **Second hypothesis**

Ha means there are significant difference between using collaborative writing through students' writing announcement text and the students' who do not using collaborative writing with conventional technique through students' writing announcement text. On the other hand, Ho means there are no significant different between using collaborative writing with conventional technique through students' writing announcement text. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula t-obtained located before t-table ½∝ and after − t − table ½ ∝, it means that Ha accepted and $H_o$rejected (-t-table ½∝> t-obtained > t-table ½∝) as explanation below:

The Class	Mean Score (×)	Totally of Sample (N)	Standar Deviation	Variant S^s
Post-test Experimental Class	78	23	6,95	48
Post-test Control Class	61	23	11,28	127,23

Table1.5: The Mean Score, Standar Deviation, variant, and sum square

$$t=\frac{\bar{x}1-\bar{x}2}{\sqrt{\frac{S1^2}{n1}+\frac{S2^2}{n2}}}$$

$$t=\frac{17}{\sqrt{0,803}}$$

$$t=\frac{78-61}{\sqrt{\frac{48^2}{23}+\frac{127,23^2}{23}}}$$

$$t=\frac{17}{0,89}$$

$$t=19,10$$

$$t=\frac{17}{\sqrt{\frac{2,304}{23}+\frac{16,187}{23}}}$$

$$t=\frac{17}{\sqrt{0,100+0,703}}$$

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}1$)is 78. It is greater than the mean score of the post-test in control class ($\bar{x}2$) 61.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is **19,10** and the t-table for degrees of freedom (df) = (na + nb − 2) = (23+23 − 2) = 44 with level of significance ($\propto$) 0.05 is 1.6082 Through comparing the t-obtained and the t-table, it can be seen as -t-table ½$\propto$> t-obtained > t-table ½$\propto$. It can be concluded that there was a significant difference of using collaborative writing technique through students' writing ability in announcement text.
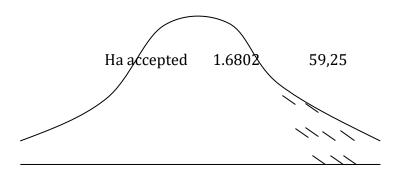
c. **Third hypothesis**

Ha: The use of collaborative writing is better than using conventional technique

Ho: The use of collaborative writing is not better than using conventional technique

The data gotten to prove the hypothesis above is the same with the data of the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis in the form for one-tailed test.

The curve of t-test result in third hypothesis

Ha accepted   1.6802   59,25

The graphic above is shown that tobtained was higher than t table, 59,25 > 1.6802. It means that the descriptive hypothesis (Ha) was accepted or the null hyphotesis (Ho) was rejected because tobtained was haigher than t table with ($\propto$) 0.05 (one tail). Hence, it can be concluded that use of collaborative writing is better than using conventional technique in students' writing announcement text.

Based on the finding above, it can be concluded that all null hypothesis were rejected and all alternative hypotheses were accepted. It means collaborative writing technique has a significant effect on students' writing ability and also has a significant difference toward students' writing ability. Last, using collaborative writing technique through students' writing ability was better than without using conventional technique.

CONCLUSION

This research was about the effect of using Collaborative Writing technique through students' writing announcement text at second grade in SMP N 3 Bonjol. This section discusses the research finding based on the related study. This research was done by giving the writing test to the students in the experimental class and control classes, the function of the writing test is to see the students' fluency to write English well, the grammar, the vocabulary, the fluency and the form. In order to express their own ideas, feelings based on the topic selected. From the explanation above, it can be conclude that collaborative writing as a technique can improve students writing ability in writing announcement text. Other than that, collaborative writing can also be used as an effective technique to help teacher in teaching.

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