



The Effectiveness of Collaborative Writing Strategy (CWS) in Improving EFL Learners' Recount Text

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Abstract

This study aims to determine whether Collaborative Writing Strategy (CWS) is more effective for students writing recount texts in the eighth grade at SMP Negeri 1 Bintan. The research design used in this study was quasi-experimental. The population for this study was eighth-grade students. In this population, two classes were chosen the experimental group (VIII-A) and the control group (VIII-B), each consisting of 29 students. The data for this study was taken from the pre-test and post-test scores of both groups. The data or writing scores of the students were analyzed in terms of frequency distribution, normality, homogeneity, and the T-test. Based on the result of the analysis, there were different means in the experimental group 74.35 in the post-test. The control group was 67.67 in the post-test. The t-test formula was used. Based on the result of the computation, the t-value is 2.133. Based on the result of interpolation, the critical value is 1.701. The t-value is higher than the t-table ($2.133 > 1.701$). It means that using the Collaborative Writing Strategy (CWS) to teach and learn to write recount texts is more effective.

Keywords: Collaborative Writing Strategy (CWS), Conventional Strategy, Writing Skill, Recount Text

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I INTRODUCTION

Writing is one of the most important skills that students must learn. Writing a letter or message is another form of communication that can help connect people's lives. Elbow (1981) states that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use, Harmer (2004) states that writing encourages students to focus on the accuracy of the language used. It is because students consider the language when they engage in the writing process. Furthermore, the writing process and the written text produced have received little attention. In the syllabus for Junior High School, there are some text types that must be learned by students. One kind of text that students have to master is Recount Text. Writing is an activity in which students discover and organize their opinions and ideas through personal recounts of texts written during vacations or events in the past. Recount text belongs to the genre of retelling about past events.

According to preliminary observations, most students continue to struggle with writing texts in English as a foreign language. As a result, appropriate strategies for developing students' writing skills must be implemented. Collaborative writing can be used as a strategy to help students improve their writing skills. In short, the ability to write, particularly a text, in this study is important for English students. Regarding to the difficulty above, there should be an appropriate strategy to solve the problem. One way that is considered to support the process approach in writing activity is Collaborative Writing strategy. However, the students are required to be able to master and understand how to write recount text, but the students lack background knowledge of the topic and the text. The researcher investigates the effectiveness of the collaborative writing strategy to solve the problems on students' writing skills. While the use of pair or small group work in the second language classroom in relation to oral work has been extensively studied, and its benefits well documented, there are only a few studies which have documented the advantages of collaboration in written work, and in dealing with written feedback. According to Storch (2005) collaborative writing also afforded students the opportunity to give and receive immediate feedback on language, an opportunity missing when students write individually. It can be inferred from the above that through collaborative writing, students can learn multiple language skills more effectively than by working alone Mulligan & Garofalo (2011). According to Swain, it is not enough to expose students with valuable input to develop their language skill, however, they need to produce the language that they have already learned in real communication both spoken and written language. This process is assumed to be substantial element in second/foreign language development. In relation to collaborative writing, of importance is a theoretical construct that reflects the increasing realization of the relevance of the social context of language learning Wigglesworth & Storch (2012). In sum, research comparing collaborative and individual writing has been able to provide evidence of a positive effect for collaboration on task performance, which supports the use of collaborative writing tasks in both second and foreign language classrooms Dobao (2012). Luna & Ortiz (2013) most teacher-researchers state that in essence, collaborative writing means that the student teams up with one or more peers to go through the writing process. Collaborative revision during which peers jointly revise their drafts using the feedback and comments provided by their instructor has received little attention in the L2 literature Hanjani & Li (2014). Saragih et al., (2014) Recount tells a series of events and evaluates their significance in some way. Moreover Marpaung et al., (2016) Writing recount text is an activity to write the record of events in the past time. The events are reported chronologically according to the setting of time and place with the use of a number of conjunction and sequence marker. From the above statements, this research concluded that writing a recount text is a process that involves generating ideas about past experiences or events in order to inform and entertain the reader. Collaborative writing strategy is a kind of writing that involves a number of persons Sukirman (2016).

The writing process and the written text that results have received little attention. Furthermore, the writing process and the resulting written text have received little attention. An

analysis of dialogues revealed that, despite the differences in the approaches taken by the pairs, collaboration provided the students with the opportunity to interact on various aspects of writing. According to Lancashire Council in Husna & Multazim (2019), a recount text has several generic structures consisting of orientation, events, and reorientation. This process is assumed to be a substantial element in second or foreign language development. Hence, by collaborating with others, students are able to get valuable language input, have opportunities to experiment through language production, and obtain feedback from their friends, so all those language activities will facilitate second or foreign language development.

II METHOD

The research design used in this study was quasi-experimental. According to Sugiyono (2013), quasi experimental design is a research design with a control group. This type of study is an attempt to figure out whether or not the Collaborative Writing Strategy (CWS) has any effect on the students' writing skills. The population of this research was the students at eighth grade of SMP Negeri 1 Bintan. In this population, two classes were chosen as the experimental group (VIII-A) and the control group (VIII-B), each consisting of 29 students. The data for this study was taken from the pre-test and post-test scores of both groups. The experimental class was taught by using Collaborative Writing Strategy (CWS) and the control class was taught by using Conventional Strategy. The instrument used in this study was writing test. The data or writing scores of the students were analyzed in terms of frequency distribution, normality, homogeneity, and the T-test.

III RESULT

The result can be seen on table of descriptive statistic, normality, homogeneity, and the T-test:

Table 1. Descriptive Statistic of Pre-test score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment Class	29	25.00	81.25	51.9397	19.12595
Pre-Test Control Class	29	25.00	75.00	45.0431	15.52462
Valid N (listwise)	29				

Based on the table, the data shows that the highest score on the pre-test in the experimental class is 81.25 and the lowest score on the pre-test is 25. Besides that, the mean score of the pre-test in the experimental class is 51.9397. Whereas the highest score of the pre-test in the control class is 75 and the lowest score of the pre-test is 25. Besides that, the mean score of the pre-test in control class is 45.0431.

Table 2. Descriptive Statistic of Post-test score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experiment Class	29	56.25	93.75	74.3534	12.31389
Post-Test Control Class	29	50.00	87.50	67.6724	10.96221
Valid N (listwise)	29				

Based on the table, the highest post-test score in the experimental class is 93.75, and the lowest post-test score is 56.25. Besides that, the mean score of the post-test in the experimental class is 74.3534. Whereas the highest score of the post-test in the control class is 87.50 and the lowest score of the pre-test is 50. Besides that, the mean score of the post-test in the control class is 67.6724.

Table 3. The Normality Test of Experiment and Control Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Score	Pre-Test Experiment Class	.162	29	.050	.914	29	.021
	Post-Test Experiment Class	.177	29	.021	.918	29	.027
	Pre-Test Control Class	.123	29	.200*	.926	29	.044
	Post-Test Control Class	.196	29	.006	.928	29	.049

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test used to determine the data had a normal distribution or not. According the calculation, all of the data were normal.

Table 4. Homogeneity Test Pre-Test of Experiment and Control Class

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Students Score	Based on Mean	2.459	1	56	.122
	Based on Median	2.162	1	56	.147
	Based on Median and with adjusted df	2.162	1	55.434	.147
	Based on trimmed mean	2.482	1	56	.121

Table 5. Homogeneity Test Post-Test of Experiment and Control Class

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Students Score	Based on Mean	.335	1	56	.565
	Based on Median	.276	1	56	.602
	Based on Median and with adjusted df	.276	1	54.410	.602
	Based on trimmed mean	.349	1	56	.557

A homogeneity test is used to determine whether or not the data is homogeneous. The table above shows the result of the homogeneity test from the pre-test and post-test for both classes. The groups are homogeneous based on the classes' pre-test and the post-test.

Table 6. The Results of T-Test of Experiment and Control Class

t-Test: Paired Two Sample for Means		
	<i>Experiment Class</i>	<i>Control Class</i>
Mean	74,353	67,672
Variance	151,632	120,170
Observations	29,000	29,000
Pearson Correlation	-0,047	
Hypothesized Mean Difference	0,000	
df	28,000	
t Stat	2,133	
P(T<=t) one-tail	0,021	
t Critical one-tail	1,701	
P(T<=t) two-tail	0,042	
t Critical two-tail	2,048	

Based on the T-Test table above, it is known that the df (degree of freedom) value is 28. The value of t (t count) is 2,133 and in the frequency distribution list (degree of freedom) of 1.701, that $2.133 > 1.701$ the t count is greater than the t table. The value of Sig. (1-tailed) is 0.021. The result of the T-test stated that Sig. (1-tailed) was 0.021 and the level of significance was 0.05. The result showed that sig. (1-tailed) was lower than the level of significance, so the alternative hypothesis was accepted and the null hypothesis was rejected. It means that the writing ability of the students who are taught by using collaborative writing strategy is better than the students taught using conventional strategy.

IV DISCUSSION

The information obtained from pre-test and post-test scores to experiment and control classes. The pre-test score data in both classes were used to determine the students' writing recount text before the treatment. The data came from the students' writing-recount text test scores. They were the experiment and control classes' pre- and post-test scores. According to Sudjana (2009) in Burais & Munzir (2015), the pretest and posttest questions are the same, the same questions are used in the pretest and posttest questions to determine how far the difference between using Collaborative Writing Strategy (CWS) is and conventional strategy. The average pre-test score for the experiment class was 51.9397, and the post-test score was 74.3534. The control class average score was 45.0431 pre-test and 67.6724 post-test. It can be concluded that students who are taught using a Collaborative Writing Strategy (CWS) have better writing abilities than students who are taught using a conventional strategy. The students' conditions in the experiment class, which was taught by using Collaborative Writing Strategy (CWS), were more effective and interested in the learning process. The students that were taught by Collaborative Writing Strategy (CWS) had a better score in writing recount texts than students who were taught by using conventional strategy. The result of analyzed data proves that students' scores in writing recount texts by using Collaborative Writing Strategy (CWS) are better. The hypothesis test demonstrated that there was sig. (1-tailed) was lower than the level of significance, so the alternative hypothesis was accepted and the null hypothesis was rejected. The result of analyzed data proves that students' scores in writing recount texts by using Collaborative Writing Strategy (CWS) are better. It means that the use of Collaborative Writing Strategy (CWS) to teach writing recount text is more effective.

Dealing with the explanation above, the result were supported from first related finding by Sipayung (2016) who conducted research on the implementation of a collaborative writing strategy with the aim of figuring out the improvements in students' ability to write descriptively through this method. The research design in this study is classroom action research with a qualitative and quantitative approach. The population of this research is all students in grade eight at junior high school; they are 360 students, and as a sample, this research consists of ten

percent of the population. There were two kinds of data in this research, namely, qualitative and quantitative. According to qualitative data, students' interest in writing descriptive essays stems from their ability to write collaboratively, share knowledge, and think critically during the teaching and learning process. Quantitative data showed that there was continuous improvement from the first to the last test. It tells us that there is an improvement in students' achievement by implementing the collaborative writing method. Based on the finding that students' writing skills increased from the first test to the last test, their scores continued to increase in each test. This tells us that there is an increase in student achievement by implementing collaborative writing methods. Based on the findings of the study above, it can support the findings of this study, which also found that collaborative writing strategies are effective for student writing. In addition to increasing students' scores on the pre-test and post-test, students also share ideas and experiences related to recount texts so that they can understand recount texts together and write texts together. From the results of the post-test assessment, it can be seen that the use of collaborative writing strategies improves students' ability to write recount texts.

The second related finding by Saputra et al., (2018) came from research about collaborative writing strategies. The aim of this research on classroom action research was to improve students' ability and participation in writing descriptive text through a collaborative writing strategy. The research subjects were 38 students from 10 Social-A at Saint Paul Senior High School, Pontianak. The researcher emphasized the practice of group discussion and peer assessment among students. The study discovered that implementing the collaborative writing strategy had a positive impact on student learning. Activities in the strategy improved students' ability and participation in writing descriptive text. Group discussion and peer assessment helped students generate, organize, and develop their ideas well after working with their group collaboratively. The collaborative writing strategy also encouraged students to get more engaged in teaching and learning activities. This study found that when students used a collaborative writing strategy in the pre- and post-test, their writing improved. Students are more effective in sharing their ideas and discussing material that is free and based on test results that show a significant effect when using this strategy. Moreover, students also improved their writing score, which indicated that learning process, have run well and have improved individual performance. Addinna1 et al., (2020) say that Collaborative writing strategy provides an authentic learning environment where students develop their writing skill, critical thinking and decision making skills. The findings of the study above support the findings of this study. Where this study implemented this strategy, students had more opportunities to share their ideas with their peers and to assist one another in creating good written texts. The findings demonstrate how responsible students are for their written assignments. Students learn to collaborate in groups. This study found that students who worked in groups were more effective than individuals at writing recount texts.

Then by Agustin & Roni (2021) conducted research on the effect of collaborative writing strategies on all of the eighth grade students at SMPN 12 Palembang, a total of 252 students. The sample was made up of 64 students chosen at random using stratified random sampling. In carrying out the research, the writer used an experimental method: factorial design. The result of this study's analysis indicated that, first; there was a significant difference between the writing abilities of the eighth grade students with high motivation and those with low motivation taught through a collaborative writing strategy with Google Docs. Second, there was a significant difference between the writing abilities of the eighth grade students with high motivation and those with low motivation. Third, there was a significant difference between the writing abilities of the eighth grade students with high motivation and low motivation taught through a collaborative writing strategy with Google Docs. Fourth, there were significant interaction effects between the collaborative writing strategy with Google Docs and the eighth grade students' motivation towards writing ability. The findings of the preceding study can support the findings of this study, where this study also discovered that students who used a collaborative writing strategy were more effective at writing recount texts than individuals. Based on the results of students with differing pre-test and post-test scores, students can share material and their understanding of the text, which is more effective when written together.

The researcher can conclude that collaborative writing is beneficial for assisting students in becoming creative writers through collaboration with their peers. Collaborative writing is used to practice second-language writing. It can also boost students' confidence in writing the appropriate composition. They will use this strategy to collaborate with their group members to properly organize their writing, provide input, and solve problems. Finally, it can improve students' critical thinking skills as well as their motivation to write.

This could explain why pairs tended to produce texts with greater grammatical accuracy and complexity than individual writers. The use of the collaborative writing strategy gives students a good way to explore their writing skills. It engages the students actively in some activities during the teaching of writing, and then has them talk and share ideas with a friend before writing in their own language about the text. By exposing the students to the topic, they will be attracted, which may encourage further writing. Furthermore, data analysis has confirmed that there is a significant difference in students' writing abilities before and after using the Collaborative Writing Strategy (CWS). In short, the Collaborative Writing Strategy was more effective for students writing in the eighth grade at SMP Negeri 1 Bintan.

V CONCLUSION

Collaborative Writing Strategy (CWS) has an effect on student writing recount text. It has been proven through data analysis. The students who are taught using a collaborative writing strategy do better than the students taught using a conventional writing strategy. The test results show that there was a significant difference in the students' scores. As a result, the researcher concludes that using the Collaborative Writing Strategy (CWS) has a significant effect on students' writing recount texts. The Collaborative Writing Strategy (CWS) is an effective strategy for learning recount text writing to eighth grade students at SMP Negeri 1 Bintan. Furthermore, it also allows teachers to compare this strategy to another (conventional strategy), and because the collaborative writing strategy has a significant impact on EFL learners' writing skills, it can be used as an alternative strategy in teaching writing. As an alternative strategy for teaching writing skills and effectively upgrading students' achievement, the collaborative writing strategy (CWS) allows students to collaborate, share their knowledge, and helps each other with their problems. Students comprehend the teacher's explanation and can freely share ideas, comments, and opinions in a group setting. But this strategy should pay more attention to them in order to achieve their teaching goals.

Based on the research findings there are some suggestion for other researchers. Other researchers can conduct additional research in the field by incorporating variables such as self-esteem, self-confidence, linguistic intelligence, and many others. The findings of this study can be used as a reference for future research with different variables. The findings of this study are expected to contribute to the teaching and learning of English. This study will theoretically support theories about language teaching and learning, specifically those about teaching writing in junior high school. This study can help with teaching English as a foreign language. This will help because it will hopefully increase knowledge about CWS implementation, strengths, and weaknesses, among other things. Furthermore, this research's findings and identification research can be used as a resource or guide for future research.

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