IMPROVING STUDENTS' WRITING ABILITY IN NARRATIVE TEXT USING COLLABORATIVE WRITING TECHNIQUE

(*A Classroom Action Research on the Tenth-grade Students of SMAN 3 Singkawang*)

A THESIS

Submitted to fulfill one of the requirements for thesis examination in English Language Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura Pontianak

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PONTIANAK

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I hereby declare the work presented in this article, entitled "Improving Students' Writing Ability in Narrative Text Using Collaborative Writing Technique", is entirely my own work. I am fully responsible for the content in this article. Opinions and findings obtained from other sources are cited and quoted in accordance with ethical standards.

Pontianak, Maret 2024



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ABSTRACT

Zanora, Adelia Satya. (2024). Improving Students' Writing Ability in Narrative Text Using Collaborative Writing Technique.

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The aim of the study was to find out the implementation of collaborative writing technique in improving students' ability in writing narrative text. The X IPA 1 students of SMAN 3 Singkawang participated in this research study. The researcher applied Classroom Action Research as the chosen design in carrying out the research. This study took two cycles which in each cycle consists of two meetings. The qualitative data was collected by using observation checklist and field note. The results of the qualitative data were analyzed in a description form. For the quantitative data, it was taken by conducting writing tasks. The findings indicated collaborative writing technique enables students' interaction to exchange and develop ideas, which resulting them having a better writing. The result taken from the writing tasks also showed an increasing result. This could be seen from the mean score in Cycle 1 which was 65.41 increased to 75.00 in Cycle 2. Hence, using collaborative writing technique is suggested to be applied in improving writing.

Keywords: *Writing, Collaborative Writing, Narrative Text, Classroom Action Research*

ACKNOWLEDGEMENTS

The first and foremost, praises be to Allah SWT., the Most Gracious and the Most Merciful, for the blessings and the guidance given to the researcher in finishing this research.

The researcher would like to express her deepest gratitude to the supervisors, Drs. Luwandi Suhartono, M. Hum., and Sumarni, S.Pd., M.TESOL., for their invaluable guidance, encouragement, and constructive feedback in shaping this thesis. The deepest gratitude also goes to Agustine Perdanayanti, S.Pd, a teacher of SMAN 3 Singkawang as well as a collaborator in this research. Her assistance and support have been invaluable. Additionally, the researcher would like to express great appreciation to:

1. Dr. Patriantoro, M. Hum., as the Head of Language and Arts Education Department Universitas Tanjungpura;
2. Yanti Sri Rezeki, M. Ed., Ph.D., as the Head of English Language Education Study Program Universitas Tanjungpura;
3. All the lecturers of English Language Education Study Program for their valuable knowledge, guidance, help, and advice given to the researcher during her study;
4. The participants of this research, X IPA 1 in an academic year of 2022/2023, whose willingness and cooperation in this research made this study possible.

The researcher would also like to sincerely thank to her dearest family for their love, support, and understanding throughout this journey. Also, the beloved friends whose encouragement, suggestions, and care made this academic journey more enjoyable.

Finally, the researcher realizes this thesis still has many weaknesses. Therefore, the researcher would greatly appreciate for any constructive feedback and suggestion. Hopefully, this thesis would be useful to the readers.

Pontianak, 13 December 2023

The Writer

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CHAPTER 1

INTRODUCTION

1.1 Background

Writing is one of the productive skills that plays a crucial role in students' learning activity, especially in learning English language. It is seen as an activity to help students in delivering what they are thinking in a written form. Moreover, through the process of writing, students' critical and creative thinking are trained. According to Klimova (2012), writing helps students to foster their communication ability, along with developing their thinking skills. Other than that, writing also involve reinforcement and language development. In its implementation, it encourages students to focus on the way they develop ideas. Due to its important role, writing skill is needed in learning English language.

In terms of its implementation, writing involves several components. Referring to Brown (2007), there are five components in writing. Those are content, vocabulary, language use, writing mechanics, and organization or the ability to maintain the connection between the ideas and the structure of the text. Moreover, Anderson and Anderson (2003) stated aspects in writing consist of idea and topic development, organization, sentence structure, vocabulary, spelling, capitalization and punctuation. These components are the focus during the process of writing. Thus, students need to pay more

attention to these components in their writing. Lacking in one of the components could lead to incoherent text.

Despite the necessity of writing, most students, especially the English as a Foreign Language (EFL) students, consider writing as a difficult skill to learn in English. Setyowati and Sukmawan (2016) stated that most EFL students view writing as a difficult task. The common mistakes that the students often faced during writing are related to grammar, word-choice, and subject-verb agreement. Furthermore, developing ideas to write also becomes the problem that they faced. These mistakes seem to be the problems in affecting their writing activity.

In the context of the school where this current study was conducted, a preliminary interview with the teacher had been done by the researcher. The interview was done to find out the problem that was faced by X IPA 1 class of SMAN 3 Singkawang in writing narrative text. The result demonstrated that students' engagement was low, making them less engaged during the teaching and learning process and affecting their ability to develop writing ideas in narrative text. This reason became the researcher's motivation to conduct further investigation on this issue.

In an attempt to solve the problem above, applying an engaging technique to teach writing could be a solution to help students encouraging their engagement during the writing lesson, along with overcoming their writing problems. One of the activities that can be done was through

Collaborative Writing (CW) technique. According to Storch (2017), Collaborative Writing can be defined as an activity where two or more authors work together in writing a certain text. During the process of this technique, students are required to produce writing by not only composing a text collaboratively, but also to do peer-review, in which provides them opportunity to broaden and share their knowledge, as well as developing their language abilities. In addition, by applying collaborative writing tasks, students are encouraged to engage during the discussion and deliberations (Storch, 2017). By writing collaboratively, it was expected students can be more interactive during the learning process, and they can improve their writing ability, especially in developing writing ideas. For this reason, the collaborative writing technique was chosen to be applied to improve students' writing ability in developing ideas of narrative text by encouraging their engagement during the lesson.

In addition, several similar previous studies have discussed on the same topic area with this study. Anggraini, Rozimela, and Anwar (2020) have conducted an experimental study on the effects of collaborative writing on the students' writing skills. In the implementation, the researcher aimed to find out the effectiveness of collaborative writing technique. The result of the study showed collaborative writing was effective in developing their writing skills, specifically in writing hortatory text. Moreover, the result also revealed that there is positive response from students towards the use of collaborative writing as a strategy to improve their writing skills. A previous

study that also investigated on the same topic area has been conducted by Rezeki and Rahmani (2021). The experimental study was conducted to find out the use of collaborative writing on students writing skills in descriptive text and their soft skills. The result revealed the use of collaborative writing had impactful effects on students' writing improvement, as well as their soft skills in terms of mutual interaction, performing negotiation, providing ideas suggestions, and cognitive conflicts. Furthermore, a study conducted by Pham (2021) showed the use of collaborative writing technique brought significant impact on students' writing fluency. The study also invented a framework for collaborative writing technique to be effectively employed in writing activities. Comparing to these previous studies, in this current research, the researcher aimed to implement the technique by applying Classroom Action Research as a design which in its implementation, the researcher intended to find out how collaborative writing technique helps students to improve their writing ability in narrative text, especially in developing ideas to write.

Moreover, as what have been prompted by the previous study of the use of collaborative writing technique on students' interaction during writing process, it showed that collaborative writing had positive impact in engaging students to be actively involved during the writing process. Thus, using this technique seemed to be helpful to be applied in improving students writing ability and encouraging their interaction during the lesson.

Based on the explanation above, applying a collaborative writing technique to create engaging teaching and learning process can help students to be more productive during the writing activity. Therefore, the researcher aimed to conduct this research study, in which was carried out by using Classroom Action Research (CAR). By conducting this study, the researcher intended to improve students' writing ability in narrative text, especially in developing writing ideas of the tenth-grade students at SMAN 3 Singkawang, using collaborative writing as the technique.

1.2 Research Question

Based on the research background above, this research aimed to answer the question:

How does collaborative writing technique improve students' writing ability in narrative text?

1.3 Research Purpose

The purpose of the study was to find out how collaborative writing technique improves the students' writing ability in narrative text.

1.4 Research Significance

The result of this study is expected to give contribution for teachers, students, and other researchers who investigate in the same topic area with this research study.

1.4.1 Teachers

This study is hoped to be beneficial for teachers in order to provide them a teaching technique reference. It is expected that they can use

this as one of teaching techniques alternative, especially in teaching writing for EFL learners.

1.4.2 Students

This study is expected to be useful to improve students' writing ability, especially in helping them to develop ideas to write. The use of collaborative writing is also expected to support students' learning activity during writing lesson.

1.4.3 Other researchers

For other researchers, this study is expected to be useful to be used as a literature reference. This study can be one of references for the next researchers to conduct further research, that dealing with the same focus of the study.

1.5 Scope of Research

This research study focused on improving students' ability in developing ideas to write, especially in writing narrative text. It was expected that students could also develop their participation during the writing lesson. The subject of the research was the tenth-grade students of SMAN 3 Singkawang, especially the X IPA 1 students. The object of the research was the writing ability of the students in developing ideas to write narrative text.

1.6 Terminology

1.6.1 Writing Skills

Writing is an activity of communicating with others in which the writers deliver or try to convey their messages or thoughts in written form. In its implementation, it requires several essential skills, such as content, organization, grammar, and vocabulary. In this research context, the writing ability was the students' ability to generate writing ideas in fable.

1.6.2 Narrative Text

Narrative text can be defined as one of text that tells series of events. It aims to amuse or entertain the readers. This text is categorized as a fictional story. In this current study, the text that was used was fable.

1.6.3 Collaborative Writing Technique

Collaborative writing is a technique where the students write jointly. In its implementation, the students are required to work together throughout the whole writing stages.