



**IMPROVING WRITING DESCRIPTIVE TEXT BY USING
COLLABORATIVE WRITING STRATEGY AT GRADE
VIII STUDENTS OF SMP N 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to the state Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of
Education (S.Pd) in English*

Written by:

MELISA LUBIS
Reg. No. 14 203000 73

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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A THESIS

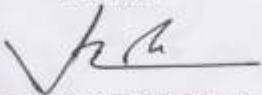
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2018

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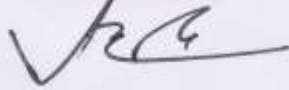
Padangsidimpuan, October 2018
To:
Dean of Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamualaikum Wr.Wb

After reading, studying, and giving advice for necessary revision on thesis belongs to **MELISA LUBIS** entitled "**Improving Writing Descriptive Text By Using Collaborative Writing Strategy At Grade VIII Students of SMP N 1 Padangsidimpuan**". we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

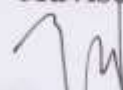
Therefore, we hope that thesis will soon be examined in front of the Thesis Examiners Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsisimpuan. Thank you.

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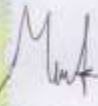
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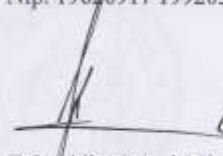
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Time : 14.00 WIB - finish
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Thesis : IMPROVING WRITING DESCRIPTIVE TEXT BY USING
COLLABORATIVE WRITING STRATEGY AT GRADE VIII
STUDENTS OF SMP N 1 PADANGSIDIMPUAN

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The thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd).

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May Allah, the Almighty bless them all. Amin. Finally, I realize that there that there must be some weakness in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, October 2018

Researcher

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Collaborative Writing Strategy at Grade
VIII Students of SMP N 1 Padangsidimpuan

ABSTRACT

This research is talking about improving writing descriptive text by using collaborative writing strategy at grade VIII students of SMP N 1 Padangsidimpuan. The objectives of the research are to describe the improvement of students' writing descriptive text and to identify the factors that influenced students' writing descriptive text.

Researcher conducted classroom action research (CAR) to solve the students' problems in writing. The CAR was done based on Kemmisdesign. The researcher conducted two test and two cycles in this research. The participants of this research is one class consist of 34 students from class VIII-10 SMP N 1 Padangsidimpuan, Academic year 2018. The technique of data collection are test, observation and interview.

Based on the result of the research, researcher found that the students' writing descriptive text was improved. It is supported by the result of the cycle 1 was 78.97. The result of cycle 2 82.05. There were external factors influenced in writing descriptive text no students studied at home, students were not active in classroom, raised my hand to get the teacher's attention, nervous while answering the test. There were five internal factors influenced in writing descriptive text they were grammar, vocabulary, mechanic, fluency and form. That is the factor can influence writing descriptive text.

Keyword : *Classroom Action Research, Collaborative Writing Strategy and Descriptive Text*

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Writing is an activity to pour ideas, feeling, thinking by using written language as media. Writing is also a creativity process to making something. It means writing can involve thinking, idea and opinion students when students write something.

The material of writing based on curriculum there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount and narrative. Researcher chooses descriptive text because descriptive text is the most easier to them and the material is existed in the handbook “When English Rings a Bell” in the chapter VII about describe the animal in the zoo at page 85.

Writing is a person’s ability to express her thought to other people or parties with the written media. Descriptive text is a text which describe something, such as person, animal, thing, or place, in a detailed. So, writing descriptive text is a writing activity to describe person, animal, thing, or place in detailed with pour writers’ thought in written media.

The essential of writing descriptive text is it will help students’ writing be more interesting and full of details, it encourage students to use new

vocabulary, it can help students to clarify their understanding of new subject matter material and to convey to the reader what something looks like.

There are some efforts in Improving Descriptive Text by Government, such as they are giving handbook to students and change curriculum, from school is providing the things which relation to the material descriptive text such as picture media and real things around the class and form the teacher by using some strategies like working in a group, pair and picture media. So that it can be concluded that effort in improving writing descriptive text from Government, School and Teacher all as one of the manner to improve writing descriptive text.

But in reality, writing is problems at SMP N 1 Padangsidimpuan. Based on private interview to the English teacher. The teacher said “the problem in writing descriptive text is students’ writing descriptive text was low. Because, there is no material about descriptive text in curriculum at seven grade so, writing descriptive text is a new lesson for them. When they are in eight grade, and students are low in grammatical because they just study about (to be, subject, and noun). The last, poor vocabulary because less in study grammatical in seven grade.¹ So that is make them low in writing descriptive text. There are many factors to improve writing descriptive text. such the material provided to students, students’ motivation and teachers’

¹ Aisyah Nasution, *English Teacher at Grade VIII SMP N 1 Padangsidimpuan*, Private Interview (SMP N 1 Padangsidimpuan, 24 Juli 2018 at 09.00 am).

approach. It can be concluded that the application of cognitive strategy on teaching writing descriptive text can give positive results increasing students' skill in writing descriptive text.

There are many factors to improve writing descriptive text. Such the material provided to students, students' motivation and teachers' approach.² It can be concluded that the application of collaborative writing strategy on teaching writing descriptive text can give positive results increasing students' skill in writing descriptive text.

There are some suitable strategy for teaching descriptive text to solve problem in eight grade class VIII-10 SMP N 1 Padangsidempuan by using guided writing strategy, genre based language teaching, quick writing, main maps strategy and collaborative writing strategy. So, researcher choises collaborative writing strategy to solve the problem in SMP N 1 Padangsidempuan and to improve writing descriptive text, the strategy did not use in the class.

Steve Graham and Dolores state “collaborative writing strategy in involves peers writing as team. In one approach, a higher achieving student is assigned to be the Helper (tutor) and lower a chieving student is assigned to

² Fauzul Etfita, *Improving Students' Writing Skill of Descriptive Texts Through Cognitive Strategy* at Grade VII-2 of SMP N 1 IndraPraja Tembilahan, accessed from (<http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/10347>, accessed at April 21rd, 2018 retrieved on 03.15 am.

be the Writer (tutee).³ Supiani state “Collaborative writing strategy deals with writing process in which a process was done in pair (writer and helper) to create descriptive text based on the steps of collaborative writing.”⁴ So, Collaborative Writing Strategy is a process of writing was done in pair by one writer and one helper to create a descriptive text.

The role of Collaborative Writing Strategy in writing descriptive text are can improve students’ writing descriptive text because students divided in group arrangement of a helper and a writer so that, they are more easy to write descriptive text because, they are collaborate to write descriptive text, and collaborative writing strategy also can motivate them to write, how to learn others in writing. Last, collaborative writing strategy can awaken the students to the complexity of writing and weakness of self in writing.

Based on the explanation above, the researcher concludes classroom action research with the title “Improving Writing Descriptive Text By Using Collaborative Writing Strategy At Grade VIII Students of SMP N 1 Padangsidempuan.”

³ Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescent in Middle and High Schools*, (New York: Carnegie Corporation), 2007, accessed from (https://www.carnegie.org/media/filer_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny_report_2007_writing.pdf), accessed at April 25rd, 2018 retrieved on 04:00 am.)

⁴ Supiani, *Improving the Students’ Ability in Writing Descriptive Text Through Collaborative Writing Technique*, (Kalimantan: Journal on English as a Foreign Language, Volume 2, Number 2), September. 2012, accessed from (<http://Download.Garuda.Ristekdikti>), accessed At April 25rd, 2018 Retrieved 04:30 am.)

B. Identification of the Problems

Based on the background of the problem above, writing is one of the important skill must be mastered by students. Generally, writing is also a creativity process to making something. It means writing can involve thinking, idea and opinion students when students write something.

There are some factors to improve students' writing descriptive text, such as material provided to students, students' motivation and teachers' approach toward the student. There are many strategy can be used by teachers in teaching writing descriptive text are guided writing strategy, genre based language teaching, quick writing, minp mapds strategy and collaborative writing strategy.

C. The Limitation of Problem

Based on identification of the problem above, the researcher focused the problem on students' writing descriptive text was low. The researcher also focused the writing descriptive text into how the students can giving thinking and idea to making a product writing and can write good writing. So, the researcher focused on writing Descriptive text.

The researcher solved the problems by focused the strategy, it was by using collaborative writing strategy at grade VII-10 students of SMP N 1 Padangsidempuan. In this research, the researcher also focused to see the improving writing descriptive text by using collaborative writing strategy students of SMP N 1 Padangsidempuan.

The researcher chooses this strategy because this strategy is easier to improve students' writing descriptive text, because target language of collaborative writing strategy is students' writing in classroom use in writing descriptive text, so that the student can collaborate write with another students.

D. The Formulation of the Problem

Based on limitation of the problem above, the problem of the research can be formulated as follows:

1. To what extend does collaborative writing strategy can improve students' writing descriptive text at grade VIII Students of SMP N 1 Padangsidimpuan ?
2. What does the factors which influence students' writing descriptive text by using collaborative writing strategy at grade VIII Students of SMP N 1 Padangsidimpuan ?

E. The Purpose of the Research

Based on the formulation of the problem above, so the purpose of the research as follow:

1. To describe the improvement of students' writing descriptive text by using collaborative writing strategy at grade VIII Students of SMP N 1 Padangsidimpuan.
2. To identify the factors which influence students' writing descriptive text by using collaborative writing strategy at grade VIII Students of SMP N 1 Padangsidimpuan.

F. Significances of the Research

Research significances are large in contribution depending on whatever and whoever result of the research being useful in term of education there are some significances of research, they are:

1. Headmaster of SMP Negeri 1 Padangsidimpuan to develop and encourage English teachers to teach English well.
2. Teacher of SMP Negeri 1 Padangsidimpuan to be useful for English teacher as information and source in teaching writing by using collaborative writing strategy.
3. Students of SMP Negeri 1 Padangsidimpuan to help them that writing is easy.
4. Other researcher this research can be source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

G. The Indicator of Action

Action research is a process for studying problem by part-owners scientifically to take decision for improving their current practices. Action research also as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practices.⁵

⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International Age International (P) Limite, Publishers, 2006),p.263.

Action means activities that had been done. The researcher would make the teaching program, lesson plan that use to teach writing to the students, in the end of the action that have been done. In this research the researcher collaborated with the teacher to become a teamwork who work together to solve the students' problem increasing writing descriptive text by using collaborative writing strategy.

The researcher prepared learning material based on curriculum and procedure collaborative writing strategy. In the first cycle, the researcher make students work in pair as a helper and a writer in which helper started by generating ideas through pre-writing step. (In this case, every students was actively involved in answering question from the teacher and made a list to the question). Form some question based on procedure collaborative writing strategy, students can developing topic of descriptive text and develop the topic to the paragraph. The second cycle researcher make same with the first cycle but in second cycle researcher dominant to solve a problems determine when cycle I done.

H. Outline of the Thesis

The systematic of this research is divided into five chapters, each chapter consists of many sub chapters with detail as follow:

The first chapter is an introduction that consist of the background of the problem, identification of the problem, limitation of the problem,

definition of key terms, formulation of the problem, purposes of the research, significant of the research, hypothesis of action and outline of the thesis.

The second chapter is a theoretical description consist of the theoretical of core parts, the definition of collaborative writing strategy, the definition of writing, kinds of writing, the definition of students' writing ability, and review related finding.

The third chapter is the research methodology that consists of the research design, location and time of the research, the participant of the research, instruments of collecting the data, procedures of classroom action research and technique of analyzing data.

The fourth chapter is the result of the research. The result of the research consisted of the data description, influencing factor on students writing descriptive text achievement and discussion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Writing

a. Defenition of Writing

Writing is one of the elements of skill in language.¹ Writing is both a physical and mental act. It is the physical act of committing words or ideas to some medium, wheter it is hieroglyphics inked into parchment or an e-mail message typed into computer. Writing is the mental work of inventing ideas, thinking how to express, and organizing into statements and paragraphs that will be clear to a reader. Impress. Writer typically serve two masters: themselves, and their own desire to express an idea of feeling and readers, also called the audience, who need to have ideas expressed in certain ways.²

Writing is one of the most important skills in language learning besides reading, speaking and listening. It is one of the four language skills must be mastered. It involves the application grammatical knowledge, vocabulary and sentence pattern. Writing is also a

¹John M. Echols and Hassan Shadily, *An English-Indonesia Dictionary*, (Jakarta: Gramedia Utama, 1976), p. 656.

²David Nunan, *Practical English Language Teaching*, (New York Mc. Graw-Hill/Temporary, 2003),p.88.

creativity process to making something. It means writing can involve thinking, idea and opinion students when students write something. For example when students being creativity. Writing for students is a process that should not only improve their language ability but stimulate their thinking and develop their cognitive ability.

While, writing is the ability to put pen and paper to express ideas through symbols. It means that students can write a written form from their activity to share information in order to express feeling through paper giving meaning and content that could be communicated to other people by the writer.

There are so many defenitions of writing, according to A.S Hornby that writing is one of the most important skills in language learning besides reading, speaking, and listening.³ It means that a process for giving information by using texts. It is also, producing the word and sentences then it expressing with the meaning of ideas of texts in one context to produce a new knowledge or to develop that has been discovered.

In additionally, Geoffrey Broughton stated that “writing is intended for an audience, often one which is extremely difficult to

³ A.S.Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York: Oxford University Press, 2005), p. 1561.

definite”.⁴ Writing is a procedure skill; it is one of language skills that necessary to be mastered by students.⁵ It means that gives the ability to record their own correctly; they should be able to write a paragraph as good as possible. It is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience.

According to Hughey writing is an essential form of communication.⁶ Meaning that, writing has an important part in our life to communicate each other. We can express or show information in written language. Trough writing, people can communicate with others at any place and time. Olshtain in Celce and Murcia states that writing is an act of communication which takes place between the writer and readers via writing.⁷ It is clear that writing can facilitate everyone to communicate with others even in long distance.

Further, writing permits a society to record permanently.⁸

Writing is the result of employing strategies to manage the composing

⁴Geoffrey Broughton, *Teaching English as a Foreign Language*, (University of London Institute of Education: USA and Canada, 1980), p.116.

⁵A.S.Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York: Oxford University Press, 2005), p.2.

⁶Jane B. Hughey, et al., *Teaching ESL Composition : Principles and Techniques*,(London: Newbury House Publisher, Inc., 1983),p.33

⁷Mariana Celce-Murcia, *Teaching English as a Second or Foreign Language, 3rd edition*, (Boston: Heinle&heinle, a division of Thomson Learning, Inc., 2001)p.207

⁸Jufrizal, *Course Book Introduction to General Linguistic*, (Padang State University, 1999),p.121.

process, which is one of gradually developing a text.⁹ It means that any of the many visual system for representing language including handwriting, printing, and electronic displays of these written forms. The development of writing was one of the great human inventions. It is difficult to imagine language without writing.

According to Stanley Kubrick's 1968 motion picture '2001: A Space Odyssey' a computer equipped with a perfect speech recognition programme, which is even able to lipread, threatens to overpower the human crew. At least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.¹⁰

Based on the explanation above, the researcher concludes writing is a process where a writer needs his or her ability to arrange a product of writing without their ideas and thinking.

⁹A.S.Hornby, *Oxford Learner's*...p.357.

¹⁰ Florian Coulmas, *Writing Systems An Introduction to their Linguistic Analysis*, (Cambridge University Press: USA, 2003), accessed from (http://assets.cambridge.org/97805217/82173/frontmatter/9780521782173_frontmatter.pdf, accessed at April 20rd, 2018 retrieved on 03:00 am.)

b. Kinds of Writing

Writing is the expression of the mind of writers, and most of the writers when they have some inner feelings related to their own self. Their surroundings, the political and the economical situation of the state or the facts related to their professions. According to Michael the kinds of writing are:

1) *Expository or information writing* is to share knowledge and give information, directions or ideas.

Example, describing events and experience.

2) *Expressive/ descriptive writing* is a personal or describe something in which the writer describes thing, person or place. This type of writing is often based on observations of people, object or place and may include creative speculations and interpretation.

3) *Persuasive writing*, writer attempts to influence other and initiate action or change. This type of writing is often based on background information and facts.¹¹

c. Purpose Of Writing

There are at least three purposes in writing: informative writing, expressive/narrative writing, and persuasive writing.¹²

1) Expository or informative writing

¹¹ J. Michael O'malley & Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners* (Addison-Wesley Publishing Company), 1996, p.137.

¹²*Ibid.*, p. 137-138.

Writer use expository or informative writing to share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on cause and effects, and developing new ideas or relationship. This type of writing could include a biography about a well known person or someone from the writer's life. The writer can rely on existing knowledge or new sources of information and can cover a range of thinking skills from simple recall to analysis and synthesis. Informative writing helps writers integrate new ideas and examine existing knowledge.

2) Expressive/narrative Writing

Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, discovery or, simply, as fun writing and can include poems and short plays.

3) Persuasive Writing

Persuasive Writing, writers attempt to influence others and initiate action or change. This type of writing is often based on

background information, facts, and examples the writer uses to support the view expressed. Writers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view. The three purposes of writing described here can overlap, as when students write an informative, persuasive essay.

d. Component of Writing

According to Jacob, there are five components of writing as follows:¹³

- 1) Content. The writer has an ability to think creatively to develop his ideas.
- 2) Organization. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
- 3) Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and express the ideas,

¹³Holly L. Jacob. *Testing ESL Composition A Practical Approach*, (London: Newbury House Publisher, Inc, 1981),p.30

clearly stated or supported well relationship between paragraph, logical and sequencing.

- 4) Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
- 5) Mechanics. The writer is able to write in appropriate spelling, punctuation, and capitalization.

e. Process Writing

In Process Writing, students are involved in the construction of narrative on topics in which they have a personal interest (Hudelson 1989). Three stages of the writing process are:¹⁴

- 1) Prewriting, or motivation, discussion, and concept development
- 2) Writing, which takes place in classrooms or at home so students can rely on both teachers and other students for feedback and support
- 3) Postwriting, in which students share their writing with others, read aloud what they have written, or exchange writing with other students (Gebhard 1983).

So, from explanation above can be concluded process of writing there are three stages they are prewriting, writing, and postwriting to make one good writing.

¹⁴J. Michael O'malley & Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners* (Addison-Wesley Publishing Company),1996, p.138-139.

f. Characteristics of Written Language: A Writer's View

There are at least seven characteristics of written language in writing :

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw.

2) Production Time

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product.

3) Distance

One of the thorniest problems writers face is anticipating their audience. That anticipation ranges from general audience characteristics to how specific words and phrases and sentences and paragraphs are going to be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas are captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students. If students are

non-literate in the native language, you must begin at the very beginning with fundamentals of reading and writing.

5) Complexity

The complexity of written-as opposed to spoken-language was illustrated. Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking.

7) Formality

For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.¹⁵

So, from explanation above can be concluded characteristics of written language are permanence, production time, distance, orthography, complexity, vocabulary and formality.

¹⁵H.Douglas Brown, *Teaching By Principles An Interactive Approach Language Pedagogy*, (San Francisco State University)p.325-326.

2. Paragraph

a. Defenition of Paragraph

Paragraph is a unit of organization of written language in many languages, which serves to indicate how the main idea in a written text are grouped. In text linguistics, paragraphs are treated as indicators of the macro-structure of a text. They group sentences which belong together, generally those which deal with the same topic. A new paragraph thus indicates a change in topic or sub-topic.¹⁶

b. Components of Paragraph

1) Introductory Paragraph

Introductory Paragraph should start with several sentences that attract the reader's interest. It should then advance the central idea, or thesis, that will be developed in the essay.

2) Supporting Paragraph

Each of the supporting paragraphs should begin with a topic sentence that states the point to be detailed in that paragraph. Just as a thesis provides a focus for an entire essay, a topic sentence provides a focus for a supporting paragraph.

¹⁶Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, third edition. 2002.p. 383.

3) Concluding Paragraph

The concluding paragraph often summarizes the essay by briefly restating the thesis and, at times, the main supporting points. In addition, the writer often presents a concluding thought about the subject of the paper.¹⁷

So, from explanation above can be concluded components of paragraph are introductory paragraph, supporting paragraph and concluding paragraph.

3. Writing Descriptive Text

a. Definition of writing descriptive text

Writing is the thinking how to express the ideas or opinion of our mind in written form. Not only that, but also how to organize into statements and paragraphs that will be clear to a reader. Therefore, we will know how far our knowledge and knowing how the important the new thought which we are giving to the readers in order they understand.

Description is a text containing two components example identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic.¹⁸

¹⁷John Langan, *College Writing Skills Media Edition*, fifth edition, Atlantic Cape Community College, p.8-10.

¹⁸ Sanggam Siahaan & Kisna Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89-90.

Identification is to identify the topic. Description is to describe the topic more detail until the reader know about the topic who are describe like near with them.

So, writing descriptive text is a writing activity to describe person, animal, thing or place in detailed with pour writers' thought in written media and consist of two components there is identification and description.

b. Assessments in writing descriptive text

In writing assessments, the researcher needs to know their ability. Therefore, the assessments criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. Assessment of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. In assessing writing, there are some indicators.¹⁹

1) Grammar

Grammar is the part of the study of language which deals with forms and structure of word, with their cosmaryarragemenr in phase and sentence and often with language sounds and word meanings.

¹⁹Arthur Hughes, Testing For Language Teachers, (New York: Cambridge University Press,1990),p.91-93.

2) Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary is the easiest aspect of second language to learn and that it hardly required formal attention in the classroom.²⁰ It is simply understood as all the words that writer uses in writing.

3) Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

4) Fluency

In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate.

5) Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

²⁰David Nunan, *Language Teaching Methodology*, (London: Longman,2000),p.117.

c. Principle in Teaching Writing

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principle; there are strategies in writing skill and teaching writing skill. David Nunan said that principle strategies in writing skill as follow:

- 1) Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teachers' goals do not match the student's or when the teacher's goals do not match those of the school or instruction in which the students works.

- 2) Provide many opportunities for students to write.

Writing almost always improves with practice.

- 3) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect.

- 4) Clarify for yourself, and for your students, how their writing will be evaluated.²¹

So, from explanation above can be known that principles of written teaching to improve writing of students. The principle can be used by the teacher to avoid misunderstanding in teaching

²¹David Nunan, *Practical English Language Teaching*, (New York Mc. Graw-Hill/Temporary,2003),p.92-94.

writing in the classroom. Therefore, the teacher should know principle in teaching, especially writing.

4. Description Text

a. Defenition of Description Text

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a peson, or an animal, or a tree, or a house, or camping. It can be about any topic.²² Description is a text containing two components example identification and description by which a writer describes a peson, or an animal, or a tree, or a hous, or camping as his topic.²³ So, description is a text to describe a person, an animal or a thing and description containing two components there is identification and description.

The identification is to identify the object to describe. The Description describes parts, qualities, and characteristics of the parts of the objects.

b. Text Function

To describe a particular person, place or thing.

c. Text Structure

1) Identification: Identifies phenomenon to be described.

²² Sanggam Siahaan & Kisna Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p.89-90.

²³ *Ibid.*,p. 13-14

- 2) Description: describes parts, qualities, characteristics.

d. Dominant Grammatical Aspects

- 1) Focus on Specific Participants
- 2) Use of Attributive and Identifying Process.
- 3) Frequent use of Epithets and classifiers in nominal groups.
- 4) Use of simple present tense

e. Example

Title	Rafflesia Arnoldi
Identification	Rafflesia Arnoldi is one of the rare plants in Indonesia.
Description	It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It can not be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be three meters length. It usually has five big size leaves. The leaves are usually patterned and colorful. The most color is maroon and it contains white spots to make it interesting to look at. The mid part is the trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since this plant grows up following the sun's light. Actually, it can not be called as "trunk" since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The smell is carrion-like. It spreads up to ten meters surround. The bad smell functions to protect itself from any disturbance such as animals, insects.

5. Collaborative Writing Strategy

a. Defenition of Collaborative Writing Strategy

According to Steve Graham and Dolores state “Collaborative writing involves peers writing as a team. In one approach, a higher achieving student is assigned to be the Helper (tutor) and a lower achieving student is assigned to be the Writer (tutee).”²⁴ According to Eli R. Johnson state “Collaborative Writing is small groups should be structured to make sure that each student is required to contribute at least one idea to the brainstorming, topic statement development, summarizing, or other aspects of the writing”.²⁵ Further Supiani state “Collaborative writing strategy deals with writing process in which a process was done in pair (writer and helper) to create descriptive text based on the steps of collaborative writing.”²⁶ Based on the theory above so researcher can conclude that “collaborative writing strategy is a process of writing was done in pair by one writer and helper to create a descriptive text”.

²⁴ Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, (New York: Carnegie Corporation), 2007, accessed from (https://www.carnegie.org/media/filer_public/3c/f3/3cf58727-34f4-4140-a014-723a00ac56f7/cny_report_2007_writing.pdf, accessed at April 25rd, 2018 retrieved on 04:00 am.)

²⁵Eli R. Johnson, *Academic Language ! Academic Literacy !: A Guide for K-12 Educators*, (California: CORWIN), 2009, accessed from (<https://www.amazon.com/Academic-Language-Literacy-Guide-Educators/dp/1412971330>, accessed at April 25rd, 2018 retrieved on 05:00 am.)

²⁶Supiani, “*Improving the Students’ Ability in Writing Descriptive Text Through Collaborative Writ*

ng Technique, (Kalimantan: Journal on English as a Foreign Language, Volume 2, Number 2), September. 2012, accessed from (<http://download.garuda.ristekdikti>, accessed at April 25rd, 2018 retrieved 04:30 am.)

b. Procedure of Collaborative Writing Strategy

There are eight procedure of collaborative writing strategy as follows:

- 1) The students work in pair as a helper and a writer in which a helper started by generating ideas through pre-writing step.
(in this case, every students was actively involved in answering question from the teacher and made a list to the questions).
- 2) Then, a helper developed their own questions to stimulate the writers ideas which led their ideas about the topic they choose.
- 3) Then, they put their ideas down into sentences and also they organized the sentences into good paragraphs.
- 4) After that, they had a chance to edit all aspects of writing.
- 5) And they also checked and evaluated their writing by sharing with other pairs and the teacher as it is stated by Tompkins through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways.
- 6) Finally, the students could write and create good writings.
- 7) Then they were given opportunities to correct and revise their written work in the pairs.
- 8) After that they practiced the language knowledge of structure or grammar, vocabularies in meaningful context and mechanics and

also they did interaction in order to finish their activities in writing.²⁷

c. Types of Collaborative Writing Task

1) Higher Order Thinking

Group members must define, discuss, and debate to solve complex problems.

2) Division of Labor

Very large jobs that cannot be completed by an individual within a limited time frame must be divided.

3) Specialist or Expertise-based Tasks.²⁸

Each collaborator has a different area of expertise to contribute.

So, from explanation above can be concluded types of collaborative writing task in writing strategy are higher order thinking, division of labor and specialist or expertise-based tasks.

d. Types of Collaborative Writing Strategy

Lowry et al proposes four types of collaborative writing strategies :

²⁷*Ibid.*, p. 13-14.

²⁸ Sukirman, "Using Collaborative Writing In Teaching Writing, (Langkawi:IAIN Palopo), vol.2.No.1, Mei 2016, accessed from, (<http://ejournal.iainkendari.ac.id/langkawi/article/view/443>, accessed at May 2rd, 2018 retrieved on 03:00 am.)

1) Group Single-Author Writing

It is a kind of writing conducted by one individual that involves planning, drafting, and reviewing. It is still a kind of collaborative writing even it is conducted by one individual because it involve a team that works toward coordinated consensus that is reflected in a document that is written by one of the team members. It occurs when one of team member writes as a representative for the entire team.

2) Sequential Single Writing

It is one group member writes at time. Each group member is assigned a portion of the document,writeees his or her portion and then passes the document into the next group member.

3) Parallel Writing

It occur when a group divides the assignment or document into separate parts and all members work on their assigned part at the same time.

4) Horizontal Division Parallel Writing

Can be implemented if group members divide the task into sections, each member being responsible for the development of hios or her assigned section.

5) Stratified Division Parallel Writing

Is implemented if group members divide responsibility of the creation of the product by assigning different members with different roles.

6) Reactive Writing

It occurs when team members collaborate synchronously to develop their product. Team members react to and adjust each other's contributions as they are made. Finally, mixed mode; it deals with the combination of two or more of the collaborative writing strategies described previously.²⁹

So, from explanation above can be concluded types of collaborative writing strategy are group single-author writing, sequential single writing, parallel writing, horizontal division parallel writing, stratified division parallel writing and reactive writing to apply collaborative writing strategy.

e. Three Types of Collaborative Writing

1) Teacher Scribing for Whole-Class Writing

The teacher and children collaborate as the whole class composes together. Students are given opportunities to suggest and discuss ideas for the writing process. The teacher, with the pen in

²⁹*Ibid.*, p. 74-81.

hand. Involves students in refining ideas before writing what they have composed together.

2) Partner Writing

The children are given the opportunity to write in a very structured context before they go on to write independently. This usually takes place with the children using mini whiteboards. The teacher monitor their writing and offers support.

3) Small – Group Composition

Collaborative writing in small groups should be structured to make sure that each student is required to contribute at least one idea to the brainstorming, topic statement development, summarizing and serve as mentor, guiding the groups of students through the writing process.

Students may soon recognize that through consideration and discussion, their collective paper can be clarified and revised to improve the meaning of the message. Language is a shared experience, and sharing the construction of writing can be powerful as students learn to develop their ideas and write collaboratively.³⁰ So, small-group composition is a small groups when the students contribute the idea from brainstorming, topic

³⁰ *Ibid.*, p. 115.

statement, summarizing and serve as process in the writing process.

B. Review of Related Findings

Research is the study about the ceratin object to find out news fact about it. There have been many researchers done regard to this research problem it is writing. There are shown to present related elements with the researcher topic in order that writer here needs to conduct other researcher to complete an enapty side of the research focus the related finding they are :

First, script of Jamila Harahap.³¹ The kind of the research Classroom Action Research (CAR). Problems of the research are students' writing ability is low. It is proved with the achievement of them in writing, it was also found that students do not have good method in writing ability, and students is lack of motivation in writing. The conclusion of the research was the hypothesis could be accepted. It could be known of the result of tois bigger than tt, it was $10.31 > 2.064$. it could be concluded that there is a significant improvement on students' writing ability by using genre based approach at grade XI SMKS PANCA DHARMA Padangsidimpuan. Based on the analyzing of research data, the mean score of students' writing ability in cycle I is 65 (34.61%) and cycle 2 is 73.84 (65.38%). The students' improvement can be categorized into good.

³¹Jamila Harahap "*Improving Students' Writing Ability By Using Genre Based Approach At Grade XI SMKS PANCA DHARMA Padangsidimpuan*" (Padangsidimpuan: IAIN, 2015).

Second, a script of Safitri Ramadhani Harahap.³² The kind of the research is an experimental research. Problems of the research are students' writing achievement was low, based on information from teacher, problems regarded to write skill happened at research school MTs N 2 Padangsidempuan. English was hard to use in society for communication, the students did not have desired to write, lack of mastering grammar, lack of mastering vocabularies made the students felt difficulties in choosing the appropriate words in writing test. Students' writing achievement by using quick writing is better than conventional strategy ($M_1 > M_2$). Hypothesis alternative (H_a) was accepted. It can be seen from the mean score of control class was 74.99 and mean score of experimental class was 80.7. Therefore, students' are writing achievement by using quick writing technique was better than convential strategy. It means that there is effect of quick writing technique on students' writing ability at grade VIII MTS N 2 Padangsidempuan.

The third, Annisa Sari.³³ The kind of research is Classroom Action Research (CAR). Problems of the research students' writing achievement was low, teacher still used traditional method. She used Grammar Translation Method (GTM) and listening technique for teaching writing and students

³²Safitri Ramadhani Harahap, *The Effect of Quick Writing Technique on Students' Writing Ability at Grade VIII MTs Negeri 2 Padangsidempuan*" (Padangsidempuan: IAIN, 2015).

³³Arnita Sari, "Implementing "WH"- Questions Strategy to Improve Students' Writing Skill at Grade VIII MTS Negeri 2 Padangsidempuan".(Padangsidempuan: IAIN, 2015).

didn't know a strategy how to write well. The conclusion of the research "WH" Questions strategy could improve students' writing skill at grade VIII MTS Negeri 2 Padangsidempuan. Based on the analyzing of research data, the mean score of students' writing skill in cycle 1 is 67.03 (40.62%) and cycle 2 was 75.46 (71.87). The students' improvement could be categorized into high improvement (good).

The forth, Sri Lestari Sidauruk and Tina Mariany Arifin.³⁴ The kind of the research is Classroom Action Research (CAR). Problems of the research re students had difficulties in learning English especially in writing, students felt that really hard to convey the ideas, thoughts and feeling in a written text. Their deficiency in understanding grammar, vocabulary and dictation become one point of their weakness to produce a text. They also did not have of what to write. The conclusion of the research "Collaborative Writing Strategy" could improve students' writing achievement in Analytical Exposition at Grade XI SMA N 4 Pematangsiantar. Based on the analyzing of research data, the mean score of students' writing achievement in Analytical Exposition in cycle I was 57.9 and cycle II was 78.3. In line with the data. It was found that collaborative writing strategy can improve Grade XI students' writing achievement in analytical exposition text.

³⁴Sri Lestari Sidauruk and Tina Mariany Arifin, *"Improving Grade XI Students' Writing Achievement In Analytical Exposition through Collaborative Writing Strategy"*, (Pematangsiantar: UNIMED, 2012), accessed from (<https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/1827/1475>, accessed at December 16rd, 2018 retrieved on 04.00 am.

The last, Hatika Nesia, Cucu Sutarsyah and Ari Nurweni.³⁵ The kind quantitative research. Problems of the research are students difficulties in writing. Most of them get difficulties in writing the words into sentences, they still felt difficult to describe something clearly and made the reader could not feel about the content of their text. the result of the research showed that was a statistically significant difference of students' writing suggest that collaborative gives opportunities for students to share and develop the ideas more easily.

Based on above explanation, the researcher concluded that many techniques and strategy can increase the students' writing descriptive text. In this case, the researcher will do a research by using collaborative writing strategy to improve students' writing descriptive text. The researcher hopes this research can complete and contribute the previous finding. The researcher conducted the research through the tittle Improving Writing Descriptive Text by Using Collaborative Writing Strategy At Grade VIII Students of SMP N 1 Padangsidempuan.

C. Conceptual Framework.

Based on the theoretical review and review of related findings, the research arrived at conceptual framework of this research. In teaching and

³⁵ Hatika Nesia, et al., "*The Implementation of A Collaborative Technique in Improving Students' Writing Descriptive Texts*", (Lampung: UNILA), accessed from (jurnal.fkip.unila.ac.id/index.php/123/article/view/12122/8740), accessed at December 16rd, 2018 retrieved on 04.15 am.

learning process, especially in English, many problems and activities faced by the students and also the teachers. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Writing is an activity of using the language to express the writer's thought or ideas in the written form. The writers are able to discovered ideas as well as way of expressing such as to express of feeling, arguments and thoughts in the form of words and sentences. Writing is one of the important skills in learning English because the ability to write in foreign language is more complicated then the ability to speak, read or listen.

Hence, in teaching writing many problems that occur on students in writing ability at grade VIII SMP N 1 Padangsidempuan, such as students get writing score is low. Therefore, the strategy that can be used to solve the problem is collaborative writing strategy.

D. Hypothesis Action

The hypothesis of action in this research is stated that: "Collaborative Writing Strategy can improve students' writing descriptive text at SMP N 1 Padangsidempuan".

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Schedule of the Research

This research has been done at SMP N 1 Padangsidempuan. It is located on Jl Mesjid Raya Baru No.3, WEK IV, Kec. Padangsidempuan Utara. The number of the students in this class is 34 students. The research has been done from December 2017 until October 2018 first semester academic year 2018/2019. So that, the researcher has done for four meetings for one class.

The reason in choosing at SMP N 1 Padangsidempuan in as the location of research because the researcher found problems, and one of International Standard in Padangsidempuan.

B. Research Design

This research has a purpose to improve students' writing descriptive text by using Collaborative Writing Strategy, it is called Classroom Action Research (CAR). Classroom action research consists of four steps through planning, action, observation and reflection. It is also a teaching learning and decision-making process that can be used in learning process of students and teachers. The main role of action research is to facilitate and to improve the learning process and learning strategies.

The action research follows the model that is developed by Kemis. It was a famous representation of the action research "spiral". This form is one

of best models and the essential steps of the classroom action research process.

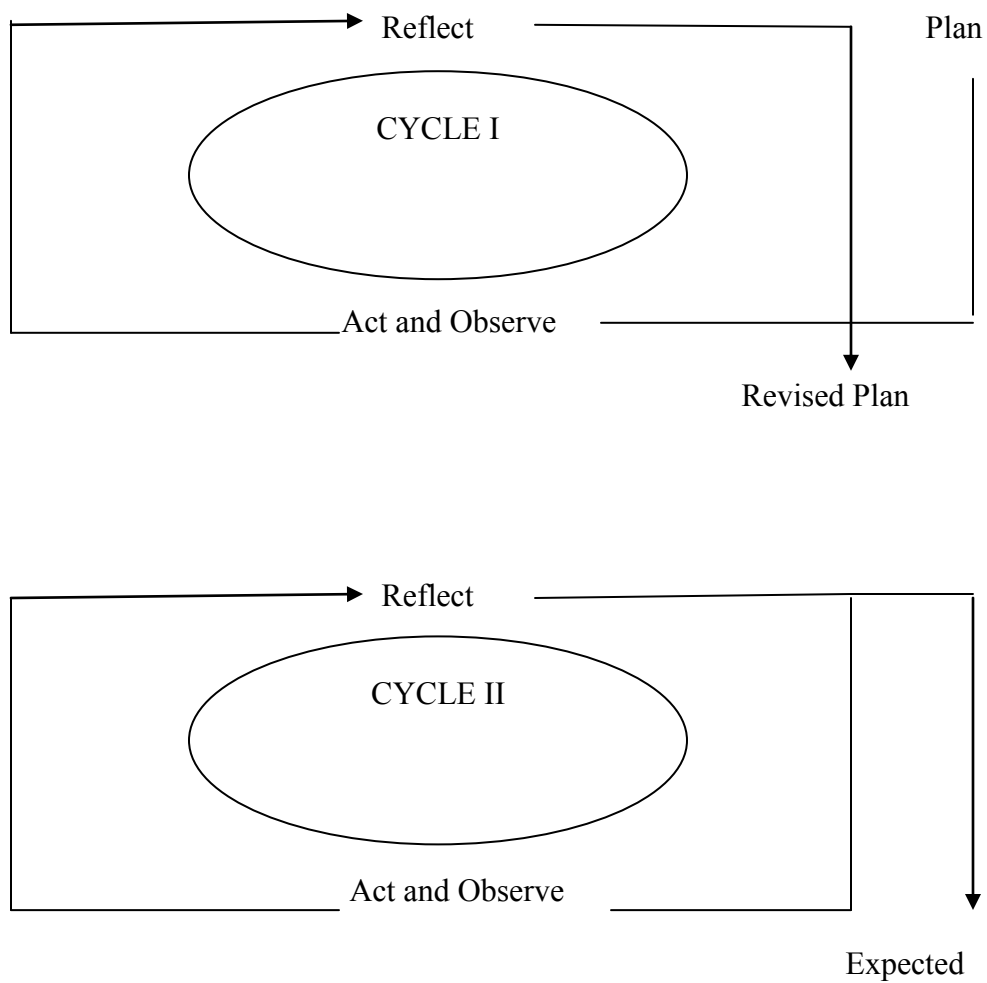


Figure 1: Action Research Spiral³⁶

³⁶ Ortrun Zuber Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996).

C. The Participant

The participant are the students at Grade VIII-10 and English teacher class VIII-10 (Aisyah Nasution) SMP N 1 Padangsidempuan in academic year 2018/2019 where totally one class is 34 students. Researcher chooses this class because students class VIII-10 low writing descriptive text, students class VIII-10 less in grammatical, vocabulary, students class VIII-10 lack in motivation. From interview result, they feel that English lesson at skill writing is difficult, so that when they are writing test from some students so many determine mistake and result of writing test is low.

With a given strategy using collaborative writing strategy. The strategy can improve value of students' writing and more active using English language in class.

D. Instrumentation

a. Test

Brown defines test is a method of measure a person's ability; knowledge or performance in a given domain.³⁸ Further, test is sequence of question or practice that would be used for measuring the intelligence, skill, knowledge, ability to trail is owned be used for surveying by individual or group. The researcher used essay test in doing test.

Test used to know students' grammar, students' vocabulary, students' mechanics, students' fluency, students' organization in writing ability.

The researcher made test based on curriculum and handbook "When English Rings a Bell" class VIII SMP Negeri 1 Padangsidempuan. In handbook there is

³⁸ H. Douglas Brown, *Language Assessment*, (San Fransisco: Longman, 2004).p.3.

maturity about descriptive text to describe person, place, and things. For example in handbook describe person with theme “My uncle is a Zookeeper”.

Table.I Rubric Score of Writing

Indicator	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanics	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

The criteria of scoring are as determined by ranges of the scores as following:

a. Grammar

NO	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	20
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Errors grammar of word order frequent: efforts of interpretation sometimes required an reader’s part	10
4	Errors of grammar of word order so severe as to make comprehension virtually impossible	5

b. Vocabulary

NO	Indicator	Score
1	Use of vocabulary and idioms rarely (it at all) distinguishable from that of educated native writer	20
2	Use writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	15
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

c. Mechanic

NO	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

d. Fluency (Style and ease of communication)

NO	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabulary items noticeably inappropriate to general style	15
3	Structures of vocabulary items sometimes not only in appropriate but also misused little sense of ease communication	10
4	Communication often impaired by completely inappropriate or misused structures or vocabulary	5

e. Form (Organization)

	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10
4	Lack of organization so severe that communication is seriously impaired ³⁹	5

Table. II The Indicator of Writing Descriptive Text

NO	Indicator	Score
	Writing Ability of Writing in descriptive text:	
	1. Identification	50
	2. Description	50
	Total Score	100

Two types of validity are of most certain concern with authentic assessment. The first is content validity, or the correspondence between curriculum objectives and the objectives being assess. The second is consequential validity, the way in which the

³⁹Arthur Hughes, *Testing For Language Teacher*, (New York: Cambridge University Press, 1990), p. 91.

assessment is used to benefit teaching and learning process and to benefit students (Darling Hammond 1994; Shepard 1993).

Validity used in this research is content validity. "*Validitas artinya ketepatan daripada suatu test dilihat dari segi isi tersebut*". "Content validity it means that accuracy rather than a test seen in terms of the content". With another a test said has content validity if measure certain specific goals that are parallel to the subject matter or content provided. Because the material taught is contained in the curriculum then the validity of this content called the curricular validity.⁴⁰

Manner of validitas test is the researcher choose one validator in writing ability to valid the test and determine valid or not valid the test in every cycle from the test. So the test can to use in the research to improve students writing ability.

b. Observation Sheet

The observation method is the most commonly used method specially in studies relating to behavioral science. Observation sheet is used to get information about phenomenon systematically. Observation sheet used write something that happen in the classroom. The researcher will observe the learning-teaching activities in the classroom.

The researcher made observation sheet base on list of observation and two form observation to teacher doing by collaborator and students observation. Observation sheet doing in cycle I and cycle II. Observation sheet to the teacher in every cycle has five indicators observation like physic Appearance and Written, Procedure of

⁴⁰Suplemen MK Evaluasi/Suryadi. p.2.

lesson, learning material, reinforcement and interaction with the students, and sound and classroom management.

In this case, the researcher and collaborator doing observe to students activities during the teaching learning process. The researcher also observe the factors which influence the teaching learning process. In here researcher and collaborator are collaborated.

Some students' activities in teaching learning process which observed were as follow: students who are not ready to study, students who do not have motivation to write, students are passive in the class, students are walking around in the class, students who do not mastery grammar, students who do not procedure of writing.

Observation sheet use content validity because observation sheet look what happen occur during teaching learning process where is in the observation has some indicator same as curriculum. So that researcher use content validity to valid the observation. Observation sheet valid to validator such as students observation sheet and teacher observation sheet to determine valid or not valid the observation.

c. Interview Guidance

The researcher would use the interview guidance the first, to know the condition of the students. The second, to know the students' problems in writing descriptive text by using interview guidance in the classroom. The last researcher found problems in the class for every cycle based on interview guidance.

The researcher use interview guidance base on writing assessment. It has five indicator grammar, vocabulary, mechanics, fluency, form (organization). What is students' problem in grammar, students' problem in vocabulary, students' problem in

mechsnius, students' problem in fluency and students' problem in form (organization).

E. Technique of Data Collection

a. Testing

Brown defines test is a method of measure a person's ability, knowledge or performance in a given domain.⁴¹ Further, test is sequence of question or practice that would be used for surveying by individual or group. Test doing at SMP Negeri 1 Padangsidimpuan at first semester academic year 2018/2019 at class VIII-10 SMP Negeri 1 Padangsidimpuan where is totally students is 34 students.

Test doing at when researcher doing research start from July up to October in the test use in cycle I and cycle II when researcher teaching in the class and all at once to be researcher.

How to use test is students divided into group by using collaborative writing strategy. In every cycle has two meeting and every second meeting in every cycle researcher made test after researcher teach in meeting one in every cycle.

b. Observation

The observation method is the most commonly used method specially in studies relating to behavioural science. Observation is used to get information about phenomenon systematically. It also write to get information. About phenomenon systematically. It also write something that happen in the classroom.

Observation doing at SMP Negeri 1 Padangsidimpuan at class VIII-10 at first grade 2018/2019. Observation doing during teaching learning process in cycle I and cycle II. Students observation by doing researcher during teaching learning process in

⁴¹ H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004),p.3.

cycle I and cycle II and teacher observation by doing collaborator to researcher during teaching learning process in cycle I and cycle II.

c. Interview

Interview was technique of data collection by asking question to the respondents and the answer will be noted or recorded.⁴² Interview will do to obtain further instructional information about the students' ability and difficult in writing text.

Interview doing at SMP Negeri 1 Padangsidempuan. Interview use at class VIII-10 students of SMP Negeri 1 Padangsidempuan. Interview use at July up to October. How to use at after teaching learning process in cycle I and cycle II.

G. The Technique of Analyzing Data

In technique of analyzing the data, the researcher used quantitative and qualitative data.

a. Quantitative Data

Quantitative data is used to analyze the score of students. Quantitative data is collected and analyzed by computing the score of writing test. To know the mean score of the students for each cycle, the researcher applied the following formula.⁴³

$$\bar{x} = \frac{\sum \bar{x}}{N}$$

Explanation :

\bar{x} = the mean of the students

$\sum \bar{x}$ = the total score

N = the number of the students

⁴²M.Iqbal Hasan, *Pokok-pokok Metode Penelitiandan Aplikasinya*, (Jakarta: Ghalic Indonesia, 2002),p.85.

⁴³Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: PustakaPelajar Offset, 2004),p.30.

Moreover, to count the percentage of students by using Collaborative Writing Strategy, the researcher used the formula as follow :

$$P = \frac{p}{T} \times 100\%$$

Explanation :

P = the percentage of students who get the score 78

R = the number of students who get the score up 78

T = total number of students do test

After calculating and scoring students' performance then, their score are consulted the classification quality on the table below:

Table III
Classification Quality of Students' Score

NO	Percentage	Criteria
1	0%-2%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	Good
5	81%-100%	Very Good

After the researcher find the mean scores off all students, it is

consulted to the criteria as follows:

- a. If the value of mean score 81- 100%. It can be categorized into very high.
- b. If the value of mean score 61 – 80%. It can be categorized into high.
- c. If the value of mean score 41 – 60%. It can be categorized into enough.
- d. If the value of mean score 21 – 40%. It casn be categorized into low.

e. If the value of mean score 0 – 20%. It can be categorized into very low.⁴⁴

b. Qualitative

Qualitative data is used to describe the situation of teaching process. The qualitative data is analyzed from observation sheet. In qualitative research, there were six step as suggested by Creswell as in the following:

1. Organize and prepare the data for analysis. It is involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.
2. Read through all the data. It was done by obtaining a general sense of information, and reflecting on its overall meaning.
3. Begin to detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It is involved taking text data into categories, and labeling those with a term (a term based on the actual language of the participant).
4. Use the coding process to generate a description of the setting or people as well categories or analysis. Description involved a detailed rendering of information about the notes.
5. Advanced how to description and themes are represented in the qualitative descriptive. It may be discussion that mentions a chronological of events, the detail discussion of several themes or inter-connecting themes.

⁴⁴Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Penelitian Pemula*, (Bandung: PenerbitAlfabeta, 2012),p.89.

6. Make interpretation or meaning of the data. It was researchers' personal interpretation, meaning derived from a comparison of the findings with information from the literature.⁴⁵

⁴⁵ John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approches*, (USA: Sage Publication, 2003), p.190-195.

CHAPTER IV

THE RESULT OF RESEARCH

A. CLASSROOM PROCESSES AND STUDENTS' ACHIEVEMENTS

1. Classroom Processes and Students' Achievement in Cycle 1

Classroom process in cycle 1

- Teacher's physical appearance

The teacher wore decorous suit for school. It consisted of a dress, silver veil, white socks, black shoes high heels, make up and almamater of state Institute for Islamic Studies. He drew herself up while entering the class and standing in front of the class in the instructional process. She showed a bright, enthusiastic face with lots of smiles along the classroom process.

- Whiteboard use and face direction

Writing on the whiteboard was begun from the left-side. Material that was written on the whiteboard was brief points by using three colors of marker. Every line of the material presentation was about 50 centimeters. Most important points of information were written on the whiteboard using a marker for example teacher explained descriptive text. Teacher used red marker for the topic, black marker for identification and blue color for description.

Teacher's face direction along the teaching process was about 85 percents aimed at students. While explaining the material without the use of whiteboard, the teacher also aimed her face on the students around the classroom.

- Establishing rapport

To establish rapport, the teacher made students stand up and gave relaxation in the class from one activity to the next activity. To do it, the teacher gave time for students relaxation when study in the class.

- Teacher's Voice

Teacher's voice was sounded the usual volume level that she thought that would be heard-able from the whole classroom. The volume level can be rated mostly the same as the volume when the teacher speaks or explanation materials in other classes.

- Sound management

Sound management, the teacher only looked the classroom and the teacher appropriate with classroom condition. When the students very noisy, the teacher made them to stop talking.

- Seating arrangement

The students were divided into groups consist of two member. The teacher asked the students to sit in group. It was found that the groups posited at neutral.

- Opening technique

The class was started after checking students' attendance. After that teacher started material by gave learning material to students. The material about descriptive text. The topic about cat. Therefore, the teacher explained to the students.

- Explanation Technique

Explanation was conducted by following learning material presentation. The teacher wrote down the important points one by one on the whiteboard. Like generic structure of descriptive text. every point written on the whiteboard was explained orally at the same time. For example explain definition and structure of descriptive text. *The first*, teacher asked students about descriptive text. *The second*, teacher introduction students about collaborative writing strategy and explain how used collaborative writing strategy. *The third* teacher gave the learning material about animal and place.

- Reinforcement technique

Reinforcement on expected response from the students was conducted verbally and physically. Oral response was by saying "Good", "Very Good" or "Good Job !". For example teacher : "who is know our lesson yesterday ?" Student (SyaifulBahri) answer: "yes mam about definition of descriptive text ". Teacher: "What is definition of descriptive text?" SyaifulBahri answer " descriptive text

is a text to describe person, place and animal mam”. Teacher gave reward like “very good Syaiful !”.

- Closing technique

Closing was conducted by giving a brief conclusion about performance that day and advice. The teacher said: “Your performance today is good and studied at your home. See you again, Assalamualaikum wr.wb”.

- Time Allocation

The total time allocation for the first topic presentation 80 minutes. It can be divided into about 10 minutes for checking attendance and opening the session, about 60 minutes for classroom presentation, and about 10 minutes for closing.

- Classroom application of Collaborative Writing Strategy

- 1) Learning strategies’ teaching

The teaching of learning strategies was united with the teaching of journal strategies. It was based on collaborative writing strategy procedure. For the first meeting of the class when the teacher started the first topic . The teacher explain material same with the procedure of collaborative writing strategy.

For the second meeting of the class teacher asked students to lesson in their home about the material so students successful in learning the lesson.

2) Adapting technique

- a. The students work in pair as a helper and a writer in which a helper started by generating ideas through pre-writing steps. There were two ways performed to familiarize students the topic: (1) students look learning material and asked to made question. (2) in this case, every students was actively involved in answering question from the teacher and made a list to the question. In this cycle, the material was “Descriptive Text”.
- b. Then, a helper developed their own quesrionto stimulating the writers’ ideas which led their ideas about the topic they choose.
- c. Then, they put their ideas down into sentences and also they organized the sentences into good paragraphs.
- d. After that, they had a chance to edit all aspects of writing.
- e. And they also checked and evaluated their writing by sharing with the other pairs and the teacher as it is stated by Tompkins (1994:26) through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways.
- f. Finally, the students could write and create good writings.
- g. Then they were given opportunities to correct and revise their written work in the pairs.

h. After that they practiced the language knowledge of structure of grammar, vocabularies in meaningful context, and mechanics and also they did interaction in order to finish their activities in writing.

3) Strategies to modify assignment

There is one kinds of assignment employed in applying collaborative writing strategy in the classroom of this research: quiz

The characteristics are :

a). test.

The test was to measure students' achievement as result of the instruction. The teacher gave essay test in form which made students

Students' achievement in Cycle 1

After passing the processes described in the above sub-section, the teacher gave test to assess students' achievement. The result of Cycle 1 test was as follow:

No	Name	Scores
1	AS	80
2	AF	75

3	ANO	80
4	AR	85
5	DW	80
6	DA	80
7	DR	80
8	ERH	75
9	FS	80
10	FAS	75
11	FAH	75
12	F	85
13	FH	80
14	HW	75
15	HP	75
16	JH	80
17	JAK	75
18	K	80
19	MA	75
20	MDS	80
21	NA	80
22	PA	85
23	RP	80
24	RM	80
25	RS	75
26	RH	80
27	R	85
28	RN	75
29	S	80
30	SB	85
31	TH	85
32	WS	75
33	YI	75
34	RA	75
	Average	78
	Min	75
	Max	85
	Mode	80

In general, the data above shows low category of students' achievement in the lesson. Number of the students is 34, the average 78, the min score is 75, the max score is 85, and the mode is 80. Distribution of students' achievement is shown in the following histogram.

Max : 85

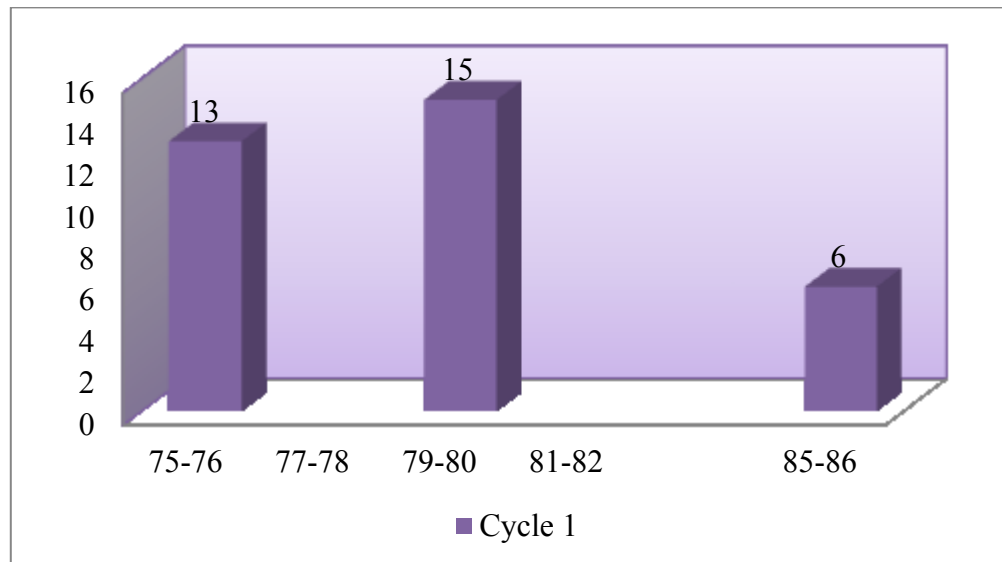
Min : 75

Range : 10

$$\begin{aligned} \text{Banyakkelas} &:= 3,3 \log (n) + 1 \\ &= 3,3 \log (34) + 1 \\ &= 5,05 + 1 \\ &= 6,05 \\ &= 6 \end{aligned}$$

$$\begin{aligned} \text{Panjangkelas} &= \frac{10}{6} \\ &= 1,6 \\ &= 2 \end{aligned}$$

Interval Class	Frequency
75-76	13
77-78	0
79-80	15
81-82	0
83-84	0
85-86	6



The histogram above shows distribution of students' achievement which poses the frequency with intervals. There are six intervals of the data. The first is 75-76 no which consist of 13 students. The second range is 77-78 no students. The third range is 79-80 which consist of 15 students. The four range 81-82 no students. The fifth range 83-84 no students. The last range 85-86 which consist of 6 students.

2. Classroom Processes and Students' Achievement in Cycle 2

Classroom process in cycle 2

- Teacher's physical appearance

Similar to Cycle 1, the teacher wore decorous outfits for school. The difference was on the veil. If she wore silver veil at cycle 1, she wore green veil in cycle 2. The other clothes were almost similar: tosca dress, silver veil, white socks, black shoes high heels, make up and almamater of state Institute for Islamic Studies. He drew herself up while entering the class and

standing in front of the class in the instructional process. He showed bright, enthusiastic face with lots of smiles along the classroom process. Difference from cycle 1,

- Whiteboard use and face direction

Similar to Cycle 1, whiteboard writing was started from the left-side. Material that was written on the whiteboard was important points by signed three color of marker. Every line in the whiteboard of the material presentation by teacher was about 50 centimeters. Most important points of information were written on the whiteboard signed by marker. Teacher signed topic for red marker, identification for black marker and description for blue marker. Difference from cycle 1, teacher made cycle signed for new vocabulary found at cycle two.

Teacher's face direction along the teaching process was about 85 percents aimed at students. While explaining the material without the use of whiteboard, the teacher also aimed her face and her body aimed on the students in the classroom.

- Establishing rapport

Similar to cycle 1, to establish rapport, the teacher made students stand up and gave relaxation in the class from one activity to the next activity. To do it, the teacher gave time for students relaxation when study in the class.

- Teacher's Voice

Different from cycle 1, at cycle 2 teacher's voice was sounded the bigger volume level that she thought that would be heard-able until behind classroom. At cycle 1 the teacher's voice was sounded the usual volume level that she thought that would be heard-able from the whole classroom.

- Sound management

Sound management similar with the cycle 1, the teacher only looked the classroom and the teacher appropriate with classroom condition. When the students very noisy, the teacher made them to stop talking.

- Seating Arrangement

Similar to cycle 1, the students were arrangement based on collaborative writing strategy consist of two member every group. The teacher asked the students to sit in group and the groups posited at neutral. Different from cycle 1, while teacher asked students to sit in their chair, the teacher made space for every group.

- Opening Technique

Similar to cycle 1, The class was begun after checking students' attendance by used present list. After that teacher begun material by gave learning material to students. The material about descriptive text. The topic about dog. Therefore, the teacher explained to the students. Different from cycle 1, the teacher gave song before gave leraning material to begun the lesson.

- Explanation Technique

Similar with cycle 1, explanation was conducted by following learning material presentation. Teacher wrote down the important points one by one on the whiteboard. Like generic structure of descriptive text. every point written on the whiteboard was explained orally at the same time. For example explain definition and structure of descriptive text. *The first*, teacher asked students about descriptive text. *The second*, teacher introduction students about collaborative writing strategy and explain how used collaborative writing strategy. *The third* teacher gave the learning material about animal and place. Difference from cycle 2 when explaining material such as generic structure (identification and description of descriptive text) , the teacher addition language feature of descriptive text.

- Reinforcement technique

There was no difference between reinforcement techniques from Cycle 1 to Cycle2 . Reinforcement on expected response from the students was conducted verbally and physically. Oral response was by saying “Good”, “Very Good” or “Good Job !”. Those verbal compliments were used to be combined with thumbs up gesture.

- Closing technique

There is no differences between cycle 1 and cycle 2 closing was conducted by giving a brief conclusion about performance that day and advice. The teacher

said: “Your performance today is good and studied at your home. See you again, Assalamualaikumwr.wb”.

- Time Allocation

Similar to Cycle 1, the total time allocation for the first topic presentation 40 minutes. It can be divided into 10 about minutes for checking attendance and opening the session, about 60 minutes for classroom presentation, and about 10 minutes for closing. Difference with cycle 1, the teacher made 40 minutes for test at cycle 2.

- Classroom application of Collaborative Writing Strategy

1) Learning strategies’ teaching

Similar with cycle 1 the teaching of learning was united with the teaching of journal strategies. It was based on collaborative writing strategy procedure. For the first meeting of the class when the teacher started the first topic. The teacher explain material same with procedure of collaborative writing strategy procedure. For the second meeting of the class teacher asked students to lesson in their home. Different from cycle 1 when teacher found new vocabulary based on students question, the teacher made cycle to assigned about it.

2) Adapting technique

a. The students work in pair as a helper and a writer in which a helper started by generating ideas through pre-writing steps. There were two ways performed to familiarize students the topic: (1) students look

learning material and asked to make question. (2) in this case, every student was actively involved in answering question from the teacher and made a list to the question. In this cycle, the material was “Descriptive Text”.

- b. Then, a helper developed their own question to stimulate the writers’ ideas which led their ideas about the topic they choose.
- c. Then, they put their ideas down into sentences and also they organized the sentences into good paragraphs.
- d. After that, they had a chance to edit all aspects of writing.
- e. And they also checked and evaluated their writing by sharing with the other pairs and the teacher as it is stated by Tompkins (1994:26) through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways.
- f. Finally, the students could write and create good writings.
- g. Then they were given opportunities to correct and revise their written work in the pairs.
- h. After that they practiced the language knowledge of structure of grammar, vocabularies in meaningful context, and mechanics and also they did interaction in order to finish their activities in writing.

3) Strategies to modify assignment

There is one kind of assignment employed in applying collaborative writing strategy in the classroom of this research: quiz.

The characteristics are :

a) test.

The test was to measure students' achievement as result of the instruction. The teacher gave essay test in form which made students

Students' achievement in Cycle 2

After passing the processes described in the above sub-section, the teacher gave test to assess students' achievement. The result of Cycle 2 test was as follows:

No	Name	Scores
1	AS	85
2	AF	85
3	ANO	85
4	AR	85
5	DW	75
6	DA	75
7	DR	85
8	ERH	85
9	FS	75
10	FAS	90
11	FAH	85
12	F	90
13	FH	85
14	HW	85
15	HP	80
16	JH	85
17	JAK	80
18	K	85
19	MA	80
20	MDS	80
21	NA	85
22	PA	85

23	RP	85
24	RM	80
25	RS	80
26	RH	85
27	R	90
28	RN	85
29	S	85
30	SB	85
31	TH	90
32	WS	75
33	YI	75
34	RA	75
	Average	82
	Min	75
	Max	90
	Mode	85

In general, the data above shows low category of students' achievement in the lesson. Number of the students is 34, the average 82, the min score is 75, the max score is 90, and the mode is 85. Distribution of students' achievement is shown in the following histogram.

Max : 90

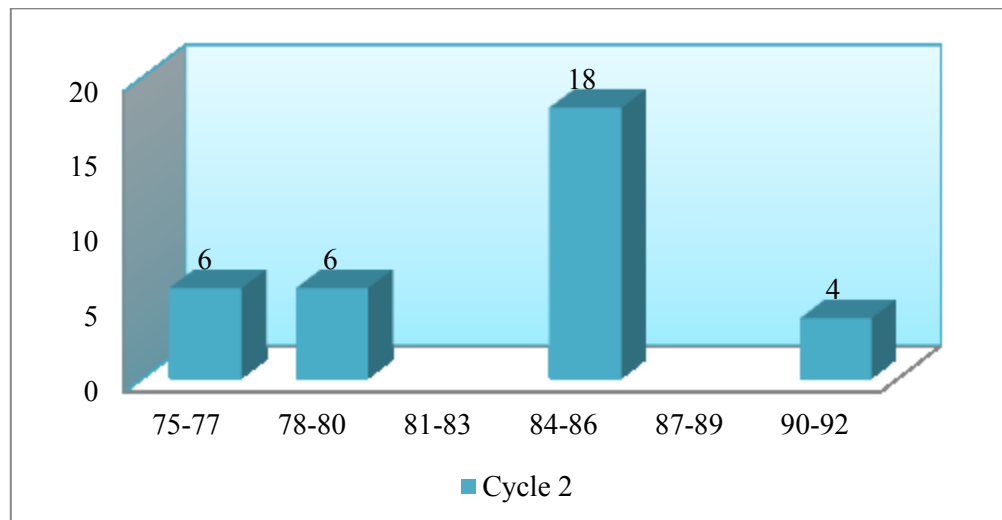
Min : 75

Range : 15

$$\begin{aligned}
 \text{Banyak kelas} &= 3,3 \log (n) + 1 \\
 &= 3,3 \log (34) + 1 \\
 &= 5,05 + 1 \\
 &= 6,05 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned} \text{Panjang kelas} &= \frac{15}{6} \\ &= 2,5 \\ &= 3 \end{aligned}$$

Interval Kelas	Frekuensi
75-77	6
78-80	6
81-83	0
84-86	18
87-89	0
90-92	4



The histogram above shows distribution of students' achievement which poses the frequency with intervals. There are six intervals of the data. The first is 75-77 which consist of 6 students. The second range is 78-80 which consist of 6 students. The third range is 81-83 no students. The fourth range 84-86 which consist of 18 students. The fifth range 87-89 no students. The last range 90-92 which consist of 4 students.

1) *Comparison between classroom process and students achievements in Cycle 1 and Cycle 2*

Teaching Skills and Classroom Management	
Cycle 1 Technique	Cycle 2 Technique
<p><i>Physical appearance</i></p> <ol style="list-style-type: none"> 1. Decorous suit consisted of toska dress , silver veil, white socks and black shoes 2. Body :bright, high hells, enthusiastic, make up face, used almatater of IAIN and a lot's of smiles 	<p><i>Physical appearance</i></p> <ol style="list-style-type: none"> 1. Decorous green veil, toska dress, silver veil, white socks and black shoes 2. Body: bright, high hells, enthusiastic, and a lot's of smiles smiles
<p><i>Whiteboard use and face direction :</i> writing about left side material colour of market for most importain</p>	<p><i>Whiteboard use and face direction :</i> left side writing signed three colour of market</p>
<p><i>Establishing rapport:</i> relaxation from one activity to another activity</p>	<p><i>Establishing rapport:</i> stand up and relaxation in the class from one activity to another activity</p>
<p><i>Teacher's voice:</i> teacher's speaker is heardable volume</p>	<p><i>Lecturer's voice:</i> sounded the bigger volume level that she thought that would be heard able</p>
<p><i>Sound management:</i> Divided student into group of consist of two member</p>	<p><i>Sound management:</i> divided student into group of consist of two member</p>
<p><i>Opening techniques:</i> attendance check started by give material</p>	<p><i>Opening technique:</i> learning material to begin the lesson, gave song before the lesson</p>
<p><i>Explanation techniques:</i> write and explain descriptive text point to point</p>	<p><i>Explanation technique:</i> addition language feature of descriptive text</p>
<p><i>Reinforcement techniques:</i> good, very good ,good job</p>	<p><i>Reinforcement techniques:</i> good, very good ,good job</p>

<i>Closing techniques:</i> brief conclusion	Closing techniques: brief conclusion
<i>Time allocation:</i> 10 minutes for opening, 60 minutes for classroom presentation , 10 minutes for closing	<i>Time allocation:</i> 10 minutes for opening, 60 minutes for classroom presentation , 10 minutes for closing

The research was conducted in two cycles, which in a number of cases, there were efforts to modify treatments directed to make the instruction be more effective in term of making better the classroom atmosphere and improving students' achievement. Instructional activities from Cycle 1 to Cycle 2 are summarized in the following table.

Classroom Application	
Cycle 1	Cycle 2
1. Teaching learning strategies. Teaching of journal strategy collaborative writing strategy.	1. Teaching learning strategies. Teaching of journal strategy collaborative writing strategy.
2. Adapting technique. The students work in pair as a helper and a writer base on collaborative writing strategy.	2. Adapting technique. The students work in pair as a helper and a writer base on collaborative writing strategy.
3. Strategy to modify assignment a. Test	3. Strategy to modify assignment a. Test

After passing the processes summarized above, students' achievement from cycle to cycle was improved, as shown in the following table:

No	Names	Achievement	
		Cycle 1	Cycle 2
1	AS	80	85
2	AF	75	85
3	ANO	80	85
4	AR	85	85

5	DW	80	75
6	DA	80	75
7	DR	80	85
8	ERH	75	85
9	FS	80	75
10	FAS	75	90
11	FAH	75	85
12	F	85	90
13	FH	80	85
14	HW	75	85
15	HP	75	80
16	JH	80	85
17	JAK	75	80
18	K	80	85
19	MA	75	80
20	MDS	80	80
21	NA	80	85
22	PA	85	85
23	RP	80	85
24	RM	80	80
25	RS	75	80
26	RH	80	85
27	R	85	90
28	RN	75	85
29	S	80	85
30	SB	85	85
31	TH	85	90
32	WS	75	75
33	YI	75	75
34	RA	75	75
Average		78	82

Table 3. Students writing descriptive text' achievement in Cycle 1 and Cycle 2.

The table above shows that was clear improvement from Cycle 1 to Cycle 2 in the research, from average 78 in Cycle 1 and 82 in Cycle 2. In

Cycle 1, there were 21 students (61 %) passed the Minimum Mastery Criterion, In Cycle 2 there were 28 students (82 %) passed the Minimum Mastery Criterion. The frequency distribution of achievement in all cycles is presented in the following histogram.

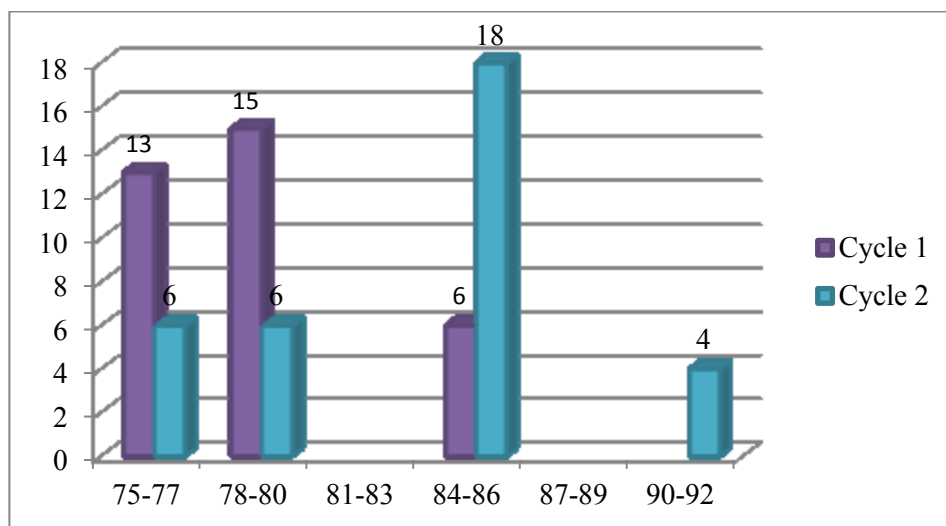


Chart 4. Frequency distribution of students' writing descriptive text achievement from Cycle 1 and Cycle 2.

2) Comparison Learning Process Cycle 1 and Cycle 2

Learning Process Cycle 1	Learning Process Cycle 2
<p>Planning</p> <ol style="list-style-type: none"> 1. The Researcher made lesson plan based on collaborative writing strategy by procedure and handbook students. 2. Designed lesson plan that would be done in each meeting, analyzed the result data from the first meeting, and prepared the test cycle 1 for test 1 for students. 	<p>Planning</p> <ol style="list-style-type: none"> 1. The researcher prepared the lesson plan about descriptive text and changes the style in explain the material. 2. The researcher recalled the students' knowledge about descriptive text and collaborative writing strategy and prepared test two.

<p>Action</p> <ol style="list-style-type: none"> 1. Researcher came into classroom with English teacher of VIII-10, was Mrs. Aisyah to execute the first meeting and explain the material descriptive text and introduce to students about collaborative writing strategy. 2. Researcher focused to eliminate the problem students which was found in first meeting and done students with first test and interview students with interview guidance. 	<p>Action</p> <ol style="list-style-type: none"> 1. Researcher focused to give clear explanation about descriptive text with material about dog to do the material using collaborative writing strategy. But, in this cycle the researcher make one of students as example. The researcher describe the person so, the students more understand about descriptive text. 2. The researcher entered the class, greeted and checked absent

B. Factors that Influences Students' Writing Descriptive Text Achievement

There were a number of factors that influence students' achievement in writing descriptive text at grade VIII SMP N 1 Padangsidimpuan. The factors in this discussion refer to external and internal problems experienced by the students along the process of the research, which decreased their achievement. Therefore, the researcher solved the problems from cycle to cycle. The problem solving process is illustrated as follows:

a. External Factor

1. No student studied at home

In the class room process of cycle 1, the research explain the material of descriptive text and then ask student to studied at home.

In the next meaning researcher ask student and student didn't studied at home.so,in cycle 2 research ask students again to student at home about material. In the last meeting cycle researcher ask again about the material and some of student can to answer (FA), (SB), (DA) and resut of test can improve from low result 75 become 80.

2. Raised my hand to attention to get teacher's attention

In the classroom of cycle 1, students still shy whit the research and when research explain material, the student still silent to ask question about material. In cycle 2 , researcher more hear with them like researcher made "raise your hand " in teaching learning process if you want ask by used it, so student more done to get the teacher attention. Researcher found the student like (DA), (DR), (AS)

3. Sudents were not active in the classroom

In the classroom process of cycle 1,student were passive. They only sat and mostly kept silent in the teaching learning process. They were only active when answering the test at the end of the class. The teacher explain more material subject and do the new test after the class presentation to during the class presentation. As result, it was found that students were active along the classroom process the problem was solve.

4. Nervous while answering the test

In cycle when researcher do the test many student's nervous while answering the test like panic and hurry up. So, in cycle 2 researcher made in explanation process to answer the test 1 by taked one person in the classroom. Researcher made example from (AF) so,in the test 2 students didn't nervous again while answering the test, because they have been understand.

b. Internal Factor

1. Grammar

There are four criterias in indicator of grammar. In cycle 1, from 34 students in the classroom, errors grammar of word order frequent: effort of interpretation sometimes required an reader's part and 13 students errors of grammar of word order so severe as to make comprehension virtually impossible. Mean score this indicator was 17.05.

Problems faced based on interview guidance seventeen of the students in the class said that they are less to comprehend grammar and one students she said that her grammar is wrong when teacher read English sentence and one students she said she hurried to combain the word when she done the test. ¹In the interview based on

¹Rodiah Natata, as a student in the VIII-10 class, *Interview Guidance*, (SMP Negeri 1 Padangsidempuan: Agustus 20th, 2018 at 03:10 p.m).

interview guidance some of students (seventeen from them) RSL. WS, DP, FR, RS, DA, MDS, SB, RM, RH, DR, MA, PA, FS, T, AS difficult to understand about grammar. So, they are difficult to combain word by word when write sentences into paragraph when write descriptive text.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action; researcher gave more explanation about grammar like simple present tense and verb use in simple present tense and use to be (is, am, are) and helping verb (do/does), and using subject like singular and plural (she,he,it) adding (s,es). As a result, students' achievement in this indicator was low. Mean score of their grade in this indicator were 16.9.

Based on the problems above that the factor influence students' problems were the first, students didn't understand well about present tense. Second, some of students didn't know about how to use to be, predicate, using singular and plural subject. Third, students didn't know about sentence pattern.

2. Vocabulary

There were four createrias in indicator of vocabulary. In cycle 1, from 34 students in the classroom, 11 students limited vocabulary so frequent errors clearly hinder expression of ideas. Mean score this indicator was 18.6

Problems faced one of the students said that she doesn't know about vocabulary because doesn't using in daily activities.²

In the interview base on interview guidance, 4 of them: SB, DA, T and FAS admitted that their difficult in searching adequate words. Their reason were because still many vocabulary they are didn't know and didn't serious to remember vocabulary the teacher teach,.

In conclusion, students' problem were difficulty in searching adequate words and mastering the specific words. These problem occur because they were lazy to bring dictionary when English learning and they were lazy to memorize vocabularies.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action researcher ask them to bring vocabularies when teaching learning process and when teaching learning process researcher help them about vocabularies when the do the learning material. As a result, students' achievement in this indicator was improved. Mean score of their grade in this indicator were 16.4

Based on the problems above that the factor influence students' problems were the first, students lazy to bring vocabularies, the

²Raisah Maharani, as a student in the VIII-10 class, *Interview Guidance*, (SMP Negeri 1 Padangsidempuan: Agustus 20th, 2018 at 03:10 p.m).

second students lazy to memorize vocabularies and the last students students didn't know many vocabularies.

3. Mechanic

There are four criterias in indicator of grammar. In cycle 1, 4 of them frequent error in spelling or punctuation sometimes to obscurity and mean score this indicator was 14.5.

Problems faced based on interview guidance five of the students in the class said that they are less to comprehend mechanic and one students she said that her mechanic is wrong when teacher ask them to test, her doesn't know to replace of mechanic in made writing descriptive text.³

In the interview based on interview guidance some of students (five from them) FAS, RN, RSL, HW and SB didn't know to replace mechanic in writing, didn't understand in writing, because occur word rolled back such as “ comma become point and point become comma”, and hurried in writing.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action; researcher gave more explanation about functuation, like comma, point and quote.

³Fadhil Afif Sahputra, as a student in the VIII-10 class, *Interview Guidance*, (SMP Negeri 1 Padangsidempuan: Agustus 20th, 2018 at 03:10 p.m).

As a result, students' achievement in this indicator was low. Mean score of their grade in this indicator were 15.

Based on the problems above that the factor influence students' problems were the first, students didn't understand well about punctuation. Second, some of students didn't know about how to use punctuation. Third, students occur word rolled back in writing.

4. Fluency

There are four criterias in indicator of grammar. In cycle 1, from 20 students in the classroom, structures of vocabulary items sometimes not only in appropriate but also misused little sense of ease communication and 4 students patchy, with some structure or vocabulary items noticeably inappropriate to general style . Mean score this indicator was 13.2.

In the interview based on interview guidance some of students (three from them) FAH, RN and HW forget the letter when in writing, didn't often in writing, and less in writing . So, they are difficult fluency in writing.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action; researcher gave such as explain more grammar like simple present tense and gave example word in the white board and how to make it combain writing.

As a result, students' achievement in this indicator was low. Mean score of their grade in this indicator were 13.6.

Based on the problems above that the factor influence students' problems were the first, students didn't understand well about present tense. Second, some of students didn't know about how to use to be, predicate, using singular and plural subject. Third, students didn't know about sentence pattern.

5. Form

There are four criterias in indicator of grammar. In cycle 1, from 34 students in the classroom, some lack of organization re-reading required for clarification of ideas and individual ideas maybe clear, but very difficult to deduce connection between them. Mean score this indicator was 16.1.

In the interview based on interview guidance some of students (two from them) RH and SRY because hurried and les to attain to the test when doin test in writing descriptive text and didn't understand about that.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action; researcher gave more explanation about descriptive text like generic structure there is introduction and describtion. As a result, students' achievement in

this indicator was low. Mean score of their grade in this indicator were 18.2.

Based on the problems above that the factor influence students' problems were the first because students didn't understand about form and less in vocabulary to combain word by word.

C. Discussion

The researcher discussed the result of this research with four related findings because two of them also delivered the description about the applying collaborative writing strategy to teach reading comprehension in the classroom.

First, Sahrul Ondak "The Effect of Group Work Strategy on Students' Achievement in Writing Recount Text". The kind of research is an experimental research. According to the result of experimental group and control group, it is indicated that the score of experimental group was bigger than control group (47,44 > 43,21). The hypotheses was accepted because to >tt (6,97 > 1,66). So there was positive effect of using group work strategy on students' achievement in writing recount text.

Second, a thesis of Endang Suryanti "The Effect of Group Investigation Strategy on Students' Writing Recount Text Ability". The kind of research is an experimental research. According to the result of group investigation strategy in writing recount was categorized "good", it was shown through the average score of the student was 70,85. The using of

conventional strategy was categorized enough, it was shown through the average score of the student was 68,4. Form “t” test calculation it was found that $t_{observed} < t_{table}$ ($0,85 < 2,00$). It means there was no any effect of using group investigation and conventional strategy in writing recount text ability. So, the hypothesis of the research is rejected.

Third, thesis of Rina Mayasari “Using Group Investigation Method to Improve Students’ Writing Ability in Analytical Exposition Text”. This research explain about the application group investigation method in writing analytical exposition. In fact, the result of the analysis of interpretation the data shows that using group investigation method to improve students’ writing ability in analytical exposition text can be applied to stimulate and give motivation to students to write analytical exposition text. It can be seen the significant different of students’ ability between pre-cycle until the last meeting. According to the result of pre cycle was 57.71, score from the first cycle was 65.71, and score from the second cycle was 75. Likewise, a finding of SahrulOndak, it can be summarized that by using experimental group than control group was 4 %.

The last, Endang Suryanti has found that by using group investigation and conventional strategy 2%. In addition, Rina Mayasari was also found that the result of cycle 1 and cycle 2 was 10%. So, based on the explanation above researcher concluded that group work can be improved students’ writing ability.

Based on the findings above, the using collaborative writing strategy had been proven could achieve a good result in teaching descriptive text. The researcher found that the students' writing descriptive text was improved. It is supported by the result of mean score cycle 1 was 78.97 and mean score cycle 2 was 82.05. It was one of strategy that could be used by English teacher in teaching writing.

Based on Supiani's Journal Improving the Students' Ability in Writing Descriptive Text Through Collaborative Writing Technique. The result of this study shows that collaborative writing technique can improve the students' ability in writing descriptive text. This is proved by the significant increase of the mean score of the post-test cycle 1 and post-test cycle 2. Besides, the students have become more motivated to study English especially in writing.⁴

⁴ Supiani, *Improving the Students' Ability in Writing Descriptive Text Through Collaborative Writing Technique*, (Kalimantan: Journal on English as a Foreign Language, Volume 2, Number 2), September. 2012, accessed from (<http://Download.Garuda.Ristekdikti>, accessed At April 25rd, 2018 Retrieved 04:30 am.)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research, the researcher concludes that:

1. Collaborative writing Strategy can improve the students writing descriptive text at VIII grade SMP N 1 Padangsidempuan. This strategy can help the students to have deep concentration and more activate in writing text. Based on the result of the classroom action research, it could be concluded that collaborative writing strategy improved students' writing descriptive text at eight grade SMP Negeri 1 Padangsidempuan. It based on the students' writing descriptive text, the mean score in which was in cycle 1 was 78.97 and cycle 2 was 82.05.
2. There were internal and external factors influenced in writing descriptive text, they were and there were five internal factors influenced in writing descriptive text they were grammar, vocabulary, mechanic, fluency, and form. They were four external influenced in writing descriptive text, they were no student studied at home, students were not active in classroom, raised my hand to get the teacher's attention and students' nervous while answering the test.

B. The Suggestion

Based on the result of this research, the researcher suggests that:

1. For next researcher, researcher in this research only made two cycle, so for the next researcher, researcher hope continue this research and done three cycle.
2. For the teacher SMP N 1 Padangsidempuan researcher hope can implementation collaborative writing to teach writing descriptive text.
3. For students, researcher hope more study hard to study about English especially writing skill at descriptive text.

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APPENDIX 1

SIKLUS I (CYCLE I)

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMP Negeri 1 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-10/I
Tahun Pelajaran	: 2018/2019
Aspek/Skill	: Writing
Pertemuan	: Pertemuan Pertama/ First Meeting
Alokasi waktu	: 2 x 45 menit (1 kali pertemuan)

A. Standar Kompetensi :

Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, tempat dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

B. Kompetensi Dasar

1. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, tempat dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Teks Deskriptif

3. Menangkap makna secara kontekstual terkait fungsional, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, tempat dan benda.
4. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, tempat dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pembelajaran

1. Siswa dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang, tempat dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa dapat menangkap makna secara kontekstual terkait fungsional, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, tempat dan benda.
3. Siswa dapat menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, tempat dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mampu mengembangkan ide menjadi kalimat kemudian menjadi paragraph
2. Menulis teks deskriptif lisan dan tulisan sangat pendek dan sederhana sesuai dengan generic structurenya
3. Membuat teks deskriptif berkelompok

❖ Karakter siswa yang diharapkan : Dapat dipercaya (trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

E. Materi Pembelajaran : Describing about animal

F. Teknik Pembelajaran

: Collaborative Writing Strategy

G. Langkah-langkah kegiatan

Aktifitas Guru	Aktifitas Siswa	Alokasi Waktu
<p>1. Kegiatan Awal</p> <ul style="list-style-type: none"> a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing – masing. b. Guru mengabsen siswa. c. Guru bertanya kepada siswa tentang materi yang berkaitan. d. Guru menjelaskan tujuan pembelajaran yang akan dicapai. 	<ul style="list-style-type: none"> a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing – masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru. 	<p>20 menit</p>
<p>2. Kegiatan Inti</p> <ul style="list-style-type: none"> a. Guru memberikan penjelasan akan mengenai judul dan gambaran umum tentang materi atau teks yang akan dipelajari. b. Guru mengaplikasikan collaborative writing strategy kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan menulis mereka. Adapun prosedur yang digunakan adalah: <ul style="list-style-type: none"> 1) Siswa bekerja dalam kelompok sebagai pemandu dan penulis yang mana pemandu memulai dengan mengembangkan ide melalui langkah pre-writing. (Pada bagian ini, setiap siswa dengan aktif melibatkan diri dalam 	<ul style="list-style-type: none"> a. Siswa mendengarkan penjelasan dari guru. b. Siswa mengaplikasikan collaborative writing strategy serta mengeksplorasi kemampuan menulisnya. <ul style="list-style-type: none"> 1) Siswa mengambil tempat duduk sesuai dengan instruksi yang diberikan guru. 2) Siswa memperhatikan instruksi dan pedoman yang akan mereka lakukan dalam kegiatan tersebut. 3) Siswa mengumpulkan tulisan mereka ke guru atas hasil 	<p>50 menit</p>

<p>menjawab pertanyaan dari guru dan membuat daftar pertanyaan).</p> <ol style="list-style-type: none"> 2) Kemudian, pemandu mengembangkan pertanyaan untuk mendorong ide penulis yang mana ide mereka mempengaruhi tentang topic yang mereka pilih. 3) Kemudian, mereka meletakkan ide mereka ke dalam kalimat dan juga mereka menyusun kalimat ke dalam paragraph yang bagus. 4) Setelah itu mereka memiliki kesempatan untuk mengedit semua aspek penulisan. 5) Dan mereka juga memeriksa dan mengevaluasi tulisan mereka dengan berbagi dengan kelompok yang lain dan guru sebagai yang dinyatakan oleh Tompkins melalui pembagian ini, siswa berkomunikasi dengan audien asli yang menanggapi tulisan mereka dengan cara yang baik. 6) Akhirnya, siswa dapat menulis dan membuat tulisan yang baik. 7) Kemudian mereka diberikan peluang untuk memeriksa dan memperbaiki hasil tulisan mereka di dalam kelompok. 	<p>kelompok mereka.</p>	
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8) Setelah itu mereka mempraktekkan pengetahuan bahasa dan struktur atau grammar, kosakata dalam keadaan yang berarti dan tanda baca dan mereka juga melakukan interaksi dalam susunan untuk menyelesaikan kegiatan menulis mereka.		
3. Kegiatan Penutup <ol style="list-style-type: none"> a. Guru dan siswa bersama-sama menyimpulkan pelajaran. b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal – hal yang mereka rasakan selama pembelajaran berlangsung. c. Guru menanyakan kesulitan siswa ketika mereka menulis di dalam kelas. d. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam menulis bahasa Inggris. e. Siswa memberi salam kepada guru. 		20 menit

H. Sumber Belajar

1. Buku : When English Rings a Bell
2. Journal on English as a Foreign Language, Volume 2, Number 2, September 2012.
3. Internet

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
Siswa menuliskan paragraph descriptive teks mengenai orang, binatang tempat atau benda.	Test tertulis	Membuat paragraph isian (Essay Test)	Write down one paragraph descriptive text about "My Class" consist of identification and description 1

a. Instrument Test

1. Write down one paragraph descriptive text about “My Class” consist of identification and description !

Padangsidempuan,

2018

Mengetahui;

Validator

Researcher

SOJUANGON RAMBE,S.S., M.Pd

NIP. 19790815 200604 1 003

MELISA LUBIS

NIM. 14 203 00073

APPENDIX 2

SIKLUS II (CYCLE II)

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMP Negeri 1 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-10/I
Tahun Pelajaran	: 2018/2019
Aspek/Skill	: Writing
Pertemuan	: Pertemuan ke-tiga/ Third Meeting
Alokasi waktu	: 2 x 45 menit (1 kali pertemuan)

J. Standar Kompetensi :

Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, tempat dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

K. Kompetensi Dasar

1. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Teks Deskriptif

3. Menangkap makna secara kontekstual terkait fungsional, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
4. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

L. Indikator Pembelajaran

4. Siswa dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
5. Siswa dapat menangkap makna secara kontekstual terkait fungsional, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
6. Siswa dapat menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

M. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mampu mengembangkan ide menjadi kalimat kemudian menjadi paragraph
2. Menulis teks deskriptif lisan dan tulisan sangat pendek dan sederhana sesuai dengan generic structurenya
3. Membuat teks deskriptif berkelompok

❖ Karakter siswa yang diharapkan : Dapat dipercaya (trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

N. Materi Pembelajaran : Describing about person

O. Teknik Pembelajaran

: Collaborative Writing Strategy

P. Langkah-langkah kegiatan

Aktifitas Guru	Aktifitas Siswa	Alokasi Waktu
<p>4. Kegiatan Awal</p> <ul style="list-style-type: none">e. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dankepercayaannya masing – masing.f. Guru mengabsen siswa.g. Guru bertanya kepada siswa tentang materi yang berkaitan.h. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	<ul style="list-style-type: none">c. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing – masing.d. Siswa mendengarkan guru mengabsen.g. Siswa menjawab pertanyaan guru tentang materi yang berkaitan.h. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.	20 menit
<p>5. Kegiatan Inti</p> <ul style="list-style-type: none">e. Guru memberikan penjelasan akan mengenai judul dan gambaran umum tentang materi atau teks yang akan dipelajari.f. Guru mengaplikasikan collaborative writing strategy kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan menulis mereka. Adapun prosedur yang digunakan adalah:<ul style="list-style-type: none">9) Siswa bekerja dalam kelompok sebagai pemandu dan penulis yang mana pemandu memulai dengan mengembangkan ide melalui langkah pre-writing. (Pada bagian ini, setiap siswa dengan aktif melibatkan diri dalam	<ul style="list-style-type: none">c. Siswa mendengarkan penjelasan dari guru.d. Siswa mengaplikasikan collaborative writing strategy serta mengeksplorasi kemampuan menulisnya.<ul style="list-style-type: none">4) Siswa mengambil tempat duduk sesuai dengan instruksi yang diberikan guru.5) Siswa memperhatikan instruksi dan pedoman yang akan mereka lakukan dalam kegiatan tersebut.6) Siswa mengumpulkan tulisan mereka ke guru atas hasil	50 menit

<p>menjawab pertanyaan dari guru dan membuat daftar pertanyaan).</p> <p>10) Kemudian, pemandu mengembangkan pertanyaan untuk mendorong ide penulis yang mana ide mereka mempengaruhi tentang topic yang mereka pilih.</p> <p>11) Kemudian, mereka meletakkan ide mereka ke dalam kalimat dan juga mereka menyusun kalimat ke dalam paragraph yang bagus.</p> <p>12) Setelah itu mereka memiliki kesempatan untuk mengedit semua aspek penulisan.</p> <p>13) Dan mereka juga memeriksa dan mengevaluasi tulisan mereka dengan berbagi dengan kelompok yang lain dan guru sebagai yang dinyatakan oleh Tompkins melalui pembagian ini, siswa berkomunikasi dengan audien asli yang menanggapi tulisan mereka dengan cara yang baik.</p> <p>14) Akhirnya, siswa dapat menulis dan membuat tulisan yang baik.</p> <p>15) Kemudian mereka diberikan pendekatan untuk memeriksa dan memperbaiki hasil tulisan mereka di dalam kelompok.</p> <p>16) Setelah itu mereka mempraktekkan pengetahuan</p>	<p>kelompok mereka.</p>	
---	-------------------------	--

<p>bahasa dan struktur atau grammar, kosakata dalam konteks yang sebenarnya dan tanda baca dan mereka juga melakukan interaksi dalam memerintahkan untuk menyelesaikan kegiatan menulis mereka.</p> <p>17) Guru menyelesaikan permasalahan yang ada di Siklus I.</p>		
<p>6. Kegiatan Penutup</p> <p>f. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>g. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal – hal yang mereka rasakan selama pembelajaran berlangsung.</p> <p>h. Guru menanyakan kesulitan siswa ketika mereka menulis di dalam kelas.</p> <p>i. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam menulis bahasa inggris.</p> <p>j. Siswa memberi salam kepada guru.</p>		<p>20 menit</p>

Q. Sumber Belajar

4. Buku : When English Rings a Bell
5. Journal on English as a Foreign Language, Volume 2, Number 2, September 2012
6. Internet

R. Penilaian

Indikaor Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
<p>Siswa menuliskan paragraph descriptive teks mengenai orang, binatang tempat atau benda.</p>	<p>Test tertulis</p>	<p>Membuat paragraph isian (Essay Test)</p>	<p>Write down one paragraph descriptive text about “My President” consist of identification and description 1</p>

b. Instrument Test

2. Write down one paragraph descriptive text about “ My President ” consist of identification and description !

Padangsidempuan,

2018

Mengetahui;

Validator

Researcher

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MELISA LUBIS
NIM. 14 203 00073

APPENDIX 3

LEARNING MATERIAL

CYCLE I

Materi Pembelajaran : Describing about Animal (Cat)

1. Physic

- 1) How many eyes does the cat have ?
- 2) How is the cat's eyes look like ?
- 3) How many noses does the cat have ?
- 4) How is the cat's noses look like ?
- 5) How is the cat's moustache ?
- 6) How many lips does the cat have ?
- 7) How is the cat's lips look like ?
- 8) How many ears does the cat have ?
- 9) How is the cat's ears look like ?
- 10) What is the colour of the cat ?
- 11) How is the cat's fur ?
- 12) What is the cat's length ?
- 13) What is the cat's weight ?

2. Behaviour

- 1) When does the cat usually sleep ?
- 2) Where is the cat in sleep ?
- 3) What does the cat usually eat ?
- 4) What does the cat usually drink ?

- 5) How is the cat's sound ?
- 6) What does the cat play often ?

Mengetahui;

Validator

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Researcher

MELISA LUBIS

NIM. 14 203 00073

APPENDIX 4

LEARNING MATERIAL

CYCLE II

Materi Pembelajaran : Describing about Animal (Dog)

1. Physic

- 1) How many eyes does the dog have ?
- 2) How is the dog's eyes look like ?
- 3) How many nose does the dog have ?
- 4) How is the dog's nose look like ?
- 5) How many lips does the dog have ?
- 6) How is the dog's lips look like ?
- 7) How many ears does the dog have ?
- 8) How is the dog's ears look like ?
- 9) What is the colour of the dog ?
- 10) How is the dog's fur ?
- 11) What is the dog's length ?
- 12) What is the dog's weight ?

2. Behaviour

- 1) When does the dog usually sleep ?
- 2) Where is the dog in sleep ?
- 3) What does the dog usually eat ?

- 4) What does the dog usually drink ?
- 5) How is the dog's sound ?

Mengetahui;

Validator

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Researcher

MELISA LUBIS

NIM. 14 203 00073

APPENDIX 5

Test for Cycle 1

Instruction: Write down one paragraph descriptive text about “My Class”

Consist of identification and description !

Identification :

Description :

Padangsidimpuan,

2018

Validator

Researcher

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MELISA LUBIS
NIM: 1420300073

APPENDIX 6

Test for Cycle 2

Instruction: Write down one paragraph descriptive text about “My President”

Consist of identification and description !

Identification :

Description :

Padangsidimpuan,

2018

Validator

Researcher

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MELISA LUBIS
NIM: 1420300073

13	Raised my hand to get the teacher's attention																																																			
14	Kept still and quiet while the teacher was talking ⁴																																																			
	Note																																																			

Padangsidempuan, 2018

Validator

Researcher

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NIM. 14 203 00073

⁴ Classroom Behavioural Strategies

APPENDIX 9

OBSERVATION SHEET

INDICATORS LIST OF TEACHER CLASSROOM PROCEDURES IN CYCLE I

School : SMP Negeri 1 Padangsidempuan

Subject Matter : English

Class/Semester : VIII-10

Date :

Observer : Aisyah, S.Pd

NO	Activities	Checklist		Observation Result/Field Note
		Y	N	
	A. Physic Appearance and Written			
	- Dressing cleanly and neatly			
	- Standing and writing face to students			
	- Energetic and enthusiastic			
	- Writing and explaining integrated			
	- Writing is nice and readable			
	B. Procedures			
	1. The students work in pair as a helper and a writer in which a helper started by generating ideas through pre-writing steps. (in this case, every students was actively involved in answering question from the teacher and made a list to the question).			

	2. Then, a helper developed their own question to stimulate the writers' ideas which led their ideas about the topic they choose.			
	3. Then, they put their ideas down into sentences and also they organized the sentences into good paragraphs.			
	4. After that, they had a chance to edit all aspects of writing.			
	5. And they also checked and evaluated their writing by sharing with the other pairs and the teacher as it stated by Tompkins (1994 : 26) through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways.			
	6. Finally, the students could write and create good writings.			
	7. Then they were given opportunities to correct and revise their written work in the pairs.			
	8. After that they practiced the language knowledge of structure of grammar, vocabularies in meaningful context, and mechanics and also they did interaction in order to finish their activities in writing.			
	C. Material			
	- Learning objectives are explained			
	- Related to the students experience			
	- Detail and united explanation			
	D. Reinforcement and Interaction with the Students			

	- Individual performance reward			
	- Stimulating students' respond			
	- Responding students' question			
	E. Sound and Classroom Management			
	- Audible sound			
	- Class noise control			
	- Class formation and arrangement			

Validator

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APPENDIX 10

OBSERVATION SHEET

INDICATORS LIST OF TEACHER CLASSROOM PROCEDURES IN CYCLE II

School : SMP Negeri 1 Padangsidempuan

Subject Matter : English

Class/Semester : VIII-10

Date :

Observer : Aisyah, S.Pd

NO	Activities	Checklist		Observation Result/Field Note
		Y	N	
	F. Physic Appearance and Written			
	- Dressing cleanly and neatly			
	- Standing and writing face to students			
	- Energetic and enthusiastic			
	- Writing and explaining integrated			
	- Writing is nice and readable			
	G. Procedures			
	9. The students work in pair as a helper and a writer in which a helper started by generating ideas through pre-writing steps. (in this case, every students was actively involved in answering question from the teacher and made a list to the question).			

	10. Then, a helper developed their own question to stimulate the writers' ideas which led their ideas about the topic they choose.			
	11. Then, they put their ideas down into sentences and also they organized the sentences into good paragraphs.			
	12. After that, they had a chance to edit all aspects of writing.			
	13. And they also checked and evaluated their writing by sharing with the other pairs and the teacher as it stated by Tompkins (1994 : 26) through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways.			
	14. Finally, the students could write and create good writings.			
	15. Then they were given opportunities to correct and revise their written work in the pairs.			
	16. After that they practiced the language knowledge of structure of grammar, vocabularies in meaningful context, and mechanics and also they did interaction in order to finish their activities in writing.			
	H. Material			
	- Learning objectives are explained			
	- Related to the students experience			
	- Detail and united explanation			
	I. Reinforcement and Interaction with the Students			

	- Individual performance reward			
	- Stimulating students' respond			
	- Responding students' question			
	J. Sound and Classroom Management			
	- Audible sound			
	- Class noise control			
	- Class formation and arrangement			

Validator

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APPENDIX 11

INTERVIEW GUIDANCE

Interview to the Students in Cycle 1

Grammar

- 1. Kenapatatabahasamu salah ?
(Why your grammar is wrong ?)

Answer:.....
.....
.....
.....

Vocabulary

- 2. Kenapakosakatamukurang ?
(Why your vocabulary is less ?)

Answer:.....
.....
.....
.....

Mechanic

- 3. Kenapatandabacamu sering salah ?
(Why your mechanic often wrong ?)

Answer:.....
.....
.....
.....

Fluency

- 4. Kenapakelancaran menulismu kurang ?
(Why your writings' fluency is less ?)

Answer:.....
.....
.....
.....

Form (Organization)

5. Kenapasusunanmenulismu sering salah ?
(Why your writings' organizationoften wrong ?)

Answer:.....
.....
.....
.....

Padangsidimpuan, 2018

Mengetahui;

Validator

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NIP. 19790815 200604 1 003

APPENDIX 12

INTERVIEW GUIDANCE

Interview to the Students in Cycle II

Grammar

- 1. Kenapatatabahasamu salah ?

(Why your grammar is wrong ?)

Answer:.....
.....
.....
.....

Vocabulary

- 2. Kenapakosakatamukurang ?

(Why your vocabulary is less ?)

Answer:.....
.....
.....
.....

Mechanic

- 3. Kenapatandabacamu sering salah ?

(Why your mechanic often wrong ?)

Answer:.....
.....
.....
.....

Fluency

- 4. Kenapakelancaran menulismu kurang ?

(Why your writings' fluency is less ?)

Answer:.....
.....
.....
.....

Form (Organization)

5. Kenapasusunanmenulismu sering salah ?
(Why your writings' organizationoften wrong ?)

Answer:.....
.....
.....
.....

Padangsidimpuan, 2018

Mengetahui;

Validator

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APPENDIX 13

The criteria of scoring are as determined by ranges of the scores as following:

a. Grammar

NO	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	20
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Errors grammar of word order frequent: efforts of interpretation sometimes required an reader's part	10
4	Errors of grammar of word order so severe as to make comprehension virtually impossible	5

b. Vocabulary

NO	Indicator	Score
1	Use of vocabulary and idioms rarely (it at all) distinguishable from that of educated native writer	20
2	Use writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	15
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

c. Mechanic

NO	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

d. Fluency (Style and ease of communication)

NO	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabulary items noticeably inappropriate to general style	15
3	Structures of vocabulary items sometimes not only in appropriate but also misused little sense of ease communication	10
4	Communication often impaired by completely inappropriate or misused structures or vocabulary	5

e. Form (Organization)

	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10
4	Lack of organization so severe that communication is seriously impaired	5

Taken from NurArnita Sari's Script

APPENDIX 13

Kriteria untuk panduan penilaian pengukuran rentang nilai adalah sebagai berikut :

a. Tata Bahasa

NO	Indicator	Score
1	Sedikit (jikaada) kesalahan grammar ataususunan kata	20
2	Beberapa kesalahan grammar dan susunan kata tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada grammar dan susunan kata: terkadang pembaca harus menafsirkannya	10
4	Sering sekali terjadi kesalahan grammar dan susunan kata sehingga tidak dapat dipahami	5

b. Kosa Kata

N O	Indicator	Score
1	Sudah bagus tetapi hanya pada sejumlah kasus bisa terbedakan dengan penutur asli yang berpendidikan	20
2	Terkadang terjadi kesalahan kosa kata dan ekspresi ide terbatas karena keterbatasan kosa kata	15
3	Keterbatasan kosa kata menyebabkan kesulitan dalam mengekspresikan ide	10
4	Keterbatasan kosa kata sangat parah sehingga sulit untuk memahaminya	5

c. Tandabaca

N O	Indicator	Score
1	Sedikit (jikaada) kesalahan tanda baca dan ejaan	20
2	Terkadang terdapat kesalahan pada penulisan tanda baca dan ejaan, tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada penulisan tanda baca dan ejaan terkadang menyebabkan ketidakjelasan	10
4	Sering sekali terjadi kesalahan tanda baca dan ejaan sehingga tidak dapat dipahami	5

d. Kelancaran (Gaya bahasa dari komunikasi)

NO	Indicator	Score
1	Pemilihan struktur dan kosa kata secara konsisten dan sesuai: seperti tulisan penutur asli berpendidikan	20
2	Tidak sempurna, dalam menggunakan struktur atau kosa kata dalam menulis dan terlihat jelas ketidakcocokan dengan gaya bahasa secara umum	15
3	Struktur kata dari bagian kosa kata terkadang tidak hanya tidak cocok tetapi juga salah menggunakan kosa kata yang menyebabkan kesalahan makna dalam berkomunikasi	10
4	Komunikasi sering terganggu yang disebabkan oleh ketidaksesuaian dalam penggunaan kosa kata dan struktur bahasa	5

e. Bentuk (Penyusunan)

NO	Indicator	Score
1	Sangat bagus dalam menyusun dan mengaitkan ide-ide; seperti tulisan penutur asli berpendidikan	20
2	Beberapa kekurangan dalam menyusun paragraph sehingga harus dibaca beberapa kali agar dapat dipahami	15
3	Ide-ide yang tersusun dalam satu kalimat sudah bagus, tetapi ide antara satu kalimat dengan kalimat yang lain masih sulit untuk dihubungkan	10
4	Susunan kalimat dan paragraph dalam teks sangat buruk sehingga ide yang disajikan tidak bisa dipahami	5

Taken from NurArnita Sari's Script

Appendix 14

Table IV

Students' Writing Descriptive Text Achievement at Cycle 1

No	Name	Writing Score					Scores
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AS	20	20	10	15	15	80*
2	AF	15	15	15	15	15	75
3	ANO	20	20	10	10	20	80*
4	AR	15	15	20	20	15	85*
5	DW	20	20	10	10	20	80*
6	DA	20	20	10	10	20	80*
7	DR	20	20	20	10	10	80*
8	ERH	20	10	15	15	15	75
9	FS	20	20	20	10	10	80*
10	FAS	15	15	20	10	15	75
11	FAH	15	15	20	10	15	75
12	F	20	20	15	15	10	85*
13	FH	20	20	15	15	15	80*
14	HW	15	20	15	10	20	75
15	HP	15	15	10	15	20	75
16	JH	10	20	20	10	20	80*
17	JAK	15	15	10	15	20	75
18	K	10	20	10	20	10	80*
19	MA	15	20	15	15	20	75
20	MDS	20	20	10	10	20	80*
21	NA	20	20	10	10	10	80*
22	PA	20	20	15	15	15	85*
23	RP	20	20	10	10	20	80*
24	RM	20	20	10	10	20	80*
25	RS	10	15	10	15	20	75
26	RH	10	20	20	10	20	80*
27	R	20	20	15	15	20	85*
28	RN	10	20	20	10	15	75
29	S	20	20	10	10	15	80*
30	SB	20	10	20	20	20	85*
31	TH	20	20	10	15	15	85*
32	WS	15	10	20	15	15	75
33	YI	10	10	20	15	15	75
34	RA	20	15	15	15	10	75
Total Scores		580	633	495	450	550	2685
Mean		17.05	18.6	14.5	13.2	16.1	78.9
Percentage		61.76 %					

**The students who passed the KKM (80) in the first cycle.*

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{2685}{34} \times 100\%$$

$$X = 78,97$$

Appendix 14

Table V

Students' Writing Descriptive Text Achievement at Cycle 2

No	Name	Writing Score					Scores
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AS	20	15	15	10	20	85*
2	AF	20	15	15	10	20	85*
3	ANO	20	15	15	15	20	85*
4	AR	20	20	15	15	20	85*
5	DW	10	15	15	15	20	75
6	DA	10	15	15	15	20	75
7	DR	15	15	15	20	20	85*
8	ERH	10	15	15	10	10	85*
9	FS	15	15	15	10	20	75
10	FAS	20	20	15	15	20	90*
11	FAH	20	10	10	20	20	85*
12	F	20	20	15	15	20	90*
13	FH	20	20	15	15	15	85*
14	HW	20	15	15	10	10	85*
15	HP	20	20	10	10	20	80*
16	JH	20	15	20	15	15	85*
17	JAK	20	20	10	10	20	80*
18	K	15	15	15	20	20	85*
19	MA	20	20	10	10	20	80*
20	MDS	20	20	10	10	20	80*
21	NA	15	20	15	15	20	85*
22	PA	15	20	15	15	20	85*
23	RP	20	15	15	15	20	85*
24	RM	20	10	10	20	20	80*
25	RS	20	20	10	10	20	80*
26	RH	20	15	20	15	15	85*
27	R	20	20	15	15	20	90*
28	RN	15	15	20	15	20	85*
29	S	20	15	15	15	20	85*
30	SB	20	15	20	15	15	85*
31	TH	10	15	15	20	20	90*
32	WS	10	15	15	15	20	75
33	YI	15	15	20	15	20	75
34	RA	10	15	20	15	15	75
Total Scores		575	560	510	465	620	2790
Mean		16.91	16.4	15	13.6	18.2	82.05
Percentage		82.35%					

**The students who passed the KKM (80) in the first cycle.*

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{2790}{34} \times 100\%$$

$$X = 82,05$$

Appendix 14

Table VI

The Comparative between Testing Cycle 1 and Testing Cycle 2

No	Name	Writing Descriptive Text 'Achievement	
		Cycle 1	Cycle 2
1	AS	80	85
2	AF	75	85
3	ANOH	80	85
4	AR	85	85
5	DW	80	75
6	DA	80	75
7	DR	80	85
8	ERH	75	85
9	FS	80	75
10	FAS	75	90
11	FAH	75	85
12	F	85	90
13	FH	80	85
14	HW	75	85
15	HP	75	80
16	JH	80	85
17	JAK	75	80
18	K	80	85
19	MA	75	80
20	MDS	80	80
21	NA	80	85
22	PA	85	85
23	RP	80	85
24	RM	80	80
25	RS	75	80
26	RH	80	85
27	R	85	90
28	RN	75	85
29	S	80	85
30	SB	85	85
31	TH	85	90
32	WS	75	75
33	YI	75	75
34	RA	75	75
	Sum	2685	2790
	Mean	78.97	82.05



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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUN
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Hal : Izin Penelitian
Penyelesaian Skripsi.

14 Agustus 2018

Yth. Kepala SMP N 1 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Melisa Lubis
NIM : 1420300073
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Jl. Prof HM Yamin

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Writing Ability by Using Collaborative Writing Strategy at Grade VIII Students of SMP N 1 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dr. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.,
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SURAT KETERANGAN PENELITIAN

No. 422.7 / 100 / MN / 2018

yang bertanda tangan di bawah ini :

Nama : **Drs. IBNU HAJAR, M.Pd**
NIP : 19621230 198403 1 003
Pangkat / Golongan : Pembina Tk. I, IV/b
Jabatan : Kepala SMP Negeri 1 Padangsidempuan

yang ini menerangkan bahwa :

Nama : **MELISA LUBIS**
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Jurusan : Pendidikan Bahasa Inggris
Alamat : Padangsidempuan

Telah melaksanakan penelitian pada sekolah yang kami pimpin mulai tanggal 15 s/d 29 Agustus 2018 dengan judul :

"Improving Writing Descriptive Text by Using Collaborative Writing Strategy at Grade VIII Student Of SMP Negeri 1 Padangsidempuan".

Demikianlah surat keterangan ini diperbuat dengan sebenarnya untuk dapat digunakan seperlunya.

Padangsidempuan, 29 Agustus 2018
Kepala SMP Negeri 1 Padangsidempuan



Drs. IBNU HAJAR, M.Pd
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