

**THE EFFECTIVENESS OF COLLABORATIVE LEARNING METHOD FOR
TEACHING WRITING TO TENTH GRADE STUDENTS OF SMA
MUHAMMADIYAH 1 SURAKARTA IN 2015/2016 ACADEMIC YEAR**



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by

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APPROVAL

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ACCEPTANCE

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode pembelajaran kolaboratif untuk mengajar menulis pada siswa kelas sepuluh SMA Muhammadiyah 1 Surakarta di tahun ajaran 2015/2016. Tujuan dari penelitian ini antara lain mengetahui proses penerapan metode pembelajaran kolaboratif untuk mengajar menulis, mengetahui efektivitas metode pembelajaran kolaboratif untuk mengajar menulis, dan mengetahui kelebihan dan kekurangan mengajar menulis menggunakan metode pembelajaran kolaboratif. Subjek dari penelitian ini focus pada siswa kelas 10 yang terdiri dari 42 siswa. Teknik pengumpulan data yaitu observasi, wawancara, dokumen, dan tes. dalam menganalisis data peneliti menggunakan analisis deskriptif yang terdiri dari langkah berikut ini: mengidentifikasi data, menganalisis data berdasarkan rumusan masalah, dan menyimpulkan. Berdasarkan temuan penelitian, peneliti menyimpulkan temuan berdasarkan investigasi dan diskusi dari temuan. Pertama, penerapan pembelajaran kolaboratif diaplikasikan oleh guru dengan menggunakan tiga langkah: pembukaan, aktivitas utama, dan penutup. Kedua, efektivitas pembelajaran kolaboratif diukur dari tes yang diberikan kepada siswa. Nilai rata-rata siswa pada tes awal yaitu 45,00. nilai itu dapat dikategorikan sebagai nilai yang sangat rendah. Kemudian nilai rata-rata siswa pada tes akhir yaitu 86,31 yang mana dapat dikategorikan sebagai nilai yang sangat baik dengan kenaikan skor sebesar 41,31. Hal ini dapat dikatakan bahwa pembelajaran kolaboratif begitu efektif diterapkan untuk mengajar menulis. Kemudian kelebihan dan kekurangan pembelajaran kolaboratif dapat diketahui dengan observasi dan kuisioner. Keunggulan pembelajaran kolaboratif yaitu belajar menjadi lebih menyenangkan dan siswa dilatih untuk bekerja sama. Sedangkan kelemahan dari pembelajaran kolaboratif yaitu waktu yang dibutuhkan begitu banyak dan kontribusi yang sedikit oleh siswa dalam kelompok.

Kata kunci: mengajar menulis, pembelajaran kolaboratif

ABSTRACT

This research aims to describe the implementation of collaborative learning method for teaching writing to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic years. The objectives of the research are to know the process of the implementation of collaborative learning method for teaching writing, to know the effectiveness of collaborative learning method for teaching writing, and to know the advantages and disadvantages of teaching writing using collaborative learning method. The subject of the research focuses on the tenth grade students consisting of 42 students. The techniques of collecting data are observation, interview, document, and test. In analyzing the data the researcher uses descriptive analysis that takes following steps: identifying the collected data, analyzing the data based on the problem statement, and drawing conclusion. Based on the research finding, the researcher concludes the findings based on the investigation and discussion of findings. First, the implementation of collaborative learning is applied by the teacher by three steps: opening, main activity, and closing. Second, the effectiveness of collaborative learning is measured by the test given to students. The

students' mean scores of pre-test is 45,00. It is categorized as a poor score. Then the students' mean score of post-test is 86,31 that categorized as an excellent score. It can be said that collaborative learning is effective to be implemented for teaching writing with the improvement of scores 41,31. Then the advantages of and disadvantages of collaborative learning can be known by observing and questionnaire. The advantages of collaborative learning are that learning is more enjoyable and students practiced to be good at teamwork. Meanwhile the disadvantages of collaborative learning are the lack of time and less contribution of students in a group.

Keywords: teaching writing, collaborative learning

1. INTRODUCTION

Language is an important requirement in communication. It is needed by people because people are social human beings. In the study of sociolinguistics, language is defined as a system of symbols, such as sound, somewhat arbitrary, productive, dynamic, diverse and humane. Language will form an interaction that gives an understanding between the two sides (communicant). Language cannot be separated with how to share the language. But nowadays language and shared in learned in teaching-learning process. Teaching language or especially teaching English is always related to the way of getting skills in English. There are four language skills that should be achieved in the study English as foreign language. And the language skills include: listening skills, speaking skills, reading skills, and writing skills.

Writing skills have an important role together with other skills in learning Indonesian language and English literature. Writing skill can also be an important part of communication. Good writing skills allow the student to communicate their message in oral or written with clarity and ease to a far larger audience. In addition, authors can also broaden their intellectual power, creativity, and imagination of a person. Each skill has a key to authorize it. Correct grammar, punctuation and spelling are the key in writing skill.

Many ways can be used for teaching writing. There are many methods that can be implemented in teaching writing. Because there are many methods; the researcher chooses Collaborative Learning as the best way for teaching writing. Collaborative learning is an educational approach which integrates students' intellectual work or effort or students join group together with teacher (Simth&MacGregor, 1992).. It is a method that agglomerates the students in a

smaller group, so they can share something with another. It can improve their skill especially their writing skill.

Actually, there are some researchers who have conducted a research to describe the implementation of collaborative learning method such as Sahrianto (2012), Pramono (2014), Rizkia (2013), Novita (2012), and Helsanita (2014). The previous studies have some similarities and differences with the present study. The differences between this study and previous study is the result of the study, where the previous study has the result that collaborative writing can be used as an alternative to writing descriptive text. While the result of the study is more useful in teaching recount and descriptive text.

The objectives of this research are to know the process of implementation of collaborative learning method for teaching writing, to know the effectiveness of collaborative learning method for teaching writing, and to know the advantages and disadvantages of collaborative learning method for teaching writing to the tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year.

The present researcher also serves several theories related to the study to give more understanding about the research. It is divided into teaching English for students, notion of writing, teaching writing, and notion of collaborative learning. The history of foreign language teaching methodology has always been characterized by a search for more effective ways of teaching foreign languages. Such skill includes critical thinking and problem solving skills, creativity and collaboration, communication and collaboration, visual literacy, etc.

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Meyers (2005: 2) say that writing is a way to produce language, which you do naturally when you speak. Writing is communication with others in a verbal way. Writing is also an action a process of discovering and organizing your idea. Putting them on paper and reshaping and revising them. According to Klein (1985) writing is an ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer.

Collaborative learning covers a broad territory of approaches, and there is wide variability in the amount of in class or out of class time built around group work. Collaborative activities can range from classroom discussions interspersed

with short lectures, through entire class periods, to study on research teams that last a whole term or a year. There is also enormous variability in the goals and processes of collaborative activities.

The key of Collaborative learning is guided interaction of the members of the group in creative, cooperative problem solving a common objection to the use of collaborative learning for the basic students is that they are not ready for this type of learning, or that they know so little about writing. Thus, teachers should take a positive attitude toward students who may not have developed what is considered in writing. From her longitudinal research, Strenglass (1997) concludes that although composition instruction does play a vital role in the development of writing abilities, it cannot be considered in a vacuum because there are so many variables that contribute toward an individual's development of writing competence.

2. RESEARCH METHOD

This research was conducted on May 9 – 23, 2016 to the tenth grade students of SMA Muhammadiyah 1 Surakarta. The subject of the research focuses on the tenth grade students that consist of 42 students which contains 25 male and 17 female students. the object of the study is teaching writing using collaborative learning as the approach and the second object is tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year. Then the data of the research are all information dealing with teaching writing using collaborative learning. Meanwhile the data sources of the research are events, informants, and documents. In collecting the data, the researcher uses four techniques which are observation, interview, document, and test.

3. RESEARCH FINDING AND DISCUSSION

3.1 Research Finding

In the research finding, the researcher describes about the finding to answer problem statement that is divided into three parts which are the implementation of collaborative learning method, the effectiveness of collaborative learning method, and the advantages and disadvantages of collaborative learning method for teaching writing. Afterwards, the researcher will conclude the research finding and discuss in discussion part.

1) The Implementation of Collaborative Learning Method for Teaching Writing to Tenth Grade Students of SMA Muhammadiyah 1 Surakarta in 2015/2016 Academic Year

The implementation of collaborative learning method for teaching writing was done by the teacher and observed by the researcher. The treatment was done by five times on May 9-23, 2016. The first meeting was held on Monday, May 9, 2016 with the material on post-test. The second meeting was held on Thursday, May 12, 2016 with the material on recount text. The third meeting was held on Monday, May 16, 2016 with the material on descriptive text. The fourth meeting was held on Thursday, May 19, 2016 with the material on narrative text. And the final meeting was on Monday, May 23, 2016 with the material on post test. The implementation of collaborative learning could be classified into three activities: opening, main activity, and closing.

The opening of activity was always done by the teacher. Learning activity did not directly explain the material given to students but impersonal knowledge given to students related to the competence or material that would be discussed in the main learning activity. The opening stage was implemented for preparing students before entering the activities. In addition, opening staged was used to generate students' motivation and attention in the following learning.

From the findings of the implementation in opening stages, the researcher concludes some action done by the teacher during the opening stages. The first was greeting. Greeting was always done by the teacher after she came to the class. Greeting was used to get students' attention before starting the learning process. Then the second step in opening stage was praying. Praying was always done by teacher and students before starting the class to get composure and smoothness in learning process. The third was material review. The teacher reviewed the material to make students remember what they learnt in last material. Teacher wanted to know about students' understanding related to the material in last meeting. The last step in opening stage was explaining the material that would be given. Teacher also checked students' attendance and gave them some moral message and advice.

The main activity was very important in teaching learning process. It used to know the implementation of a method whether success or not. Main activity of the learning process influenced in knowing the effectiveness of collaborative learning for teaching writing. The successful learning process could be influenced by some criteria. Firstly, the successful learning process was influenced by the lesson plan. Lesson plan was very important in teaching learning process because it was the plan before the treatment. A good output was started by a good plan. The main activity described the process of the treatment of the method done by teacher. The researcher only observed the teaching and learning process. The researcher described the situation during the treatment both teacher and students. The main activity was divided into five parts because the treatment was done five times including pre-test, meeting I, meeting II, meeting III, and post-test.

There were some activities which have been done in main activity done by the teacher. The first was explaining the material. Explaining the material was the main point in main activity. Teacher explained some materials related to the skill needed by students. Mastering of skill was the goal of the teaching activity. Students might improve their own skills, so, explaining the material was an aspect teacher might have taught in teaching activity, considering most of learning demands of the teacher was to give an explanation. Secondly was activating students. To make students more active in learning activity, teacher should apply some ways to get it. Questioning and answering were the most effective ways to make students to be more active. Besides it, practicing students' work could also give understanding to students to be more active in a class.

Then the last activity is closing. The aim of closing activities is to know students' understanding in mastering the material. So the teacher can know the competence already and who have not mastered by the students yet.

Based on the findings of the closing stages of observation, the researcher concludes that there were some stages that were done in the closing stages. Firstly, teacher concluded the material given to the students. Teacher asked students to review the material learned by students. Teacher wanted to know how far the students' understanding

about the material. Secondly the activity done in closing stages was explaining next material. Teacher explained the material that would be given in next meeting. Sometimes, teacher also gave homework to students. Then lastly was praying. After all the teaching learning process had finished, both teacher and students prayed together to close the class.

2) The Effectiveness of Collaborative Learning Method for Teaching Writing to Tenth Grade Students of SMA Muhammadiyah 1 Surakarta in 2015/2016 Academic Year

To know the effectiveness of collaborative learning for teaching writing, the researcher uses test. The test is divided into several tests for measuring the students' development in writing skill. In knowing the effectiveness of collaborative learning for teaching writing, the researcher gives five tests for students to know the development of students in achieving through collaborative learning method. Then the researcher divides the score into four criteria's, which are grammar, vocabulary, content, and text organization. Grammar is used to measure the students' skill in writing sentence. It measures students' understanding in structuring a sentence into a text. Vocabulary is used to measure the student's level of having words in their list of vocabulary; how students may use diction. Content is used to know the integrated students' work and the teacher's ask. Students' work must be the same as the content that teacher asked. Text organization is used to measure students' work in making a good sentence. Each criterion is rated into five scales of rating score. Then it was implemented on students' work.

There were five sets of row scores that showing students' achievement of writing skill using collaborative learning. There were initial reflection or pre-test scores and reflection scores for all test; those sets of scores gathered were tabulated as follows:

Table 4.10

(*Table of data tabulation showing subjects' progressing scores of writing skill after being implemented Collaborative Learning*)

Subject	Pre-test	assessment 1	assessment 2	assessment 3	Post- test
TOTAL	1890	2725	3306,25	3393,75	3625
MEAN SCORE	45,00	64,88	78,72	80,80	86,31

As shown in table 4.10 there were five rows of scores which were pre-test, assessment 1, assessment 2, assessment 3, and post-test. In pre-test, the students' scores of 42 students were 1890. It could be seen that the level of students' competence in writing was very low because the average of score in a class was only 45,0. It was the score of pre-existing mastery of students in individual before collaborative learning was implemented on teaching process. Then in assessment 1, the score showed 2725. Although the students' score was better than pre-test's score, but the score of some students did not reach KKM (Minimum Completeness Criteria Score) that were 77. In assessment 1 the average of students' score in a class only got 64,89. Then the score in assessment 2 was more increased to be 3306,25. Some of students had not reached the KKM yet. Then in assessment 2 showed that the score was little better than previous test that the score was 3393,75. Then in post-test the score showed 3625. The average of the class was 86, 31. It could be categorized as an excellent score. From pre-test until post-test score showed significance difference in students' achievement. It proved that the implementation of collaborative learning was successfully for teaching writing.

No one of students could reach the KKM (Minimum Completeness Criteria Score) that was 77. However the students' score in post-test 1 was more increased than previous pre-cycle but some students still got scores under KKM. In post-test 2 and post-test 3, the students' score more increased. A few of students still did not reach the KKM. Their scores were under KKM. Then in pre-test 4 a significance of scores was showed. All of students got score upper KKM. Most of students had good scores,

even almost a half of students got excellent scores. In conclusion, collaborative learning was successfully implemented for teaching writing.

3) The Advantages and Disadvantages of Collaborative Learning Method for Teaching Writing to Tenth Grade Students of SMA Muhammadiyah 1 Surakarta in 2015/2016 Academic Year

a) The Advantages of Collaborative Learning for Teaching Writing

Based on the observation, interview, questionnaires and document analyzed, teaching writing using collaborative learning to tenth grades students of SMA Muhammadiyah 1 Surakarta, the researcher found some advantages of the implementation of the method. The students gave positive responses to the teacher during the learning process. The advantages of collaborative learning for teaching writing are as follows:

i. Learning English was more enjoyable

Collaborative learning was a method which works in a group. Based on the observation on meeting I, students felt interested with the implementation of new method for learning English. When students started to work in a group, it seemed that students were enjoying for working with other friends. Then the situation of the class was more interactive. Students should cooperate to solve a problem and they should solve it cooperatively. Based on the data interview, the subject's responses showed that learning English especially for writing using collaborative learning was more enjoyable.

ii. Students practiced to be good at teamwork

Collaborative learning was a teaching method which worked in a group. Students might do an assignment or solve a problem cooperated with other friends in a group. Based on the observation, when teacher asked students to make a group by themselves, it means that teacher practiced the students to decide a chance. When students had got a group, there should the chief of the team that would be the leader of the group. When teacher gave an assignment to students which were a problem that might be solved by students

cooperatively, students should divide a job which must be done by personal of the group to solve the problem.

b) The Disadvantages of Collaborative Learning for Teaching Writing

Based on the observation, interview, questionnaires and document analyzed, teaching writing using collaborative learning to the tenth grades students of SMA Muhammadiyah 1 Surakarta, the researcher found some disadvantages of the implementation of the method as described below:

i. Lack of Time

Collaborative learning was a method which works in a group. Of course before teacher explained the material, teacher should group students into several groups. Based on the data observation made by the researcher as observer, teacher needed at least 10 minutes only for grouping students. Then the time needed by students for discussing the task given by teacher was longer when student felt difficult in managing their group.

ii. Less Contribution of Student to a Group

Based on the data observation made by researcher as the observer, it showed that at the beginning of cycle all students gave positive contribution to the group. Some students only relied on one or two of the members of the group.

3.2 Discussion

As mentioned before, the main purpose of this study way to find out the effectiveness of collaborative learning for teaching writing. The result of the data analysis of the data analysis were established as the findings of the present study after being taught through collaborative learning. This could be seen from the result of pre-test until post-test that indicated the students' progress before and after the treatment.

According to the Klein (1983) writing is the ability to put pen and paper to express ideas through symbols, this way, representative on the paper will have meaning and content that could be communicated to other people. Writing skills are specific abilities which help writers put their thought into words in meaningful from and to mentally interact with the message. In this case the

most important thing is the writing skill must be had by the students in writing academy. To develop students' writing skill, this study implemented a method named collaborative learning. Collaborative learning goes to the roots of long-held assumptions about teaching and learning. Classroom roles change. Both teacher and students take on more complex roles responsibilities (Finkel and Monk, 1982 in MacGregor, 1990).

The key of Collaborative learning is to guide interaction of the members of the group in a creative way. Cooperative problem solving to a common objection is the use of collaborative learning for the basic students, they are not ready for this type of learning because they know so little about writing. Thus, teachers should take a positive attitude toward students who may not have developed what is considered in writing

The research is done by the teacher and the researcher of the research observes it with a purposes for knowing the process of implementation, advantages and disadvantages of collaborative learning method. In knowing the effectiveness of collaborative learning, the researcher conducted some test that will be explained more as follows:

Based on the findings showed that the mean scores of pre-test (X_0) obtained the subject under study in the mean score clearly showed that students' result was low. The mean of pre-test score (X_0) obtained by the students before the treatment in writing skill was 45,0. The result of findings in assessment I showed increasing score by students that was 64,8. But the score was still categorized as a fair scores. It was higher than the mean score of pre-test. The mean score of assessment I showed that the students' writing skill got improvement after the treatment of collaborative learning method. There was different score 19,8 form the pre-cycle score which was 45,0. Although there was an improvement scores between assessment I and pre-test but the score was not successful enough and needed an improvement to assessment II.

The result of data analysis of the reflection of post-test scores of second treatment showed the improvement of mean score of assessment I from 64,8 to 78,72. The mean score of assessment II was 78,72. Compared to the mean of the score of pre-test and previous post-test, the present mean score showed higher improvement scores.

Then the result of findings in assessment III showed an improvement of the scores which was 78,72 to 80,8. It showed that the score was little higher than the previous post-test. The mean of assessment III could be categorized as good scores. However, there was one post-test again for measuring students' development in writing skill after the treatment of collaborative learning method.

Lastly, the result of data analysis of post-test or final post-test showed incredible improvement. The score of post-test was 86,31. It showed higher scores if compared with the pre-cycle score which was 45,00. As seen in the result findings, it could be said that collaborative learning was successfully implemented for teaching writing.

Based on the finding, the researcher concluded that the method had advantages and disadvantages. It was described to the table below:

Table 4.14

(Table of Advantages of Collaborative Learning for Teaching Writing)

No.	Advantages of Collaborative Learning for Teaching Writing
1	Learning was more enjoyable. It can be proved by students' response to the questionnaire given by the researcher that marked collaborative learning as an enjoyable method to be implemented in learning activity. They felt enjoy where they could work with other friends, shared an idea, a thoughtful and discussed something.
2	Students were practiced to be good at teamwork. Collaborative learning was a method which worked in a group. Students should maintain themselves to work in a group.

The research also had some disadvantages of the implementation of collaborative learning found during the observation by the researcher in teaching-learning process. It was described in the table as follows:

Table 4.15

(Table of Disadvantages of Collaborative Learning for Teaching Writing)

No.	Disadvantages of Collaborative Learning for Teaching Writing	Solution
1	Lack of time	Teacher should maintain the time better to know the students' need in making a group and discussing the topic. Teacher needed gave a limit time to students that should be submissive by students.
2	Less contribution of students in a group work	Teacher could divide students' job in a group firstly. So students could know what they must do in a group. In the next meeting students could do it by their own selves.

In conclusion after getting the treatment, high improvement can be shown in students' score in writing skill. Students were more enthusiastic and motivated to learn English more. Collaborative learning can help the students' perception that learning English is difficult into learning English that is enjoyable. In a group, students are given a freedom to express their idea to their friends in a group. They may share about the topic of discussion or not. But the most important thing is that the students practiced to be active in learning or implementing of English especially for writing skill. Both students and teacher give positive responds about the implementation of collaborative learning for teaching learning English. It is also proved by the students' score that is much better from the pre-test until post-test.

4. CONCLUSION

In conclusion, the researcher concludes the research findings based on the previous chapter. Investigation and discussion of the result aims to answer the

problem statement of the research. The findings deal with the implementation of collaborative learning for teaching writing to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year. Based on the result of data analysis and discussion presented on previous chapter, this study could be stated that it was effective for teaching writing through collaborative learning. First, the implementation of collaborative learning is applied by the teacher by three steps: opening, main activity, and closing. Second, the effectiveness of collaborative learning is measured by the test given to students. The students' mean scores of pre-test is 45,00. It is categorized as a poor score. Then the students' mean score of post-test is 86,31 that categorized as an excellent score. It can be said that collaborative learning is effective to be implemented for teaching writing with the improvement of scores 41,31. Then the advantages of and disadvantages of collaborative learning can be known by observing and questionnaire. The advantages of collaborative learning are that learning is more enjoyable and students practiced to be good at teamwork. Meanwhile the disadvantages of collaborative learning are the lack of time and less contribution of students in a group.

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