

KEPENDIDIKAN

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TEACHING PREPARATION BY ENGLISH TEACHERS
AT ISLAMIC ELEMENTARY SCHOOLS IN BENGKULU CITY (Klegus Beluglah)

PERAN LPMP DALAM MENINGKATKAN
KOMPETENSI GURU UNTUK MENJAMIN MUTU PENDIDIKAN (Alghudin)

BELAJAR DASAR
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THE EFFECTIVENESS OF COLLABORATIVE WRITING METHOD TO ENHANCE STUDENTS' WRITING SKILL

by
Sinarman Jaya

Abstract

This article presents data from a Quasi-Experimental study examining The Effectiveness of Collaborative Writing Method to Enhance Students' Writing Skill at the Fourth Semester of English Study Program Muhammadiyah University of Bengkulu Academic Year 2012/2013. The subject of this research was all students at the fourth semester of English study program. They were A class that consist of 52 students and B class that consist of 46 students. The researcher took class A and B because they have similar characteristic and skill in writing subject. In collecting data, the researcher used some steps; firstly the students were given a pre-test before the researcher applied Collaborative Writing Method. Then, the researcher did the treatment for three meetings to the experimental class, after that the researcher did post test to both classes. The last, the researcher analyzed the result of writing test by using criteria for the assessment. Then, the researcher used *Microsoft Office Excel 2007, SPSS 16.0 for Windows Evaluation Version* in which the formula of *Independent-Sample t Test*. The final step was the researcher discussed and concluded the data. The result of this research showed that the t-obtain was 9,911. Whereas, the degree of freedom of post-test is 95, means that the t table was 1,980. Based on the scores gained, it shows that t-obtain is higher than t table ($9,911 > 1,980$). Therefore, the null hypothesis is rejected. Thus, there is a significant difference between the post-test mean of the experimental and control class. The result also showed that the students' skill in writing was significantly enhanced. In conclusion, the collaborative writing method had been successfully effective enhance students' writing skill particularly in writing an essay in writing II subject in English study program of University Muhammadiyah of Bengkulu Academic year 2012/2013. Finally, it is suggested that the collaborative writing could be used as an alternative method in teaching essay writing.

Key words: *collaborative writing, writing skill*

Background

Writing is one of the critical skills to support students learning English. Writing is also a tool to express opinions and communicate in writing. To improve the cognitive aspects of students in the writing English process approach taken by the lecturer is a process approach (process-oriented) as a strategy in teaching writing. One of process approach is the lecturer used collaborative writing method.

Role of collaborative writing method is to help students think creatively and facilitate the exchange of mind, discussion, and interact each other because this method is done in groups. In each group, there is a leader to lead member in their group. The existence of collaborative writing method can be used by lecturer in teaching English writing for student achievement in writing. The main idea behind

collaborative writing is interacting with others stimulate the construction of knowledge through the negotiation of different opinions, meanings and knowledge (Andriessen and Sandberg, 1999; Erkens, 1997).

Moreover, Carderonello and Edwards (1986:5) explain in their book that the Draft Rough there are five components in the process of writing items, namely Inventing, Planning, Drafting, Revising and Editing. So, in the method of writing collaborative will further facilitate the students through the process of writing their bleak exchanging thoughts and opinions find an idea or topic, plan writing, drafting together to revising and editing, then students can correcting their writing each other.

Alwasilah (2000), explains that the advantages of collaborative writing: a) Instill cooperation and tolerance for the opinions of others and improves the ability to formulate and express ideas. b) Cultivating an attitude of

writing as a process for revision emphasizes group work. c) Encourage students to learn from each other in group work and the work environment will present their experience in the professional world in the future. d) Familiarize self correction and write drafts repeatedly. So, the effectiveness of collaborative allow up to standard competencies required of students.

In this study, the researcher focused on writing skill of students in the fourth semester of English Study Program of University Muhammadiyah of Bengkulu in Academic year 2012/2013 because students' writing skill is one of the basic skills of the students English language program and is an advanced stage of writing (I) they had passed, so ability to write better understand the express written opinion. Through the writing process, the lecturer will know the students' understanding in thinking or communicating in written and can measure students' ability in grammatical and vocabulary.

However, this method should be adjusted again to help students discuss and solve problem with other because the problems of students in writing is still not good enough. Alwasilah (2001) states that students face a problem finding ideas to write, do not know what to do if they want to start writing.

Researcher found the problems that need to be solved when the researcher was taking writing subject for a few years ago. Such as, students find difficult to start writing a simple article that relates to the topic they are studying and get problem in using aspect of grammatical. Factor of writing in individual might cause this problem. This situation encourages lecturer to be creative and to use an effective method in teaching such as collaborative writing method that used by lecturer in teaching writing.

Based on the preliminary research done by the researcher on April 23th 2013 by conducted student's writing, some students felt embarrass to ask to lecturer if they are confused in writing task, also the students faced some problems in the selection of the wrong words, students often make mistakes related to grammar, composing sentences irregular pattern, the error in the wording; adverbs are placed in the wrong position, and Errors in the use of the article.

Definition of Writing

There are several concepts about writing. They are:

Chandra segaran (2002:1) defines "writing as a mental activity of skilful decision-making, appropriate for the situation.

According to Hadley (1996) writing is directed in some fashion in the lower ranges of proficiency to support that which is learned in class (grammatical structures, vocabulary, discourse features), yet assignment and exercise present language in the context of full discourse so that students learn how to write for communicative purpose.

Celce-Murcia (2000:142) defines that writing is the production of the written word that results in a text must be read and comprehended in order for communication to take place.

From the definitions above, it can be concluded that: writing is activity put the idea, expressing the words and communicate in written that show the author's ability to think.

Component of Writing

According to Mark Baker (2011) with posting blog "Three component of writing skill". These are:

1. Grammatical skill
The ability to construct meaningful sentences. It is the ability to construct sentences, not the ability to diagram them, which is necessary for writing. We all have a basic degree of grammatical skill. We could not communicate without it. Everyone qualifies to this standard, but in the developed world, most people do.
2. Compositional skill
Compositional skill is the ability to organize words to produce an effect.
3. Domain knowledge
Domain knowledge, with its attendant knowledge of the compositional forms of the domain, may allow those with little compositional skill to write successfully within their domain, but it does not

suffice for communicating outside the domain.

The Writing Process

Dietsch (2003:9) explains that there are four of the writing processes:

- 1) **Prewriting**
This first stage of writing is simply setting forth ideas in whatever shape or form that is handy for fragments, lists, or sentences. The purpose of prewriting is to get ideas down on paper (or disk).
- 2) **Drafting**
In the second stage of writing, you transform ideas into sentences in a semi-organized manner. Here the purpose is to let ideas develop, expand, and form links. Drafting is primarily a stage of discovery and exploration.
- 3) **Revision**
Although revision is classified as the third stage of writing, it is recurring whenever needed. During revision the goal is rethink ideas, refine, and develop them. You may drastically reorganize the draft. During this time, you reshape ideas-expanding, deleting, and clarifying.
- 4) **Editing/proofreading**
The final stage requires examining ideas, details, words, grammar, and punctuation, attending to matters within each sentence. Here the emphasis is not only on accuracy and correctness but also on clarity.

Learning Express (2004: 122) explained that the writing process includes three important steps: planning (choose a thesis, brainstorm, and outline your essay), writing, and proofreading (reread for errors or to adjust word choice).

From explanation above, researcher summarize that the stages of writing process are prewriting: the selection of a topic that is what will be written, drafting: is to draft your write-up, revision: is about giving a second thought to your writing, then editing: is checked for minor mistakes

if any and the write-up is all set for publication.

The Qualities of Effective Writing

According Lorch (1984), the qualities of effective writing are :

- **Reader-centred**
Any really effective writing is characterized by its intent to communicate with the reader. A skillful writer thinks of the audience before, during, and after the process of putting words on paper.
- **Purposeful**
Effective writing has a clear purpose. A skillful writer knows precisely what he is attempting to communicate to an audience about the subject.
- **Ordered**
Effective writing is orderly. Paragraphs and essays must be purposefully arranged in an order that the reader can follow.
- **Unified**
Effective writing is unified. It contains no sentences or paragraphs that do not relate directly to the purpose of the writing.
- **Coherent**
Effective writing exhibits coherence. It is put together in a way that gives the reader a sense of a smooth whole. The sentences follow each other in a reasonable and understandable way.
- **Correct**
Effective writing demonstrates an acceptable command of the conventions of grammar, punctuation, and spelling as they are used in the standard dialect.

On the other hand, Reid (1993:246) defines that the criteria for good writing are:

1. **Content**
 - a. The paper is focused on a particular subject.
 - b. The purpose of the paper is clear to its readers
 - c. The thesis is well supported.

2. Organization

- a. The introduction gets the reader's attention and prepares the reader for what is coming.
- b. The organization is easy to follow.
- c. There is clear transition from one idea to the next.
- d. Individual paragraphs are coherent.
- e. All details develop the purpose of the paper.
- f. The conclusion draws the paper to a close, summarizes main points, and reemphasizes the paper's purpose.

3. Style

- a. Sentences reflect a variety of syntactic structures.
- b. Vocabulary reflects a concern for the audience and purpose of the paper.

4. Corectness

- a. Mechanics are correct: accurate, punctuation, capitalization, spelling, and grammar.
- b. Words are used accurately and appropriately.
- c. Sentences are complete and correct.

From explanation above, it can be assumed that good writing and quality of effective writing are: its content focused on one subject, each paragraph coherent, correct in the use of punctuation and grammar, also the purpose of the paper is clear to its readers.

Essay

According to Oshima and Hogue (1999:100), an essay is a piece of writing consists of several paragraphs instead of just one or two paragraphs. An essay has three main parts: 1) An introductory paragraph; 2) A body (at least one, but usually two or more paragraphs); 3) A concluding paragraph

In addition, Oshima (2006:103-119) adds an essay should also use appropriate grammatical structure and mechanic. The writer should pay more attention about the grammatical structure in his/her writing. In academic writing, the writer cannot write

something as like as she/he wants. For example, if there are some pronouns, the writer should use it consistently. And, the mechanic aspects should be considered by the writer.

From defininition above, can be assumed that essay writing is an activity that some topic coherent paragraphs and consists of introductory paragraphs, body and a concluding paragraph.

Collaborative writing

Bakley (2005: 256) defines that in collaborative writing, student pairs or triads write a formal paper together. Each student contributes at each stage of the writing process : brainstorming ideas, gathering and organizing information, and drafing, revising and editing in writing.

Then, Susanna (2003:1) stated that collaborative writing refers to projects where written works are created by multiple people together (*collaboratively*) rather than individually. In the same way, Hill & Hill (1990:7) propose some principles of collaborative writing, namely: 1) the writing skills are taught practiced and feedback is given on how well the skills were used. 2) the class is encouraged to operate as a cohesive group 3) individuals are given responsiblity for their own learning and behavior.

The Advantages of Collaborative writing

Alwasilah (2000); Viggiano (1998:88) propose some advantages of collaborative writing, they are as follow:

- a) The process of writing collaboratively forces the writer to put "tacit" decisions about his/her writing process into words.
- b) Cultivating an attitude of writing as a process for revision emphasizes group work.
- c) Encourage students to learn from each other in group work and the work environment will present their experience in the professional world in the future.

- d) Familiarize self correction and write drafts repeatedly.

Procedures of Collaborative writing method

According to Barkley, et al., (2005:256) there are seven guidelines for teacher in collaborative writing process. They are:

- 1) Students form pairs or triads at direction or by choosing partners and then generate ideas by brainstorming together or conducting preliminary research.
- 2) Together, students organize their ideas and create an outline.
- 3) Students divide up the outline, selecting or assigning sections for each student to write initial draft individually.
- 4) Teams read first draft and discuss and resolve any significant disparities in voice, content, and style.
- 5) Teams combine individual sections into a single document.
- 6) Teams revise and edit their work, checking for content and clarity as well as grammar, spelling and punctuation.
- 7) After the final edit, teams submit their papers to the professor for assessment and evaluation.

On the other hand, Alwasilah and Senny (2005:21) state that collaborative writing carried out by the procedure:

- 1) Forming a group, each 3-4 people
- 2) Each member read the others in the group
- 3) When reading, watching mechanics, sentences, and paragraphs
- 4) Ask questions directly to the author when finding things that are not clear, strange, or is not reasoning
- 5) Returns posts that have commented to the author to be rewritten
- 6) Perform a similar group working on a revised essay.
- 7) Revised at least four times
- 8) Submit to the faculty to get feedback.

From explanation above, the researcher assumed that procedure of the research are, first, some students are grouped, the group consists of 3 or 4 people, they exchange ideas, discuss and share opinions on the idea that they make. Then each student makes a draft, after which they collect work together. Then they are correct or revise the pen a few times. Then the final paper submitted to the lecturer to be able to get feedback.

Procedures of the Research

This research used two groups which teach in the same period of time and using the same material the difference was on the use of kind of treatment. The process of this research was done as follow:

1. Subject of the research divided into two groups, experimental and control group;
2. Both group were given pretest;
3. After the score of pretest was found, experimental group was given some treatments through using collaborative writing method which procedures:
 - Forming a group, each 5-6 people
 - In each group choose a leader to lead the group
 - Each member read the others in the group
 - When reading, each member correct mechanics, sentences, and paragraphs
 - Ask questions directly to the writer when finding things that are not clear, strange, or is not reasoning
 - Returns posts that have commented to the writer to be rewritten
 - Perform a similar group working on a revised essay.
 - Submit to the lecturer to get feedback.

(This treatments would do at least three times)

4. Control group were given treatment without collaborative writing method.
5. Posttest was given for both groups.
6. From post-test score, the data would analyze to find on the effectiveness of collaborative writing method to enhance students' writing skill.

Technique of Collecting Data

In collecting data the researcher would use some following steps :

The researcher gave writing assignment in essay form. Pre-test gave to the class before the treatments to see how the students' writing ability before the used of collaborative writing method. Furthermore, the experimental group received a treatment that was collaborative writing method, yet the control group learned in the conventional way or do not get the treatment. After receiving the treatment, the experimental and control groups were given the post-test to see how the students' writing skill particularity in writing an essay after the used of collaborative writing method.

Assessment conducted at the end of the process of teaching and learning by scoring the final draft of the student essay based on the writing rubric on table 3.2 below.

Table 3.2 The writing rubric of an essay (adapted from Cohen 1994 and Oshima 1991).

Component of essay	score	Descriptor
Introductory paragraph	4	Start with general statement, supported by some supporting statements and end with the thesis statement which include topic, controlling idea and predictor, and they are clearly stated
	3	Start with general statement, supported by some supporting statements and end with the thesis statement but the thesis statement is not clearly stated.

Body paragraph	2	Start with general statement, supported by some supporting statements and end with the thesis statement but the thesis statement is only containing the topic
	1	There is no thesis statement in the opening paragraph
	4	Every paragraph is unity and written coherently
	3	Some paragraphs are unity and written coherently and some are not
Concluding paragraph	2	Some paragraphs are unity but not written coherently
	1	Every paragraph is not unity and not written coherently
	4	There is a statement or summary in the concluding paragraph and it is clearly stated
	3	There is restatement or summary in the concluding paragraph but it is not clearly stated
Grammar	2	There is no restatement or summary in the concluding paragraph
	1	There is no concluding paragraph
	4	Essay shows good control of grammatical item
	3	Essay shows occasional slips in the grammatical items but not disturbing

Mechanics		comprehension
	2	Essay shows occasional slips in the grammatical items but not disturbing comprehension
	1	Essay shows serious grammatical errors causing misinterpretation
	4	Essay has no error in spelling capitalization or punctuation
	3	Essay has a few errors in spelling capitalization or punctuation
	2	Essay has some errors in spelling capitalization or punctuation
	1	Essay has many errors in spelling capitalization or punctuation

The total score then interpreted by using the interpretation level on table 3.3 below.

Table 3.3 Level of interpretation

Range of score	Descriptor	Score x 5
18-20	Very good	90-100
15-17	Good	75-85
12-14	Above average	60-70
8-11	Fair	40-55
6-7	Poor	30-35
0-5	Very poor	0-25

Technique of Data Analysis

The scores of the test were given data to be analysis. Since this research was basically intended to investigate the effectiveness of collaborative writing method to enhance students' writing skill at the fourth semester of english study program of UMB academic year

2012/2013. The data was obtained from the research would be analyzed using *Microsoft Office Excel 2007, SPSS 16.0 for Windows Evaluation Version* in which the formula of *Independent-Sample t Test*.

The indicator of success would considered successful if at least 70% of students achieve good or very good ability level in writing an essay. Also, the indicator of the score which students has to achieve at least 15.

The Result

1. The students' writing ability before the use of collaborative writing method

The students' writing ability before the use of collaborative writing method could be seen in the pre test result. The pre test was given on May 22nd, 2014 to both IV A as experimental class and IV B as control class. The researcher gave the pre-test to both groups before giving treatment to make sure that the experimental and control class have the equal skill.

It could be seen the appendik 1 that the total score of the students' achievement in the experimental class was 2565 and total score of the students' achievement in the control class was 2130. The mean of the experimental class is 49,33 while the mean of control class is 46,30. It could be assumed that the means of two classes is not significantly different. The t-count was calculated by using SPSS 16.

The researcher used value of t-table was 1,980 and the level significance =0,05, $df = n_1 + n_2 - 2 = 52 + 46 - 2 = 96$ two tailed test. The t-count was compared to the table, t-count was found to be lower than t table ($1,917 < 1,980$). The conclusion was H_0 accepted and H_1 rejected. Based on the result of pre test, the researcher was concluded that the students' writing skill was still low; two classes have similiar background and knowledge.

2. Treatment in the Experimental class (by using collaborative writing method)

a. Treatment 1

The first treatment was conducted on 30 May 2014 at 08.00 a.m. The researcher explained about collaborative writing

method and explained an essay and the generic structure of essay. Then the researcher divided some of group consist of 5-6 student and choose 1 student of each group to be group leader. The researcher asked the students to write an essay based on the topic given, then each member read each others. When they reading, each member correct mechanics, sentences that are not clear or not reasoning, then they rewrite down and revise and finally, they submit to the researcher. The topic was "The advantages and disadvantages of formal education". Then the students write about the topic was given.

b. Treatment 2

The second treatment was done on 5 June 2014 at 10.a.m. The researcher explained the material, then the researcher divided the students in some group that have decided same with first treatment. After that the researcher asked the students to write an essay. The topic was " Why we need study at university".

c. Treatment 3

The third treatment or the last treatment was done on 12 June 2014 at 10.00 a.m. The process of this treatment was the same with the second treatment. the topic was "An ideal teacher". The result of this treatment was known that the students' critical thinking and improve slowly their writing about essay.

3. The students' writing skill after the use of collaborative writing method

Having done the treatment for three meetings, the post test was given to the students to see the students' writing skill in writing an essay enhance after the use of collaborative writing method. The post test was conducted on 14th June 2014, the post test was given for the two classes. The topic used here was "Internet for education". The result of post test can be described as follow: The researcher used value of t-table was 1,980 and the level significance =0,05, $df = n_1 + n_2 - 2 = 52 + 46 - 2 = 96$ two tailed test. The t-count was compared to the table, t-count was found to be lower than t table ($9,911 > 1,980$).

The conclusion was H_0 rejected and H_1 accepted. H_0 was the use of collaborative writing method cannot enhance students'

writing skill of students at the fourth semester of English Study Program of University Muhammadiyah of Bengkulu.

In the experimental class, the highest score gained by the student was 80 and the lowest score was 60. While in the control class, the highest score was 75 and the lowest score was 40. The students' of the two class had different skill in writing. In experimental class was increasing and the scores were high, but in control class the students skill was still weak and there was no difference between pre test and post test.

4. The Analysis of Pre-test and Post-test Result

In analyzing of the pre-test and post-test result, the scores of each groups were compared to see whether there was an students' writing enhanced or not.

From the table above, the mean score of the experimental group was 49,33 in the pre-test and 73,08 in the post-test. It means that there was an increasing mean score 23,75. Furthermore the mean score of control group was 46,30 in the pre-test and 57,89 in the post-test. It means that the increasing of mean score was 11,59. Based on the explanation above the increasing of mean score in the experimental group was bigger than in the control group.

Discussion

The result of this research was by using collaborative writing method in teaching writing could enhance the students' writing skill. It showed that there was a significant difference on students' writing skill between the pre test and the post test score of the experimental class after given the treatment for the experimental class.

Based on the preliminary research, some students felt ashamed to ask to lecturer if they were confused in writing task, also the students faced some problems in the selection of the wrong words, students often made mistakes related to grammar, composing sentences irregular pattern, the error in the wording: adverbs were placed in the wrong position, and Errors in the use of the article. To solve the problem, the researcher tried applying the collaborative writing method.

In this research, the researcher did two test to get the data. They were pre test and post test for the control class and experimental class. The treatment applied in experimental class. The students forming some groups, each 5-6

people. In each group there was a leader to lead his/her friend if they found some difficulties especially in implementing the collaborative writing like stated by Viggiano (op.cit, p:82) who proposed that in collaborative writing, there must be a leader who will lead the collaboration activities.

In process of collaborative writing, the students wrote individually, and then they read their writing each other and discussed to correct their writing such as the mechanics and sentences if it was not clear. Then, they edited and revised the essay to submit to the researcher like procedures explained by Alwasilah and Senny (2005:21), collaborative writing carried out by procedures: forming a group, each member read the others, when reading they were watching mechanics, sentences, and paragraphs, ask to the author when finding things that are not clear, strange, or is not reasoning, Returns posts that have commented to the author to be rewritten, Perform a similar group working on a revised essay, Revised at least four times, then submit to the faculty to get feedback.

During the treatment process in the experimental class, the students looked motivated in learning writing like stated by Alwasilah (2005:121) in his opinion about the advantages of collaborative writing. Also, the collaborative writing method can make their knowledge more developed.

The statistical computations on the pre-test scores of the experimental and control group using SPSS 16 for windows showed that the distribution of the experimental and control class's scores on pre-test was normal. The variances of the two group's pre-test scores were equal. Furthermore, the result of t-test computation (independent sample test) shows that the t_{obt} was 1,917, while t_{table} was 1,980 the degree of freedom (df) of pre-test was 96. Since the t_{obt} is lower than t_{table} ($1,917 < 1,980$) so the null hypothesis was accepted. It means that there was no significant difference score between two classes.

The statistical computation on the post-test scores of the experimental and control class using SPSS 16 for windows show that the result of t-test computation (independent sample test) shows that the t_{obt} was 9,911. Whereas, the degree of freedom of post-test is 95, means that the t_{table} was 1,980. Based on the scores gained, it shows that t_{obt} is higher than t_{table} ($9,911 > 1,980$).

Therefore, the null hypothesis is rejected. Thus, there is a significant difference between the post-test mean of the experimental and control class. More than 70% of students in experimental class achieved good skill level in writing an essay as stated in indicator of success.

These result matched with the observation checklist filled by observer. From the observation checklist, it was found that students active in teaching and learning process by using procedures of collaborative writing, active in following activity seriously, active in participation, active in activity, active in involvement in peer correcting and peer editing, and also very active in performance in discussion and presentation. The result also showed that the students' skill in writing was significantly enhanced.

Moreover, by analyzing the findings from the previous study, the researcher proposed that the findings of previous study appropriate with the findings of previous research who were conducting about using peer feedback and applying time variation strategy (TVS), they get significant effect that these strategy can improve students' writing skill and there was significant effect. In other words, the researcher assumed that the result of the previous study perfectly support each other.

Conclusion

Based on the result of the previous chapter, More than 70% of students achieved good skill level in writing an essay. The researcher concluded that the implementation of collaborative writing method was successfully effective to enhance students' writing skill particularly in writing an essay. In collaborative writing, students learned together in small group where they discussed their writing. Then, they share the idea each other, exchanged their writing and also did proofreading. Then, they gave comments and suggestion each other in order to improve the quality of their writing. After they revise and rewrite their writing, they submit to the lecturer to be checked and corrected.

In conclusion, the collaborative writing method had been successfully effective enhance students' writing skill particularly in writing an essay in writing II subject in English study program of University Muhammadiyah of Bengkulu academic year 2012/2013.

Suggestion

1. The collaborative writing method should be implemented by the lecturers in teaching writing particularly in teaching an essay writing.
2. The students are hope to be active, creative and can work together in their group.
3. The students should ask the teacher if they find some difficulty in process of learning, dare to answer questions and pointing their friend.
4. For further research, the researcher suggests that it would be better if the other researchers conduct a related research to enhance students' other language skill such as reading, listening and speaking.

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