

## INCREASING WRITING ABILITY THROUGH COLLABORATIVE WRITING TECHNIQUE (CoWT) OF THE THIRD SEMESTER OF SHARIA FACULTY

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### ABSTRACT

*Salah satu bagian teknik belajar secara kolaborasi adalah teknik menulis kolaborasi. Teknik tersebut dapat membantu siswa untuk belajar menulis lebih efektif yaitu menulis suatu tulisan secara berkelompok atau kolaboratif. Dalam hal ini, tiap siswa atau mahasiswa dalam proses penulisan dapat melakukan penyusunan kerangka fikir, mengumpulkan informasi, membuat kerangka fikir, merevisi, dan mengedit tulisan yang dibuat. Dengan demikian, mahasiswa akan merasa bangga terhadap tulisannya sendiri ketika hasilnya baik. Oleh karena itu, penerapan teknik menulis kolaborasi memungkinkan mahasiswa dapat menyusun tulisan sendiri sehingga lebih aktif dalam belajar.*

*Ada satu rumusan masalah dalam penelitian ini yaitu “Bagaimanakah teknik menulis kolaborasi dapat meningkatkan kemampuan menulis mahasiswa semester 3 Fakultas Syariah?”. Penelitian ini dikategorikan ke dalam Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah mahasiswa semester 3 Fakultas Syariah yang berjumlah 73 orang. Ada dua jenis data yaitu kualitatif dan kuantitatif. Untuk mengumpulkan data dalam bentuk kuantitatif, peneliti menggunakan tes menulis kemudian bentuk kualitatif dengan pengamatan.*

*Berdasarkan hasil analisis data, hasil penelitian menunjukkan bahwa dalam penghitungan ketuntasan klasikal kelas, ada peningkatan 22 % yaitu pada siklus I adalah 59 % dan pada siklus II adalah 81 %. Demikian juga dalam kegiatan proses pembelajaran kolaborasi, keaktifan tampak lebih aktif. Ada 34 % mahasiswa aktif dan 14% mahasiswa sangat aktif. Skor tersebut meningkat pada siklus kedua dengan 71 % dan 29 % mahasiswa sangat aktif dan tergolong aktif. Hal ini menunjukkan ada peningkatan kemampuan menulis mahasiswa yang mana penerapan pembelajaran teknik kolaborasi dapat meningkatkan kemampuan menulis.*

One part of Collaborative Learning Techniques (CoLT) is Collaborative Writing Technique (CoWT). The technique can help students to learn writing more effectively. The way is to conduct written form of paper in pairs together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing. Additionally, students will be more proud of their writing as their writing is good. Therefore, using Collaborative Writing Technique (CoWT) possibly enables students to create a written product and of course encourage teaching and learning process.

There is one research question formulated in this study that is how can Collaborative Writing Technique (CoWT) increase the writing ability of the third semester of Sharia Faculty? This research is classroom action research (CAR). The subject of this study is the third semester of Sharia which is 73 students. Two kinds of data are used namely qualitative and quantitative data which are quantitative data gained through writing test and qualitative data gotten from observation.

Based on the result of the data analysis, there is improvement of students' writing ability. The improvement is 22 % of both cycles that is 59 % of cycle I and 81 % of cycle II. Also, in teaching and learning process, the students behaves more actively, it can be seen from the result of observation in cycle I. There are 34 % students who are active and 14% of students' very active, and it increases to be 71 % and 29 % of very active and active students. It means that there is improvement of the writing ability of the third semester of Sharia Faculty. Finally, it is found that the implementation of Collaborative Writing Technique (CoWT) can increase students' writing ability.

Key Words: *Collaborative Writing Technique (CoWT), Writing Ability*

## INTRODUCTION

Language is important to learn by students to improve their communication achievement either through oral or written form. In the natural context, the first function of language is as a tool of communication. Communication is a process of conveying speaker's intention to others by using certain channel either through oral or written (Depdiknas, 2006)<sup>1</sup>. Written form is sometimes needed as a person is not able to communicate orally both formal and informal situation.

The objective of teaching English in institute or university level is to develop students' communicative competence both in oral and written form to achieve a creative functional stage and English is considered as a tool or instrument for expressing meanings (Depdiknas, 2006, p.278). The objective of each language skill (listening, writing, reading, and writing) is to develop communication competence in English.

One of English skills that must be increased is writing. It is ability in using language to communicate in written form. Also, someone is able to elaborate idea to get some purposes. Furthermore, writing skill is very important to learn by Indonesian students in whole levels to know potency, develop an idea, master information, organize an idea, judge an idea objectively, encourage of studying as well as get used to think and speak orderly or well which are poured in written product.

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<sup>1</sup> Depdiknas. (2006). *Pedoman khusus pengembangan silabus dan penilaian*. <http://www.puskur.net> (Online: 20<sup>th</sup> Oktober 2010).

Writing is complex and unique skill, required some knowledge as well as skill. It means that in writing skill, we may not think about the grammar only but also we have to be able to express the idea in clear, united, significant, logic, and coherent sentences or paragraph. Nurgiyantoro (1995, p.220)<sup>2</sup> states that the capability of writing is more difficult to be mastered compared to the three other capabilities; it is caused by prerequisite mastery of some linguistic elements as well as the outside element of language which become the contents of writing.

Concerning the needs of mastering writing skill as one of the ways to elaborate idea in written form, Collaborative Writing Technique (CoWT) is a technique where students collaborate, work together, and involve in each stage of writing process that contributes brainstorming ideas, gathering and organizing information, drafting, revising, and editing the writing (Elizabeth, et.al., 2005, p.256).<sup>3</sup> Thus, the definition of collaborative learning is not just making the teacher engages in as tutor and writing assistant but rather the teacher's responsibility is to become a member along with students of community in the search of knowledge, such as designing and assigning group learning tasks, managing time and resources, monitoring students' learning, checking to see that students are on task and that the group process is working well.

On the other hand, during the process of teaching writing, the teacher does not give much opportunity to the students to collaborate and work together in teaching and learning process. The teacher should drill new pattern or ask them to do exercises with other students as their partners that are focused on grammar patterns, or contents of text which have been interfered by the students' native language. It means that the students just learn together with their classmate as their partners without sharing their ideas with them. This matter impacts to the students' learning achievement. The students who have better ability cannot share the materials maximally with the other students because the teacher himself does not provide the situation for involving the students. So, the teaching and learning process is more likely a teacher centered.

This research focuses on using Collaborative Writing Technique (CoWT) of Sharia faculty. The technique is a process to work together in group along with the appropriate feedback from the reader or audience, such as the teacher or students discover new ideas, new sentences, and new word planned, wrote a first draft, and revise what he/she writes for a second draft, in short students typically write better and take more pride in their writing when they are writing for an audience (Elizabeth, et.al, 2005, p. 256). Consequently, the teacher's assessment procedures should be adapted in such a way that they faithfully reflect teaching practices. Therefore the technique is better applied in increasing students' writing ability.

## **METHOD**

Classroom Action Research (CAR) is used in this research. It is an evaluative and reflective activity for the purpose of changing and improving practices of teaching quality.

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<sup>2</sup> Nurgiyantoro, Burhan. (1995). *Penilaian dalam pengajaran bahasa dan sastra*. Yogyakarta: BPFE-Yogyakarta.

\_\_\_\_\_. (2010). *Penilaian pembelajaran bahasa (berbasis kompetensi)*. Yogyakarta: BPFE-Yogyakarta.

<sup>3</sup> Elizabeth F. Elizabeth, K.Patricia Cross, Claire Howel Major. (2005). *Collaborative learning technique*. Unites States of America: Library of Congress Cataloging-in-Publication-Data.

Action research is also participatory because it is done collaboratively that is investigated by the teams of colleagues, practitioners, and researchers (Rochiati: 2008).<sup>4</sup>

In such case, the researcher and the colleagues collaborated in the process of teaching and learning. They built collaboration and cooperation in order that they had the same perception and considerations towards the problems appear. The research is addressed for the purpose of increasing writing ability through Collaborative Writing Technique (CoWT).

Kemmis and McTaggart (in Burns, 1999, p.32)<sup>5</sup> say that action research consists of four essential moments such as planning, action, observation, and reflection to develop a plan of critically informed action to improve what happen, act to implement the plan, observe the effect of the critically informed action in the contexts in which it occurs, and reflect on these effects as the basis for further planning, subsequent critically informed action, and so on through succession of strategy.

Classroom action research consists of cycles. Noticed that if the first cycle of the target individual and classical mastery do not achieve, the researcher proceeds to the next cycle for improvement. As well as for the cycles, so it would be increased in the next cycle as long as it does not reach the target of individual and classical mastery. Adopting from Kemmis and McTaggart (in Susilo, 2009, p.12)<sup>6</sup>

The sample is the third students of Sharia Faculty consisting of two majors namely Islamic family law with 22 students and Islamic economic law with 51 students in academic year of 2019-2020. And then the English writing test is to assess the students' writing ability in English. This instrument is subjective test which asks the students to write a simple descriptive text on randomly selected prescribed topics.

The English writing test is scored analytically by using an analytic scoring rubric according to the assessment criteria by Hartfield, et.al (in Nurgiyantoro, 2010, p.440). Students' writing performance is assessed separately on each of the five predetermined criteria namely content, organization, vocabulary, sentence structure, and mechanics. Performance on each criterion is judged along four levels of performance that is very good-excellent, enough-good, medium-sufficient, and poor.

Observation checklist is also used to collect data of students' involvement during the process of researching. The guidelines are the observation relying on the students' activeness in the learning process. The use of checklist hopefully helps to observe the class situation in terms of students' involvement in the activities. The activities are categorized very active, active fairly active, and not active.

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<sup>4</sup> Rochiati Wiriaatmadja. (2008). *Metode penelitian tindakan kelas*. Bandung: PT Remaja Rosdakarya Offset. Read also in\_

Arikunto, Suharsimi. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rhineka Cipta.

Arikunto, Suharsimi, Suhardjono, and Supardi. (2008). *Penelitian tindakan kelas*. Jakarta: PT Bumi Aksara.

<sup>5</sup> Burns, Anne. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

<sup>6</sup> Herawati Susilo. (2009). *Penelitian tindakan kelas*. Malang: Bayu Media Publishing.

## FINDINGS AND DISCUSSIONS

The result shows that in the first cycle, the research designs for four meetings. In the first meeting, the researcher explains students how to generate ideas and create an outline, arrange draft of descriptive text, and develop idea based on outline. These activities are intended to teach and activate the students' comprehension about the text.

In the second meeting, the activity focuses on students' activity about peer corrections towards their result of writing product. The activity is to give opportunity for students to express their opinion about writing product of other members in group. At the end of the activity, each member of the groups submits the writing products which are combined to be a single document to be checked then is discussed as final product.

### 1. Test Results of Cycle I

In this cycle, the students who followed the test were 73 students. The researcher compiled 7 topics of essay writing to be developed by the students for the purpose of finding out the result of students' writing ability.

Based on the results of cycle I, the value of students' mean score was 60. From the obtained data of writing test, it can be seen that the lowest and the highest score of content were 2 and 3; the lowest and the highest score for organization were 1 and 3; the lowest and the highest score for vocabulary were 2 and 4. While the lowest and the highest score for sentence structure were 1 and 3, and the lowest and the highest score for mechanics were 1 and 3.

Table 4  
*Score Appearance Frequency of Cycle I*

Score	Frequency
40 – 45	6
46 – 50	14
51 – 55	8
56 – 60	2
61 – 65	27
66 – 70	9
71 – 75	7

Based on the score above, the score frequency is good enough but it has not reached successful criterion yet. Students who gain score at least 65 have not reached 75 % yet of test result, the percentage of successful learning is 59%. Therefore, the research is improved in the next cycle.

### 2. The Results of Observation in Cycle I

Observation is conducted during the research and focuses on the process of teaching and learning activity. Students' behavior during the teaching and learning process shows a positive attitude, but some behave negative behavior. Students' negative behavior is shown by their reluctance to focus on the picture used as a guidance to generate ideas for the essay. At the time, sometimes they rarely discuss collaboratively with their groups, annoy friends,

and even do not follow the collaborative learning. Positive behavior is also identified in the attitude of some groups who enthusiastically follow the discussions in developing ideas for the essay. It can be seen from students who seem to be serious, and they focus on the discussion related to the learning undertaken and are even interested in learning strategy used. In fact, some students help and give direction to other groups without being asked when discussion undertaken.

In the observation of class discussion of collaborative learning process, the result of observation points out that the students work actively. Forty percents of the students are very active. There are 34% of students who follow the discussion actively and the students' fairly active are 26%. Therefore, the activities should be enriched in the next cycle to attain most of students; very active and active ones in collaborative learning.

### 3. Reflection

Concerning on the result of the first cycle, it describes that the result is still low because the individual score is less than 65 that is gained by 59% of the test result. In the cycle, there are some problems found namely the application of CoWT is conducted in long enough time because the accomplishment of writing products whether in discussion and task takes much time. Therefore, the researcher should add more meetings than the first cycle and use the time more effective in the discussion and test. It means that there would be an improvement of further cycle to complete the performance indicator.

Results of tests and non test on the second cycle are further described.

### 4. Test Results of Cycle II

In the cycle, the number of students and provided topics are the same. However the revision in reflection is improved to assume teaching target. The obtained data of writing test indicates lowest and the highest score of content were 2 and 3; the lowest and the highest score for organization were 2 and 3; the lowest and the highest score for vocabulary were 2 and 4. While the lowest and the highest score for sentence structure were 2 and 3, and the lowest and the highest score for mechanics were 2 and 4. It shows the improvement appears in the cycle .

Table 5  
*Score Appearance Frequency of Cycle II*

Score	Frequency
40 – 45	-
46 – 50	2
51 – 55	8
56 – 60	4
61 – 65	35
66 – 70	10
71 – 75	10
76 - 80	4

Based on the score above, the students' score frequency in the cycle increases more significant than previous result. It proves from the individual score of score frequency is at least 65 which is gained by 81 % of the whole students of test takers. Therefore the target of classical completeness is more than 75 % as target, so the research is successfully categorized.

## 5. The Results of Observations

Based on the observation result, the general conditions in learning process is active and very active. Classroom situations could be controlled and students are interested in collaborating in discussion activities. The process of Collaborative Writing Technique (CoWT) increased. In this cycle, the groups' participation is more active, very active and collaborative. It could be seen from the result of observation. The result of observation describes that there are 71% of the students categorized in very active, and the rest is 29 % of the students categorized actively. Regarding to the result, there is significant improvement of learning process. It is also indicated that most of students learns seriously and focuses on the learning. Therefore, the Collaborative Writing Technique (CoWT) can be seen so effective to apply.

## 6. Reflection

The reflection is based on the indicator of successfulness and the observation of teaching and learning process in comparison to the performance indicator.

In relation to the indicator the number of students who gain score 65 are more than 75% that is 81%. It is considered successful if more than and/or equal to 75% students in group.

Dealing with the second indicator which is the students' involvement in the teaching process are 71% of the students categorized in very active, and the rest is 29 % of the students categorized actively. The indicator has been achieved since it is more than 81% students' active plus very active.

This part is to discuss the research result presented in the preceding findings related to the activities in the teaching of writing using Collaborative Writing Technique (CoWT). The discussion is based on how Collaborative Writing Technique (CoWT) can increase the writing ability.

Concerning the statement of Elizabeth, et.al. (2005, p.256), Collaborative Writing Technique (CoWT) is part of Collaborative Learning Techniques (CoLT) which help students to learn writing more effectively. It is conducted by students collaboratively to write a formal paper together. In writing process, the activities involve in brainstorming ideas, gathering and organizing information, and drafting, revising, and editing the writing. In other word, the teaching focuses on students oriented of teaching and learning process. In the process of teaching, the researcher applies the steps of collaborative technique which involve all students. In such activity, the students can work together and share about studied topics. Therefore, it is relevant with the statement of Isjoni (2009, p.16)<sup>7</sup> that cooperative learning has a main goal to overcome the problems faced by the teacher when students rarely work together.

The technique is designed to reach the objective of teaching writing to help the students to write formal paper then evaluate their writing products based on five aspects; content,

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<sup>7</sup> Isjoni. (2007). *Cooperatif learning (Efektivitas pembelajaran kelompok)*. Bandung : Alfabeta.

organization, vocabulary, sentence structure, and mechanics in relation to the materials studied. On the basis of written goals presented above, through writing practice, students have competence in communicating opinions and feelings. In addition, the purpose of writing is to express themselves and at the same time to get input from readers.

To know whether the teaching and learning process reaches the objectives or not, it is necessary to conduct evaluation. The evaluation is also done in reflection phase that is to evaluate the preceding activity. At least, there are two kinds of evaluation used. The first evaluation is dealing with the result of action. It is done by assessing the students' writing product at the end of activity. The second one is connected to the process of implementation of the action. It is by observing the teaching and learning process. The result is to identify the students' achievement in writing by using Collaborative Writing Technique (CoWT). Therefore the use of Collaborative Writing Technique (CoWT) can help students to increase their writing ability.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the obtained data in the previous chapter, Collaborative Writing Technique (CoWT) can increase the students' writing ability. It is based on the indicator that the research target would be success if the individual score is at least 65 of the students which gains 75% of the whole students of test result. Therefore, the result of last cycle points out that 81% which is gained at least 65 of test result, it means it already reaches successful criteria. This shows that the students' writing ability could be enhanced through Collaborative Writing Technique (CoWT).

Test results are also followed by changes in the behavior of students at the Sharia Faculty of Islamic Family Law and Islamic Economic Law towards more positive behavior after learning through the Technique. It is proved from the results of non test which includes the results of observation. In cycle I, there are still a lot of students who tend to ignore the importance of group working in the discussion, be passive, lazy, and less gave attention to the explanation given by the teacher.

In the main goals of teaching and learning, the students of group lacks generating ideas with the group and sharing the material collaborated. However, in the last cycle, the learning behavior of students becomes more active, collaborative, and seriously responded to discuss the material or tasks assigned by the teacher. Besides, they seem happy, interesting, and enthusiastic learning, so that students are able to follow the discussion and learning. Thus, implementing teaching learning process by using Collaborative Writing Technique (CoWT) can increase students' involvement in teaching and learning.

Concerning to the results achieved, the researcher recommends some suggestions. For the principle; the principal and education staffs are expected to give constructive support to the teachers in implementing the technique in teaching and learning process. It is suggested to have an idea to apply an obligation to the teacher and students especially to arrange the regular English program in the school of the determined time related to students' writing enrichment. This is the way to get habit of English writing training at all aspects of students' activity. For the teacher; opportunities should be provided by the teacher for students to practice and improve their English writing ability in the school freely. The English teacher should give more explanation about the concepts or practices a lot to have students to be more active. For the students of Sharia Faculty should practice to write in English by implementing Collaborative Writing Technique (CoWT) to increase writing skill. The students should use more time to learn write in English not only in the classroom but also in outside classroom so that all students can



be active and collaborative to write well. And For further researcher; the researcher suggests being more extensive and deeply studying some other contributive learning innovation which are not found in this research for increasing students' writing skill. The researcher also expects the further researchers to be more active in conducting further research to find more techniques in increasing students' writing ability.

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