

**THE EFFECT OF USING COLLABORATIVE WRITING METHOD
IN TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT
TOWARD STUDENTS' WRITING ABILITY
AT SMAN 4 PADANG**

Thesis

*Submitted as a Partial Fulfillment of the Requirements
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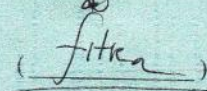
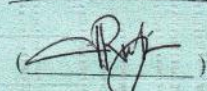
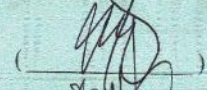
HALAMAN PENGESAHAN

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in Teaching Writing an Analytical Exposition Text toward Students' Writing
Ability at SMAN 4 Padang

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ABSTRAK

Harahap, Putri Bungsu. 2014. "The Effect of Using Collaborative Writing Method in Teaching Writing an Analytical Exposition Text toward Students' Writing Ability". *Skripsi*. Padang: Universitas Negeri Padang.

Siswa mengalami banyak masalah dalam menulis, diantaranya: ketidakmampuan untuk mengembangkan ide dan tidak adanya motivasi untuk menulis. Oleh sebab itu, perlu diterapkan sebuah metode *Collaborative Writing* untuk mengatasi masalah dalam menulis ini. *Collaborative Writing* adalah sebuah metode yang menuntut siswa menulis sebuah teks secara bersama-sama di dalam kelompok. Dengan metode ini, siswa dapat bertukar ide dan pikiran, belajar dengan siswa lainnya dan meningkatkan kemampuan menulis.

Jenis penelitian ini adalah penelitian eksperimen. Populasi dari penelitian ini adalah siswa kelas XI SMAN 4 Padang pada tahun ajaran 2013/ 2014 yang terdiri dari 9 kelas. Sampel penelitian ini terdiri dari dua kelas yaitu kelas XI IPS 1 sebagai kelas eksperimen dan kelas XI IPS 2 sebagai kelas kontrol yang dipilih dengan menggunakan teknik *cluster sampling*. Masing-masing sampel berjumlah 31 dan 27 orang, sehingga total jumlah sampel keseluruhan adalah 58 orang. Instrumen yang digunakan adalah tes menulis yang diberikan pada posttest.

Data dari penelitian ini berupa nilai menulis siswa yang dianalisis dengan menggunakan t-test. T-hitung sebesar 2,13 dan t-tabel sebesar 1,675 yang berarti t-hitung > dari t-tabel pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini dapat disimpulkan bahwa penggunaan metode *Collaborative Writing* pada pengajaran teks analytical exposition memberikan dampak yang lebih baik terhadap kemampuan menulis siswa dibandingkan dengan metode yang digunakan guru di sekolah.

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Writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is the process of delivering ideas in mind into the written form. It is the act of composing a piece of text (Nunan, 2005:98). In composing a text, writer translates his or her thoughts, ideas, intentions, and understandings into a written form. This stage is often described as the process of getting something down on paper.

Writing really helps students to learn. There are some reasons why it is said so. First, writing gives students opportunity to improve their language processing. Second, writing helps students to practice and work with the language they have been studying. Third, writing reinforces students' ability. It reinforces the use of grammatical structure, idioms and vocabulary they have learned which can be applied into their writing. Fourth, writing involves students in expressing their idea with the target language since they look for the way to express it.

Alwasilah (1999) states that writing has been the most neglected and difficult subject in high school. In Indonesia, English is a foreign language and students are not accustomed to write in English. Zheng (1999) as cited in Yan (2005: 19) adds that mastering the writing skill is most difficult than mastering the other three skills: listening, speaking and reading. Writing classes are dominated by discussion on grammar and theories of writing with less exposure to the practice of writing. That is why writing in English becomes difficult to be

mastered by students. Besides, students are not interested in writing. According to Doret (2001), getting students motivated and excited in writing is one of the most difficult aspects of teaching writing. One way to make students interested in writing is by stating the valid reason to write. Thus, the reason and objective need to be stated clearly at the beginning of the teaching process so students know the real reason why they should write.

Teaching writing in senior high school is based on Genre Based Approach in which the students learn about a certain genre of the texts. One of the texts is analytical exposition text which is called as argumentative essay. Based on the interview with English teachers and observation which was held at SMA N 4 Padang, there were some problems faced by students in writing an analytical exposition text. First, students get difficulty in developing their ideas. Each of their paragraphs sometimes consists of one sentence or more than that. If the paragraph consists of some sentences, they often do not relate each other for the idea of each sentence is different. The writers also have to provide arguments and support those arguments with more details. Adding detail means that they have to develop and elaborate their idea well, whereas those are their problems. As the result of lacking ideas, students tend to produce a short writing.

The second problem faced by students in writing is also affected by teachers' technique or method used in teaching process. Some teachers still use conventional writing method. Teachers in SMAN 4 Padang teach writing an analytical exposition text as follow. First, the teachers show a model of the text. After that, the teacher and the students discuss content and vocabulary of the text.

Next, the teachers explain about generic structure and language features of the text. Then, the teachers ask students to create their own text individually. When the time is not enough to finish the writing task in the classroom, the teachers will assign it as homework which will be submitted in the next meeting. The teachers give score on students' writings and give the papers back to the students. Feedback is given by generalizing the problems of students' writings. However, in teaching writing an analytical exposition text, giving a model of the text does not guarantee that the students can understand and write well. They need guidance from the teachers about how to write.

In writing an analytical exposition text, students write it individually without getting help from anyone. This makes them feel stressful in writing since they have to endure their burden in writing all alone. They have to plan, draft, revise and edit their writing individually. They also have to check their writings alone. In addition, Storch (2005: 153) states that students who write individually produce less accurate writings since no one helps them to check the errors which they produce.

Aside from the process of writing an analytical exposition text, students' writings also show the low level of ability. The minimal complete criterion for XI Grade in SMAN 4 Padang is 76. In fact, not all of students achieve it. Only few students do. It means that the students really have problems in writing.

To solve those problems in writing, collaborative writing method can be very helpful. As this method requires students to plan, draft, revise and edit their writing together in a group, it will be helpful if this method is implemented in

solving students' problem in writing especially in writing an analytical exposition text. Through collaborative writing method, students can share their ideas, learn each other, discuss and write an analytical exposition text together in a group. Harmer (2004: 73) says that this method allows each student to get access to their partners' mind and knowledge, share their goal which motivates each other. Besides, students can improve their writing ability by learning together and pooling the strengths of group members. Due to this reason, researcher wants to conduct this research in order to see the effect of this collaborative writing method towards students' writing ability. Therefore, it is entitled "*The Effect of Using Collaborative Writing Method in Teaching Writing an Analytical Exposition Text toward Students' Writing Ability at SMAN 4 Padang*".

B. Identification of the Problem

From the background of the problem above, there are three problems found in students' writing. First, students cannot develop their idea well. Second, they are not motivated to write. Third, teacher's technique in teaching writing also affects students' ability. In solving student's writing problem, there are many ways or strategies that can be done. One of them is by using collaborative writing method in which students work in a team to plan, draft, revise and edit their writing together. This method is helpful for students in sharing their ideas, learning from each other, and improving their writing ability.

C. Limitation of the Problem

This study is limited to the effect of using collaborative writing method in teaching writing an analytical exposition text toward students' writing ability. This research is to see whether the collaborative writing method used in teaching writing an analytical exposition text has a better effect toward students' writing ability.

D. Formulation of the Problem

Due to the limitation of the problem, the problem is then formulated as follow: "Does collaborative writing method in teaching writing an analytical exposition text give a better effect toward students' writing ability?"

E. Purpose of the Research

The purpose of this research is to find out whether the collaborative writing method in teaching writing an analytical exposition text gives a better effect toward students' writing ability.

F. Significance of the Research

This research is expected to give contributions theoretically and practically for teaching and learning process, particularly in writing. Theoretically, it is hoped that the finding of this research provides useful reference for readers especially for English teachers about the use of collaborative writing method in teaching writing an analytical exposition text. Practically, it is also expected that the contribution of collaborative writing method will help students to write better and improve their writing ability.

G. Definition of Key Term

1. Collaborative writing : a method which involves students to plan, draft, revise and edit their writing together in group with their partner.
2. Conventional writing method : a method that is usually used by teacher in SMAN 4 Padang (individual writing)
3. Analytical exposition : it is an essay which argues that something is the case.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Writing is an activity in which ideas are transmitted from an addressor to an addressee. According to Nunan (2005: 98), writing is the act of gathering ideas, working with them, and presenting a polished comprehensible document to the readers. It is not only combining words but also working with the word choice, the use of appropriate grammar (subject-verb agreement, tense and article use), syntax (word order), mechanics (such as punctuation, spelling and handwriting), and organization of ideas into a coherent and cohesive form (Gebhard, 2006: 211).

In writing, people have more time to think than in oral activity. They can go through what they know on their minds, consult dictionaries, grammar books and other material sources to help them. Due to thinking while writing, they enhance their language development and focus on accurate language use. They try to find out the appropriate words to express their thought and learn to solve every problems appeared when they write.

“Writing is a continuous process of thinking and organizing, rethinking and reorganizing”(Boardman and Frydenberg, 2002:11). Yan (2005: 19) also adds that the process of writing is not linear or recursive. Good writers are people who follow those processes of writing: think, plan, write a draft, think, rewrite, think, and rewrite. Writers do all of these things again and again, re-edit, re-plan until they are satisfied and then produce a final version. It is most likely to encourage

thinking and learning when students view writing as a process which triggers communication and makes thought available for reflection.

Oshima and Hogue (2006: 265) and Harmer (2007: 112) state that the process of writing includes planning what we are going to write, drafting, writing, reviewing, and editing what we have written and producing a final version. In addition, Nation (2009: 114) also adds that writing process contains the following seven sub processes: considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. Thus, writing is a complex activity that incorporates processes, thought, feelings, and social interaction.

Writing is used as a practice tool to help students to practice and work with language they have been studying (Harmer, 2007:112). This activity is designed in order to give reinforcement toward what students have learned. When students write, they will try to remember, rethink and implement what has been taught to them into their writing. This helps them to rethink about their lesson so that they can apply their knowledge into their writing.

In conclusion, writing is the process of delivering ideas, thought, and feeling into the written form. It is also a tool which helps students in practicing the language they have studied. It reinforces what students have learned which is done by completing some steps: planning, drafting, revising and editing. Thus, as a process, it results a product. A good piece of writing should have elaborated ideas which are well-organized, arranged by good language and grammar, and written in neat mechanic.

B. Teaching Writing at Senior High School in Indonesia

In KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006, it is stated that teaching English to senior high school is aimed to reach informational level of literacy. There are four levels of literacy: performative, functional, informational, and epistemic. Senior high school students are in informational level. Well (1987) in Permendiknas stated that informational as the third level of literacy requires people to be able to access knowledge by using their language ability.

There are twelve monolog text types taught to senior high school students: narrative, recount, procedure, descriptive, news items, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. In the first grade, recount, narrative, and procedure are taught in the first semester, and narrative, descriptive, and news item are taught in the second semester. In the second grade, report, narrative, and analytical exposition are taught in the first semester, and narrative, spoof, and hortatory exposition are taught in the second semester. In the third grade, narrative, explanation, and discussion are taught in the first semester; narrative and review are in the second semester.

In teaching writing an analytical exposition text, second grade students of senior high school are hoped to be able to write various kinds of text especially in form of analytical exposition in accepted rhetorical stages and structure of text which is supported by basic competences. They are to write and elaborate main idea; to use accurate grammar, vocabulary, punctuation, spelling, and mechanic.

According to Permendiknas No. 41 Year 2007, the implementation of teaching and learning process consists of the introductory, the core activities, and

the closing (see Appendix 1). Those processes can also be applied in teaching writing. There are three stages of teaching writing:

1. Pre-Writing

Pre-writing is a crucial element of successful writing instruction. In pre-writing stage, students build background knowledge in order to generate and organize their idea. The activities in pre-writing are brainstorming, clustering, mind-mapping, using wh-questions, free writing, and compare/contrast charts. Teacher helps the learners to think about the subject and activate their prior knowledge, outline and organize ideas, and focus on the purpose for writing.

2. Whilst-Writing

In this stage, students are ready to write. The activities in this stage are drafting, revising and editing. In drafting, students develop the organization they created in pre writing. The idea should support the topic assigned to them. Then, in revising, students transform the draft into a more refined text by adding some details and teacher has to give an example about how to revise students' writing. Then, editing activity is to check grammar, spelling and mechanics.

3. Post-writing

In post writing, the written text is shared with other audiences, such as a peer-editor or the instructor or even with the general public. In this stage, teacher can evaluate students' writing ability whether they have been able to write well or whether they still need guidance or explanation from teacher. Teacher also gives compliment, advice, and suggestion toward students' writing so that they can improve their skill in the next writing task.

In conclusion, there are some stages in teaching writing: pre-writing, whilst-writing, post-writing. In pre-writing, teacher helps learner to think and activate their prior knowledge, outline, organize ideas and focus on the purpose of writing. In whilst-writing, students develop the idea by adding some details, revising and editing the text. In the last stage, post-writing, teacher evaluates students' writing ability, gives advices so that students can improve their writing skill.

C. Collaborative writing

Collaborative writing involves peers writing as a team. It is defined as more than one person contributing to the process of writing (Louth, McAllisters and McAllisters, 1993: 217). A higher achieving student is assigned to be the Helper (tutor) and a lower achieving student is assigned to be the Writer (tutee) (Yarrow and Topping, 2001:264). The students are instructed to work as partners on a writing task. The Helper student assists the Writer student with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product.

Collaborative writing is a piece of writing written by some authors (Speck, 2002:1). Harmer (2004:12) also adds that it is a pair or group of students working together on a piece of writing so that they can respond to each other's ideas (both in terms of language and content), give suggestions for changes, and contribute to the success of the finished writing. It is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation

toward an end product. Its success was characterized by more talk and greater involvement with each other's idea.

Collaborative writing can be described as activities done as peer tutoring/response/discussion in which students comment on each other's work and group papers or several students work together to create one finished product. It is a social process in which writers share understanding. It can be applied at educational levels from elementary school to college. Besides, Graham and Perin (2007:16) state that "collaborative writing involves developing instructional arrangements whereby adolescent work together to plan, draft, revise, and edit their compositions".

In sum, collaborative writing is an activity in which some authors compose a piece of writing through getting and sharing each other's knowledge. It is a method in which students can respond to each other's idea and give suggestion so that they can successfully compose a text. Students work in a team in planning, drafting, revising, and editing their text together.

Collaborative writing focuses on discussion among the member of group. Ede and Lunsford as cited in Kennedy and Montgomery (2002: 127) explain the process of collaborative writing as follow. After discussing about a topic, students make an outline. Then, the group members are able to come to an agreement on what roles they play. They decide to have each of the members take a section of the outline. This way eases them to manage the writing and editing process since they have something to be worked on. Besides, assigning roles to each person in the group makes them aware that in order to achieve the best result they must

work together. After finishing their parts, they compile those parts, revise and edit them together. In fact, this collaborative writing requires more planning before the actual writing because in this method students will be writing in parallel or working on separate pieces of the writing.

Collaboration always requires people to work together. Ede and Lunsford as cited in Kennedy and Montgomery (2002: 126-127) state that there are some common collaborative strategies used by professionals in a variety of field. One of them is the team plans and outlines the task, then each writer prepares his or her part, and the group compiles the individual parts and revises the document. This is in line with Krause (2007: 2) who states that there are two main types of collaboration. The first is writers collaborate closely, sit and discuss each sentence of each paragraph together. In this type, it is hoped that everyone involved about how the project is going. The second is writers divide the project into smaller task that will be assigned to each member of the group and put together later. This is aimed to give students the same opportunity to contribute equally and shorten the time in accomplishing the task.

In this research, the second type of collaborative writing was used. The team plans and outlines the task, then each writer prepares his or her part, and the group compiles the individual parts and revises the document. This type is deemed appropriate with the purpose of collaborative writing in which students can participate actively, share their ideas with partners, learn together and improve their writing skill.

In considering a group, one issue that comes up is whether one student can be a group. When the members of a group fail to work together, it will impact on the quality of their writing. Another issue is students' writing ability. Speck (2002: 57) states that teacher should measure students' writing ability early before putting them in a group. Better writers are authoritative when they are in group. Therefore, teachers have to ensure that those better writers will help weak writers to write better. After all, it is generally easier to write when weak writers work together with better writers, get knowledge, enhance the learning process, and improve their writing ability.

Collaborative writing, like some group activities, has some benefits. Garlack (1993) as cited in Speck (2002: 21) states that collaborative writing environment has many good effects on students' intellectual and social development. This is because when writing collaboratively in group, students learn how to communicate with others, how to compromise, and how to appreciate the differences between them. Reid and Powers (1993); Johnson and Johnson (1998); Raimes (1998); Rollinson (2005) as cited in Mulligan and Garofalo (2011) add that "collaborative writing can enhance students interaction in the EFL classroom, lower the anxiety associated with task alone and raise students' self-confidence".

Speck (2002) also stated that "collaborative writing promise greater potential for engaging students in active learning by drawing on the resources students themselves bring to class such as their ideas, their critical facilities to ask unique questions, their ability to teach each other, their knowledge about a wide range of topics". Students can share their ideas and learn grammar together due to

getting access to their partners' mind and knowledge. When one student is stronger in critical thinking skill and another is good at organizing, so they can complete each other in order to compose a good writing.

Donato and Storch, as cited in Storch (2005:154) state that collaborative writing encourages a collection of knowledge about language which is called as collective scaffolding. It really impacts students' writing. This is also proved by many researches supported that texts composed collaboratively are better than individually. The studies found that texts produced collaboratively or in pairs are better in form of fulfillment, grammatical accuracy and complexity. In addition, Hadriyansyah (2006) in her study as cited in Djamruh (2012: 2) states that collaboration is a method that can be considered as a good method to teach because this method can draw the weaknesses of students' writing.

Collaborative writing, as one of the best ways for students to improve their writing skill, has been known for a long time (Krause, 2007: 1). As they collaborate with each other, they show their writings to other readers in order to know the effectiveness of their writing. We cannot deny that all academic writings are the product of collaboration. The writer may receive a lot of advice and ideas from friends, teachers or editors. Besides, collaborative arrangements in which students help each other with one or more aspects of their writing have a strong positive impact on the quality of their writing (Graham & Perin, 2007).

Another advantage of collaborative writing is to reduce stress. This is because when students write the text collaboratively, they share their burden as they share the work load. This clearly affects to the less pressure students feel in

composing the text. This occurs differently if students have to think and write it individually. They may feel under pressure since they do not know what to do. Thus, this method is really helpful for students.

In conclusion, this collaborative writing really has benefit effects toward students' writing. It engages students critical thinking to participate in active learning, motivate them to work in a team, share their idea, learn and get knowledge from each other, reduce stress and solve the weaknesses of students' writing. Since many teachers do not have time to check students' writing one by one so direct feedback can be gained by students through collaborative writing which allows them to work in a team. Therefore, this method will help them to learn from each other and improve their writing ability.

D. Analytical Exposition

Analytical exposition is a text which persuades the readers or listeners that something is the case (Gerot and Wignell, 1994: 197). It is also called argumentative essay which has purposes: to put a viewpoint and provide evidence to support it (Knapp and Watkins, 2005: 191). It is a text which elaborates writer's idea about phenomena surrounding and shows the readers that the idea is important matter. Thus, the point of this text is "what do you think?"

There are three elements in analytical exposition: thesis, arguments and reiteration. Thesis is always in the first paragraph of analytical exposition. According to Gerot and Wignell (1994: 197), there are two components in thesis: position and preview. Position is an introduction of a writer's statement about a certain topic or problem while preview is an outline of the main arguments to be

presented. Furthermore, arguments give description of facts to support writer's statement in the thesis. They are some reasons of what, what happened, how and why, related to the topic or problem. Gerot and Wignell (1994) also divide the argument into two: point and elaboration. Point restates main argument outlined in the preview and elaboration develops and supports each point or argument. The last element is reiteration which is known as conclusion. It reinforces what has been stated in the thesis.

In analytical exposition, there are some lexico-grammatical features. It focuses on generic human and non-human participant, such as issue, ideas, and opinion. It uses mental process which state what the writer or speaker thinks or feels about something such as realize, feel, and think. It mainly uses timeless present tense when presenting ideas and points in the arguments. It also uses conjunction with reasoning: therefore, so, because, and because of. Moreover, enumeration is also important to show the list of arguments such as *firstly*, *secondly*, *finally*, *etc.*

In conclusion, analytical exposition is a text which persuades the reader or listener that something is the case. It is to show the readers that the idea is important. Meanwhile, the text has three elements: thesis, arguments, and reiteration.

E. Assessing Writing

Once a piece of writing has finished and is ready for assessment, then the issue is what to assess. As Cohen (1994: 307) states that there are a number of things that could be evaluated, such as:

- Content – depth and breadth of coverage
- Rhetorical structure – clarity and unity of the thesis
- Organization – sense of pattern for the development of ideas
- Register – appropriateness of level of formality
- Style – sense of control and grace
- Economy – efficiency of language use
- Accuracy of meaning –selection and use of vocabulary
- Appropriateness of language conventions – grammar, spelling, punctuation
- Reader’s understanding – inclusion of sufficient information to allow meaning to be conveyed.
- Reader’s acceptance – efforts made in the text to solicit the reader’s agreement, if so desired.

In reality, not all of these dimensions are assessed. Only some are evaluated in any given assessment of writing ability. It is due to some factors such as time and cost of assessment, relevance of the dimension to the given task, and the ease of assessing the dimension.

Based on the dimension of writing, there are six categories for evaluating students’ writing. Brown (2001: 356) states there are content, organization, discourse, syntax, vocabulary, and mechanics. *Content* includes thesis statement, related ideas, development of ideas through experience, illustration, facts, opinions, use of description or cause/effect or comparison/contrast, and consistent focus. *Organization* includes effectiveness of introduction, logical sequence of ideas, conclusion. *Discourse* includes topic sentence, paragraph unity, transition, discourse markers, cohesion, rhetorical convention, reference, fluency, economy, and variation. *Syntax, vocabulary, mechanics includes* spelling, punctuation, citation of reference (if applicable), neatness and appearances.

Assessment is an ongoing process which includes a wide range of methodological technique. Hyland (2003: 213) states that it is a variety of ways used to collect information on a learner’s language ability or achievement.

Teacher uses assessment in order to motivate students to work harder and feel positive about their ability, gather information about what to teach next, and to evaluate the success of method, task or material. Writing assessment itself is aimed to inform teacher about the effectiveness and impact of their course, influence teaching and promote learner progress in writing ability.

A score in writing assessment is the outcome of interaction involving test taker, task, the written text itself, the rater(s) and the rating scale. There are three common scoring for writing performance: holistic, primary trait, and analytic scoring. *Holistic scoring* is the assign of a single score to a script based on the overall impression of the script. Each script is read quickly and then judged against a rating scale or scoring rubric which outline the scoring criteria. *Primary trait* is a variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. *Analytic scoring* rates the script on several aspects of writing criteria such as content, organization, cohesion, register, vocabulary, grammar, or mechanics, depending on the purpose of assessment. Aside from those three common scorings for writing, there is one more scoring type: *multiple-trait scoring*. It treats writing as a various construct which is situated in particular contexts and purposes, so scoring rubrics can address traits that do not occur in more general analytic scales.

This research uses analytic scoring. Hyland (2003: 229) states that analytic scoring procedures require readers to judge a text against five major elements of writing. Brown (2010: 284) explains that this scoring help students in improving their weaknesses and capitalizing on their strength. It offers writer a little more

wash back than single holistic or primary trait scoring. The criterion of this scoring is suitable to the criteria of writing. Widely used rubrics have separate scales for content, organization, and grammar, with vocabulary and mechanics sometimes added separately, and these are assigned a numerical value. The scores in five or six major elements will help students to pay attention to the needed improvement areas. The scoring scale used in this research is adapted from Cohen (1994) and Brown (2010) (see Appendix 6). In this scoring, each category gets a different scale. This scoring is used because it is appropriate with the criteria of a good writing: elaborate ideas, well-organized, good language, grammar and mechanic. Based on those criteria, this scoring covers the elements of good writing which should be evaluated from students' writing. They are content (ideas), organization, grammar, language and mechanic.

F. Previous Related Studies

There are some studies which have been done related to collaborative writing. The first is study conducted by Storch (2005). He gave students a choice to write in pairs or individually. Most chose to work in pairs and some chose to work individually. All pair work was audio taped and all completed texts collected. The study found that pairs produced shorter but better texts in grammatical accuracy and complexity. Collaboration gave chance to student to pool ideas and provided each other with feedback.

The second is the study conducted by Kusuma (2011) who state that this collaborative writing method is effective in increasing students writing ability in SMPN 7 Bandung. He revealed that there was a significant difference between

group that used this method and group that did not use this method. This collaborative writing method motivates students to write, makes them realize their strengths and weaknesses in the writing context, improves their awareness toward writing, gives them opportunity to share knowledge each other, makes them accustomed to take and give comments and corrections and improves their critical thinking. Besides, the collaborative writing method makes the writing classroom's atmosphere more interesting and enjoyable.

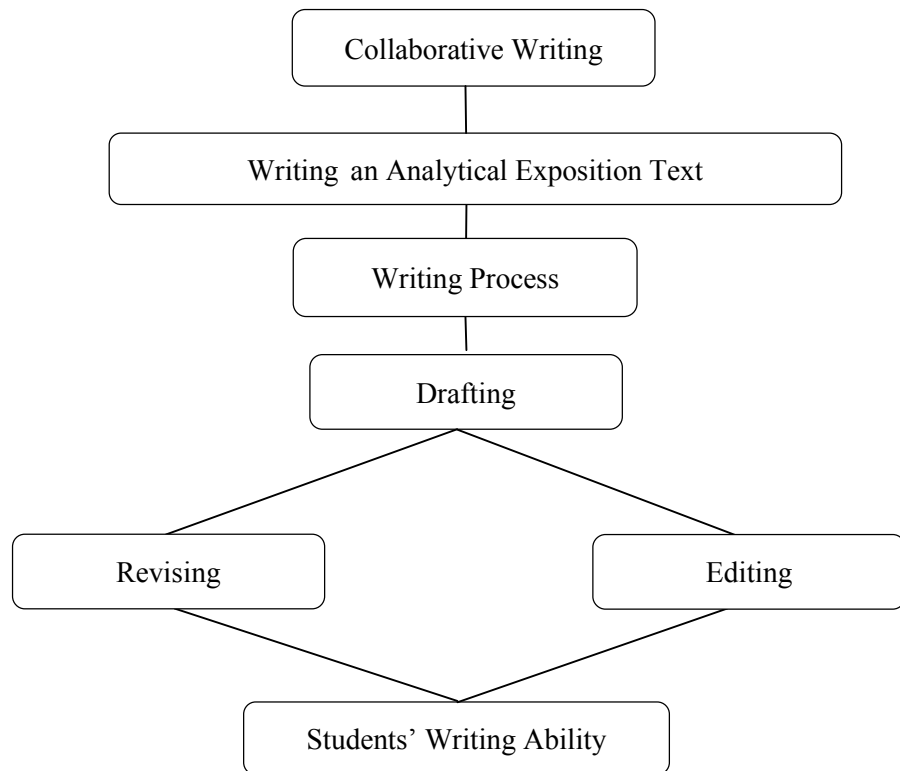
The third study is conducted by Mulligan and Garofalo (2011). They conducted this research in EFL university classes and asked them to work in pairs in producing paragraphs and essays. At the end of the course, they asked the students to submit their writing assignments and assessed the efficacy of collaborative writing method. They conclude that this method eases students' burden in writing assignment and gives them less pressure in doing it.

The same study about collaborative writing was also conducted in SMA 4 Padang. There were two groups. Control group wrote individually while experimental group wrote collaboratively. This research was conducted in order to see the effect of this collaborative writing method, whether this method gave a better effect in teaching writing an analytical exposition text toward students' writing ability than writing individually method used by teacher in the school.

G. Conceptual Framework

In teaching writing, collaborative writing is considered as a helpful method to improve students' writing. This research looks at the effect of using collaborative writing method in teaching writing an analytical exposition text

toward students' writing ability. The concept of this research is shown on the conceptual framework as follow:



H. Hypothesis

The hypothesis of this research is using collaborative writing method in teaching writing an analytical exposition text gives a better effect on students' writing ability than using individual writing. This can be seen with null Hypothesis (H_0) and alternative Hypothesis (H_1), where:

H_0 : there is no better effect of collaborative writing method in teaching writing an analytical exposition text toward students' writing ability.

H_1 : there is a better effect of collaborative writing method in teaching writing an analytical exposition text toward students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Related to the research findings that have been explained before, it can be concluded that:

1. The mean score of the students in experimental group who were treated by using collaborative writing method was greater than the mean score of the students in control group who were not treated by the collaborative writing method. It was found that there was a significant difference in writing ability between students who were treated by using collaborative writing method and those who were not. To sum up, using collaborative writing method in teaching writing an analytical exposition text gives a better effect toward students' writing ability at the second grade of SMA N 4 Padang registered in 2013/2014 academic year.
2. Students in experimental group which was treated by using collaborative writing method can write well. Their writings are better in terms of content, language, organization, grammar and mechanics than the writings of students in control group who are not treated by the collaborative writing method. This is because they can learn from each other and improve their writing ability.

B. Suggestion

Based on the research done, the researcher would like to give suggestion to solve some problems faced by students in writing. In order to improve students'

writing ability, it is recommended for English teachers to use collaborative writing method. This method can be applied in order to help students generating and developing their ideas since this method allows them to discuss and share the idea and knowledge together in a group, learn from each other and improve their writing ability. Therefore, this collaborative writing method can be applied to help students in writing better in terms of content, organization, language, grammar and mechanics especially in writing an argumentative text.

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