

**IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXT
THROUGH COLLABORATIVE WRITING STRATEGY AT THE THIRD
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF LANCANG
KUNING UNIVERSITY OF PEKANBARU**

THESIS



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ABSTRAK

YUHERMAN SUSILO, 2011. Meningkatkan Kemampuan Menulis Narrative Mahasiswa Dengan Menggunakan Collaborative Writing Strategy pada kelas A Semester Tiga di Jurusan Pendidikan Bahasa Inggris Universitas Lancang Kuning.

Rendahnya kemampuan menulis bahasa Inggris mahasiswa semester tiga jurusan bahasa Inggris universitas Lancang Kuning harus diperbaiki. Salah satu strategy yang digunakan melalui Collaborative Writing Strategy dan penelitian tindakan kelas ini bertujuan untuk mengidentifikasi apakah Collaborative Writing Strategy mampu meningkatkan kemampuan menulis narrative mahasiswa serta mengidentifikasi faktor-faktor yang mempengaruhi peningkatan kemampuan menulis narrative mahasiswa semester tiga jurusan bahasa inggris universitas Lancang Kuning.

Partisipan dari penelitian ini adalah mahasiswa semester tiga kelas A yang terdiri dari dua puluh tujuh mahasiswa, dua puluh tiga mahasiswi dan empat mahaiswa. Penelitian tindakan kelas ini dilaksanakan mulai 9 Desember 2010 sampai 29 Januari 2011 dalam dua siklus, setiap siklus terdiri dari lima kali pertemuan. Peneliti dibantu oleh seorang kolaborator dalam mengumpulkan data yang diperoleh melalui observasi, catatan lapangan, test dan interview.

Dari hasil penelitian ini ditemukan bahwa Collaborative Writing Strategy mampu meningkatkan kemampuan menulis narrative mahasiswa dan juga memberikan pengaruh pada setiap indikatornya yaitu grammar, vocabulary, mechanic, fluency dan form. Lebih jauh lagi Collaborative Writing Strategy juga mampu meningkatkan rasa percaya diri dan partisipasi mahasiswa di dalam kelas. Singkatnya, Collaborative Writing Strategy bias digunakan untuk meningkatkan kemampuan menulis narrative mahasiswa.

ABSTRACT

YUHERMAN SUSILO, 2011. Improving Students' Writing Skill of Narrative Text Through Collaborative Writing Strategy at the third Semester Students of English Department of Lancang Kuning University.

The low ability of English Students at the department of Lancang Kuning in writing must be improved. One way of which is through Collaborative Writing Strategy and purposes of the classroom action research were to identify whether Collaborative Writing Strategy can better improve the third semester students' writing skill and what factors influence the improvement of the writing skill. This research was conducted at the third semester of English students at department of Lancang Kuning University.

The participants of the research were the third semester students of class A that consisted of twenty-seven students, which were twenty-three females and four males. This classroom action research was carried out in two cycles, which each cycle had five meetings. It was done from December 9th 2010 up to January 29th 2011. The researcher and a collaborator gathered the data in each cycle from observation checklists for the lecturer and the students, field notes, tests and interview.

After analyzing and concluding the data, it was found that Collaborative Writing Strategy could improve the students' writing skill and influence all indicators of writing skill in terms of grammar, vocabulary, mechanic, fluency and form. In addition, it could build up the students' confidence and participant in class. In short, Collaborative writing strategy can be used to improve the students' writing skill.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul “ Improving Students’ writing skill of Narrative Text Through Collaborative Writing Strategy At The Third Semester Students of Lancang Kuning University of Pekanbaru” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun diperguruan tinggi lainnya.
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Padang, Maret 2011

Saya yang menyatakan

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of four English skills, which is stated as a subject taught in English Education Department of Lancang Kuning University. It is taught from the first semester up to the third semester. It facilitates the students to learn and practice English properly in order to help them to write English correctly. Every student is expected to have good for writing skill when they complete their study.

To possess good for writing skill in English, the students however, need to practice their English over and over by taking opportunities to do some writing activities in the classroom. One of the activities is writing a narrative text in the group that can be done by the students to improve their writing skill. By doing such activity, it will gradually improve their writing skill and lead them to write more effectively and fluently in English. In short, the more they write the more fluent their English is.

In addition, to write English well, the students should master some indicators of writing skill such as grammar, vocabulary, mechanic, fluency and form. On the other hand, by having good writing skill indicators, the students produce good written language.

Based on the researcher's teaching experience, it is found that a great number of the third semester students of class A of English Education Department of Lancang Kuning University are low in English writing skill. It was identified during the semester

course in both mid and final semester tests. Moreover, referring to the rating scale of the students' writing test, the results show that 75% students who were unable to express their ideas into written form in almost 90 minutes. The students spent a lot of time to write a text. There were only 7 of the students who had finished doing their tasks.

From the percentage of the students' skill above, the students seem to find difficulties in expressing their ideas to be written which have become a problem for them. It occurs to the students who had lack of ideas to write. It also happens because they spent a little time to read, so that they had little views to write. It can be concluded from the facts that they did not use prewriting techniques to express their ideas before the writing takes place.

In addition, the students also had difficulties in organizing their ideas. 40% of the students (10 students) could not organize their ideas well. Their ideas might be clear, but it was very difficult for them to do the connection between them. It could be identified that they did not understand that their writing should have coherence, cohesion and unity.

Moreover, there were 20 of the students who had poor mastery of grammar. That condition had occurred for several times. 70% of the students did mistakes in using past form when they were asked to write narrative texts. For instance, “ *when I go to the beach yesterday...* ” It is one of the simple sentences of past form, but some students still made mistakes.

Furthermore, almost 80% of the students conveyed that they absolutely did not spend much time to look up words in dictionary, even though they were lack of

vocabulary. Most of the students did not take dictionary with them. In addition, the students also made mistakes in using the correct spelling of words, capitalization and punctuation, for example, the use of capital letters and commas.

From the description above, one of the important factors causing the students' low writing skill is the teacher. The writing teaching strategies in the classroom is normally employed by the teacher may not work well. As a result, the students have difficulties to develop themselves in teaching and learning writing. For those reasons, the teacher should have a good strategy in teaching writing, so that the ability to write narrative text could be improved. On the other hand, as the English learners, the students are expected to be able to master the indicators of how the narrative texts should be written in the process of producing a good writing.

One of the possible solutions to overcome the problem is the use of collaborative writing strategy. It is one way of arranging concepts to organize the prior knowledge and generate a lot of ideas. The strategy is expected to be able to help the students in writing narrative texts easily. Collaborative is a group of concept and technique to beef up the rate among the students (Reid, 1993). Then, Gokhale (1995) by which the learners would be facilitated in arranging concepts to organize the prior knowledge and generate more ideas. This strategy can be used to encourage the students to participate through discussion and evaluate or respond the other students' ideas. Moreover, collaborative writing strategy is to develop the spirit in writing as a process of team work, because it stresses on creating a situation that the students do correction and write a draft repeatedly (Alwasilah, 2000). In short, collaborative pedagogy is a term used to describe

classroom activities in which students work and learn together (Guzdial, 271). In which it is expected that the students would be able to have an improvement in writing. It means that they would be able to write narrative texts by considering the indicators of writing skill itself which entails the student's enjoyment of writing each event in their narrative texts.

Therefore, this research focuses on the application of collaborative writing in English writing class. This activity is a guidance to teach and learn narrative texts effectively and would help the students enjoy learning writing. It is seen from the processes of collaborative writing itself that a group of the students share ideas together and evaluate the best ideas to be developed together. It was assumed that by using collaborative writing, the students enjoy writing the narrative texts.

B. Identification of the Problem

Dealing with the background above, it can be identified that there are two factors that cause the students' low writing skill. Firstly, from the students themselves, they are lack of vocabulary or ideas, brief sentences, grammatical errors. Secondly, the problems also come from the teacher who teaches writing with inappropriate teaching material, media, approach, and strategy.

C. Limitation of the Problem

Based on the identification of the problems above, the focus of this study is on the writing a narrative text. In this study, the writing strategy used is collaborative

writing strategy. It is implemented for the third semester students of English Education Department at Lancang Kuning University, class A

D. Formulation of the Problem

From the explanation above, the research questions can be formulated as in the following:

1. to what extent can collaborative writing strategy improve the students' writing skill at the third semester students of English Education Department at Lancang Kuning University, Class A ?
2. what factors influence the changes of the students' narrative text writing through collaborative writing strategy ?

E. Purpose of the Research

This research has two purposes as in the following:

1. to find out whether collaborative writing in teaching writing can better increase the students' skill in writing narrative texts.
2. to find out what factors influence the change of the students' narrative text writing through collaborative writing.

F. Significance of the Research

The significances of this research as follows:

1. Theoretically, the results of this research are capable of enriching the theory of teaching writing by giving much information through collaborative writing strategy.

2. Practically, the result of this study is expected to give the teachers a model to use collaborative writing strategy in teaching writing.

G. Definition of the Key Terms

Several terms used in this study need to be defined in order to avoid misinterpretation in the title above. This study briefly clarifies each term as follows:

1. Writing skill is the skill of the third semester students of English Education Department of Lancang Kuning University to write and produce an English narrative text.
2. Collaborative writing strategy is a strategy where the students do collaboration among them in the group to write, read, edit, copy and evaluate their narrative text.
3. Narrative text is defined as a text that tells an imaginative story and explains a phenomenon (myths and legends) or to teach a lesson which contains orientation, complication and resolution.

CHAPTER V

Conclusions, Implications and Suggestions

A. Conclusion

After having completed analyzing the data obtained from the test, observation, field notes and interview, the findings of this classroom action research can be concluded as follows:

1. Learning writing through collaborative writing strategy can better improve the students' writing skill.
2. Some factors influence the students' writing skill are as follows:
 - a. The students are able to broaden their vocabulary as much as possible.
 - b. The students are encouraged to develop many ideas related to the topic being talked,
 - c. The students can activate their prior knowledge about the topic being talked.
 - d. The students have good skill in writing English.
 - e. The students have good confidence in writing as they know what to write.
 - f. The writing class becomes more active and enjoyable.

B. Implications

In connection with the result of the research, there are several implications for the next learning process. First, collaborative writing strategy is applicable to improve the skill of the students at English Education Department, class A of Lancang Kuning

University in writing narrative text. In this case, the students are also required to read a lot, so that they have many to write. Moreover, the enjoyment of the students during the process and the gradually learning process became the effective atmosphere to write much better narrative text writing. Second, collaborative writing strategy also improves the students' writing skill on other text types like descriptive, argumentative and persuasive texts. Finally, collaborative writing strategy is also applicable for other skills like speaking, reading and listening.

C. Suggestions

In accordance with the conclusion, implication and suggestions can be given as follows:

1. The researcher as an English lecturer is supposed to continue using collaborative writing strategy in teaching writing in order to improve the students' writing skills.
2. The teacher is supposed to master the topic being introduced to the students in order to lead the students write easily in the activities of generating ideas, drafting, editing, copying and evaluating.
3. The teacher is supposed to be more creative in using collaborative writing strategy in order to improve the process of teaching and learning activities for the sake of better result.
4. The teacher is also supposed to continue conducting further research and applying collaborative writing strategy to other genres of writing. This research can be as database to do more study in writing texts.

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