

# The effectiveness of using collaborative writing Strategy for writing ability of senior high school students

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**Abstract:** This research explored the effectiveness of using collaborative writing strategy for writing ability of the students and it used quasi experimental for the method. This study employed two groups namely experimental group and the control group. Both classes received different treatment. For the experimental group, the students were taught by using collaborative strategy while the control were not. The population were 10th grade students of MA Al-Ibrohimi. The data collection technique used the covariance analysis (ANCOVA). Results indicated that the collaborative writing approach appears to be more effective than traditional method in teaching literacy. However, both the study and control groups demonstrated a statistically significant difference in writing skills when tested in post-test words. The test data were analyzed using covariance analysis (ANCOVA). Results indicated that the collaborative writing approach appears to be more effective than traditional method in teaching literacy. However, both the study and control groups demonstrated a statistically significant difference in writing skills when tested in post-test words.

**Keywords:** Collaborative Writing Strategy, Writing Skill, Recount Text.

## INTRODUCTION

Writing skills become an integral part of the learning process for English students. The teaching of English in the schools, however, does not offer a sufficient proportion of writing skills. Writing skills are taken less into account than the other skills in the teaching process. For instance, teacher often ask students to read certain texts and answer the question, rather than ask them to create an essay. Tok and Kandemir (2015) notes that the

study resulted that the application of creative writing activities is successful in increasing the achievement of writing in English among students. On the other hands, it has positive effect on students writing ability by using collaborative writing activities.

Creative writing exercises improves students achievement in writing skills based on the results and let them to write more. In term of education, collaborative writing strategy was widely adopted to promote collaborative learning. Nevertheless, the researcher shows that the students adopted different patterns of collaboration during the collaborative writing strategy applied. And the collaboration itself varied in how they add to learning. This is the critical to understanding collaborative learning partnership (Lai, Lei & Liu, 2016)

Meixiu Zhang (2018) suggests that collaborative writing is usually taken to facilitate engaging classroom environments in the second language classrooms. Collaborative writing is useful educational exercises in language classes to enhance learning opportunities. Collaborative writing provides many opportunities for students to demonstrate their understanding of the use of the language.

Collaborative writing strategy is a teaching writing technique that allows students to work together in pairs or groups to produce a good writing. This technique helps the students to write with their peers a certain email. The students must work together to produce good learning, in other words. Collaborative writing offers an opportunity not only to practice literature review, scholarly writing but also to promote reflection, knowledge sharing and critical thinking (Sukirman, 2016).

This research began to examine the collective writing reflections about the product, method and student. This research, in particular, began to compare the generated essay and created by pair-worked learners. The research also explored the personality of the writing process for students working in pairs. Ultimately, the research attempted to obtain reflections on the collective writing practice among the learners (Wulandari, 2017).

Based on the previous study conducted by Utami (2012) introducing collaborative writing in classroom activities, students were offered the opportunity to provide and provide immediate feedback on vocabulary used in their writings that might be lacking while operating individually. Likewise, collaborative writing also strengthened and increased student interest in improving writing skills as they discovered that their pairs ' input was useful, so it proved that collaborative writing was also beneficial for improving students ' writing skills. The researcher therefore suggests that collaborative learning may have improved the writing process for students. So the students need a strong strategy to keep their focus in the lesson. Collaborative writing technique is an effective way to teach the writing. Teachers are allowed to use this technique to improve other practices. This study would like to give an overview on "The Effectiveness of Collaborative Writing for Students Writing Skill in MA Al-Ibrohimy at 10th grade"

## **THEORITICAL FRAMEWORK**

Definition of writing is one of the four language competencies: listening, speaking, reading, and writing. Writing is also one of the successful abilities that includes communicating a message in the form of letters and symbols. Written product is a product of thought, drafting and revising which requires special skills in producing a good written text (Utami, 2012).

Writing is one of the key skills to learn. Writing skills is a forward planner of academic success and a basic prerequisite for public and global economic participation. This teaches us that being a good reader is not enough but it should be a good writer with an ability to write because somebody wants to contribute more to others.

Writing is also important and necessary for the students as the quality of their study depends on the greater part of their ability to write, if their writing skills are poor they will fail in their study or at least they will have trouble progressing. On the other hand, they will have a better chance of succeeding in their research if they have a successful ability to write.

### **Teaching Writing**

According to Brown (Brown, 2001) five primary classroom writing success categories exist:

1. Imitative or writing down Students can achieve basic skills through a simple task in writing process. This basic task of writing letters, phrases, punctuation and brief sentences can be achieved when they create a text. The task that may be involved in this type of performance of writing is that the students simply write down a written product themselves. As a type of assignment, they copy the written product to go over their basic competences in writing.

- a. The teacher reads a short paragraph at normal speed
- b. Teacher reads the paragraph about phrase followed by pause for each section.
- c. During the break students write exactly what they hear
- d. Teacher then reads the entire paragraph at normal speed once more. Then students can have their writing reviewed
- e. Scoring of written work by students may use a number of rubrics to give points.

#### 2. Intensive or regulated

Writing is often used as a mode of production for learning, making grammatical concepts stronger, or checking. This intense writing typically shows in the exercise of regulated, written grammar. This type of writing on the part of the writer doesn't agree with much, if any imagination.

3. Self writing The important part of writing in the classroom may be devoted to self-writing or writing as an audience, with only the self in mind. The most important example of this category in classrooms is taking note, in which students take note during the teaching and learning process for later recall purposes. Other notes may be taken at book margins and on a piece of paper.

4. Present writing It was noted earlier that writing is a way of life in the sense of the school curriculum. Short answer tests, essay assessments, and even research reports should engage apart from show for all language students. To academically qualified ESL students, a whole range of show writing strategies is one of the academic skills they need to learn.

5. Real writing Each classroom writing activity will have a show writing feature, some class writing aims to convey the actual messages to the audience that wants the messages.

The two real and show writing types are simply two ends of a spectrum, and between a mix of display and actual writing. Three subcategories explain how one can inject reality:

a. Academic. The language exchange approach provides opportunities for certain groups of students to communicate real information to one another. Content-based teaching facilitates the sharing of useful information, and some use the written word for this learning. Related topics, may have an aspect of writing in which knowledge is genuinely sought and conveyed. Peer editing research contributes to what the instructor's audience might or would be, and provides real incentives for learning.

b. Team problem solving activities, especially those relating to current issues and other personal vocational / technical tasks. There can be quite a lot of actual writing in classes of students studying English for advancement in their jobs. Specific letters for some project or conference could be given real instructions written and actual forms can be filled out. Such possibilities are even greater in what has become known as "English at the Workplace," where ESL is being delivered within companies and corporations.

c. Personnel. Any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing may actually take place, particularly in the context of an interactive classroom. While some activities may be somewhat arbitrary, the true exchange of information can nevertheless happen. The researcher uses imitative or writing down from the five major categories of teaching learning, because these categories apply to the techniques of the researcher and the rubric scoring of this study.

### **Process of Writing**

The writing process is planning, drafting, revising and final version according to Jeremy Harmer (2004). Writing method as an operation in the classroom that incorporates these four basic stage of writing is seen as a recursive process. This means it has a cycle that

fits in between phases. It can be viewed as a process wheel in which it clearly shows the directions the writers can take in writing during their process. Writing process comprises four main elements. Such are:

### **Planning**

#### 1. Planning

is a classroom practice where students are allowed to consider their writing goals. This can also provide writing encouragement for students as this inspires creative students to get started. It influences the intent of writing students in terms of the vocabulary they use, the text they want to create, and the details they want to include as well. Authors need to think about three main points while preparing. First, they need to think about their writing intent. Second, seasoned writers think it's formal or informal for the group they are writing for. Second, writers must think about the structure of the material (how to order the data, thoughts, or claims that they wanted to include).

#### 2. Drafting

Drafting is a method of writing ideas down, arranging them into a series, and creating a context for the reader to understand those ideas. The product of this process is a composition of the thoughts, or "first draft."

#### 3. Revising

Revising is the stage that refers to the process of evaluating and updating on the basis of a written assessment. It allows the students to go back through their writing and make structure, style, grammatical and lexical correctness and correctness adjustments to it. Once students have created their draft, they usually read their work to make sure that what they wrote is suitable or not

#### 4. Final revision

Final version (Publishing) is the final writing process. The writer creates their final version after editing the draft, and the writer is now ready to send the written text to his wider audiences.

### ***Collaborative Writing***

Hunzer (2012) states that collaborative writing is the community for student writers. Not only that, but all the wonderful things related with creating a classroom community are invented into your classroom along with collaborative writing such as students interacting with one another in positive manner, allowing course materials to be examined and penetrate with influence, and students feeling that they are a part of the larger academy of learning.

Collaborative writing offers a real learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. So, the collaborative writing method was selected because it was believed to be able to stimulate the students to be more involved in the writing activities and to facilitate the students to comprehend the passages. And it can be decrease their weakness and increase their strength because their often share with their collaborative writing teams to achieve the knowledge needed for future work especially final test and others that do one by one and not team work.

Collaborative writing is a method to deal with the low linguistics level of exchanges as planning, negotiating meaning and reviewing which makes the task goal-directed and the students more reflective. Moreover, collaborative writing fosters the development of second language writing through increasing engagement, confidence, and responsibility on the parts of the learners. Collaborative writing can be beneficial in the different language domains (Sajedi, 2014).

Collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing. This strategy facilitates students to write a certain text with their peers. In other words, the students will work together to produce a good writing. Collaborative writing offers opportunities not only to practice literature review, academic reading, and writing, but also to stimulate reflection, knowledge sharing, and critical thinking (Sukirman, 2016).

Dale in Utami (2012) also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document. It seems that collaborative writing can ease students' writing process by providing suitable environment while they are working together with their partners. From definitions above it can be conclude that collaborative writing is an social process that encourages students because it involves students' social interaction when they work together in a group.

### ***The Steps of Collaborative Writing***

To minimize any confusion, the teacher provided student with an outline of the entire process beforehand. The steps of the procedure were as follows:

1. Divide student into some groups, every groups consist of three students
2. Determine a topic every group
3. Every group start to outlining their plan to do research and information gathering to support their paper
4. The students have to think about the purpose of their writing and think the content structure
5. Each student working actively with another and drafting a paper based on their own ideas, the result of this process is a first draft

6. Then, the student read their works to make sure whether what they have written is appropriate or not, make changes to it organization, skill, grammatical and lexical correctness
7. Next, the students copies out the best version of the corrected draft and the final version collected to the teacher
8. The last is teacher evaluation, the teacher provide them feedback, give a comment and correct their writing

## **RESEARCH METHOD**

On this research, the researcher uses quantitative research. Quantitative research is the research that use numerical to represent and it contributes on the purpose, the design to be used, the sources of the data to be selected, and instruments to be developed, and also the hypothesis to predict the finding (Latief, 2016). In quantitative research that is experimental research design, there are four type; those are pre-experimental design, true experimental design, factorial experimental design and quasi experimental design. The researcher will use quasi experimental design. Quasi experimental research by selected two classes without randomly to be samples.

The research method is a way to reach the truth by collecting and analyzing the data needed to achieve the goal. Based on the problem and the research objectives, we used the experimental method. In the experimental design there is a group called the experimental group: the group deliberately influenced by certain variables, and the control group, which were not affected by the variables. The control group as mentors to change as a result of the experimental variables. This research study has experiment about collaborative writing strategy.

The population of the entire unit which has the same characteristics according to the criteria of the research being conducted. Population is the object to be examined. Based on the above it can be conclude that the population is the whole object is to be investigated. The population of this research are all students at MA Al-Ibrohimy are the tenth grade students of 2018/2019 academic year which consist of 64 students in two classes.

Based on Charles in Latief (2016) sample is a small group of people selected to represent the population that used. The researcher selected two classes that are X IPA A and X IPA B of students MA Al-Ibrohimy to be a sample. Because of this groups are an intact, the researcher uses non random sampling to select it and determine which class to be the experimental group and the control group. Dividing sample into two groups, it is done by selecting the class with the same quality. The first group is experimental group and another one is control group. The experimental group will give the lesson by collaborative writing strategy. The researcher prepares some plans to make some activities for every meeting base on curriculum in the school. The control group will give same material but they use conventional technique in their writing learning activities.

Every research, especially in scientific needs instruments to get the data. The main steps of scientific investigation are the selection and construction of appropriate, valid and reliable research instruments. Instruments means that the tools for collecting data. There are some instruments in quantitative research, such as: interview, test, observation and questionnaire. In this research, the researcher uses test for instruments that include in pre-test and post test.

There are several types of test; there are diagnostic tests, placement test, achievement test, proficiency test, objective test, subjective test, formative test, etc. In this research, the researcher use subjective test and just a command to make short paragraph about recount text on the test. That test mostly use for the several research instruments. The test given for the students are divided into two tests. The first is pre test that will use to measure the students' initial ability in writing a short paragraph. The instruments have to construct in the form of the text construction so the students' made their text according the topic. The topic that has given using some topic and rubric will use to score the students' work. The second is post test, it will administer at the end of teaching session after they were taught writing by using collaborative writing in experimental group and conventional strategy in the control group. The instrument being developed is constructed in the form text construction. Therefore, the students have to make their text according the topic and then it will check by the rubric.

In this research, the researcher used content validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. In the content validity, the coverage of the task becomes the evidence. If the task the students are required to write about vacation all sample of the domain in the skill or in the knowledge to be assessed, the representativeness of the samples becomes the supporting content validity evidence (Latief, 2016).

An instrument is considered valid if it is able to test what should be tested. It can explain the data from the variables which are accurately researched. In this research, the researcher used content validity. Content validity can be asserted as the extent to which a measuring instrument provides adequate coverage of the topic under study. In the coverage the task becomes the evidence. Before the instruments is implemented to the students, the researcher consult with expert as like the lecturer or experienced researchers whether the instruments are appropriate or not to measure the research variables.

The next step is to examine the reliability. It is conducted after having tested the validity of the instrument. According to Latief (2016) Reliability of the result of language skill assessment refers to the preciseness of the language skill assessment result in representing the actual level of the skill of the examines.



According to Sugiyono (2014) Reliability is an instrument that used in several times to measure the same object, will produce the same data. For instance, tool length measuring on the rubber is an example of an instrument that is not reliable or consistent. In this study, the researcher used test-retest in which the instrument testing to the same respondent in different time. The researcher provides in the same instrument and gives to the same students of that instrument in experimental group with having different time. It means to make sure that the instrument was reliable and suitable to give to sample as a test to know the effectiveness of collaborative writing that used by researcher. To analyze and asses the reliability easily the researcher use too SPSS (Statistical Package for the Social Science).

The researcher began by observing writing ability of the students. There are three kinds of instrument used to get the data of this quasi experimental research design, they are pre-test and post-test in experimental group, pre-test and post-test in control group, and questionnaire. At the pre-test stage the students give a several time to write a paragraph about recount text. Furthermore, the researcher observed the writing ability of the students. This is a preliminary observation in investigating the students' writing ability. The next stage post-test give after the students give a teaching learning process by using collaborative writing in experimental group and conventional strategy in control group to improve their' skill in writing especially in recount text. The result of the post-test from experimental group and control group became an outcome of the treatment. The score of the post-test show the students' progress achievement in writing recount text.

*Pre-Test*

In the research, the first step is pre-test. The pre-test gave in both of the group those are experimental group and control group. It was aim to procure the students writing score before treatment. The researcher had done the pre-test at April, 10<sup>th</sup> 2019. The pretest was essay about holiday in recount text that is given by the researcher. The result shows that the students had different ability level in writing on the scores that had been collected.

Table 4.1  
Pre-test Score

	N	Statistic	Mean Statistic	Std. Deviation	Std. Error of Mean
Pre-test Control	30		53.00	4.472	.816
Pre-test Experimental	30		52.17	3.395	.620

Based on the table above, the researcher knew the result of pre-test score in teaching writing in experimental and control group. The score of experimental group was 52.17, the score of standard deviation was 3.395 and the score of standard error mean was .620. Whereas, in control group the score of pre-test was 53.00, the score of standard deviation was 4.472 and the score of standard error mean was .816.

### ***Treatment***

The second step is a treatment that held on April 13<sup>th</sup>, 17<sup>th</sup>, and 24<sup>th</sup> 2019 on tenth grades of an experimental and control class. The researcher did the treatment to the experimental class and control class by turns. The first was done in control class during 90 minutes that was start from 07.30- 09.00, and next to the experimental class as long as the control class, start from 09.00-10.30. In the experimental class consisted of 30 students as a sample.

In treatment 1 on April 13<sup>th</sup>, researcher ask the students to learn about recount text by using they book start from definition, grammar and generic structure like as orientation, events, and re-orientation. Then, the researcher gave the students an example of recount text, it was about holiday. They observed about generic structure about the example that it has already chosen and the researcher gave some minutes for it. After that, the teacher discussed together about the generic structure of the text and gave detail explanation about recount text so that the students understood well about the materials. The researcher explains about collaborative writing strategy. Then, the researcher will discuss it in the next meeting. The researcher asked the students to give conclusion of the materials that already learn. The students made the conclusion about definition, generic structure and how to know and identify the generic structure of recount text.

The next step is treatment 2 on April 17<sup>th</sup>. In this section, the first the researcher asked students to review about the materials that they learn in the previews meeting. After that researcher explain the purpose of collaborative writing strategy. After the students got the point about the explanation of collaborative writing strategy that will use in the next. After explaining, the researcher asked the students to make a group. Then the researcher asked the students to discuss more about recount text with their friends in group. The researcher gave some times to the students for learning and understanding the explanation of recount text. Next, the researcher asked all members in a group to explain about recount text start from definition, grammar, and generic structure by turns. After that, the researcher gave more explanation about recount text clearly.

The last step of this section is treatment 3 on April 24<sup>th</sup>. In this section, the researcher gave a assignment to the students in complete instructions. Before that the researcher gave more explanation about recount text to the students clearly. After the students got the point of the material, the researcher gave the instruction to finish their assignment. The researcher

asked the students to identify the generic structure of orientation, events, and re-orientation of the recount text that given by the researcher. After the students was done about their assignment, it was collect to the researcher.

### ***Post-Test***

After the researcher was done some treatments, the researcher looks any progress from the students so that the researcher goes to the last step, it is Post-test on April 30<sup>th</sup> 2019. The Post-test did same as Pre-test. The post-test was essay about holiday in recount text that had to answer by the students. The procedure of the post-test in the control class was same as the experiment class. It was aim to procure the differences of the students writing ability after treatments.

**Table 4.2**  
**Post-test Score**

	N	Statistic	Mean Statistic	Std. Deviation	Std. Error of Mean
Post-test Control	30		66.83	5.167	.943
Post-test Experimental	30		74.50	6.067	1.108

Based on the table above, the researcher knew the result of post-test score in teaching writing in experimental and control group. The score of experimental group was higher than score of control group. It could be known that in control group the mean score of post-test was 66.83 for the total number students were 30. The score of standard deviation was 5.167 and the score of standard error mean was .943. Whereas, in experimental group the mean score of post-test was 74.50 for the total number students were 30. The score of standard deviation was 6.067 and the score of standard error mean was 1.108.

The researcher would like to analyze the data after collecting the data. Analyzing the data is used to compare the score that already collected before between the experimental group and control group, teaching learning by using collaborative writing strategy on experimental group and teaching learning by using conventional strategy in writing on control group. The researcher use ANCOVA to analyze the data which help by SPSS.

## **RESULT AND DISCUSSION**

This research had conducted at MA Al-Ibrohimy Galis, the researcher set the data collection of the test from tenth grade students of MA Al-Ibrohimy Galis. This chapter

analyzes statistically the data from the result of pre-test and post-test of the both experimental and control group. In this research, the researcher applied the ANCOVA.

*Instrument Validity Result*

The researcher used content validity to valid the instrument of the study before give to the sample and the instrument has been valid and completed the items of the rules by the expert as a judgment. We can see in appendix to proof it.

*Reliability Result*

**Table 4.3  
Descriptive Statistics**

	Mean	Std. Deviation	N
Test	56.91	6.103	32
Retest	62.91	6.392	32

**Table 4.4  
Correlations**

		Test	Retest
Test	Pearson Correlation	1	.837**
	Sig. (2-tailed)		.000
	N	32	32
Retest	Pearson Correlation	.837**	1
	Sig. (2-tailed)	.000	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of Pearson Product Moment correlation coefficient shows as big as 0.837. It means that the evidence of instrument reliability results using Test-Retest Reliability is quite reliable.

*The Result of Analysis of Covariance (ANCOVA)*

**Table 4.5**  
**Between-Subjects Factors**

		Value Label	N
Group	1	Experiment	30
	2	Control	30

1. The sample of experimental group taught by using Collaborative Writing Strategy is 30.
2. The sample of control group taught by using Conventional is 30.

**Table 4.6**  
**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Writing Ability			
F	df1	df2	Sig.
.522	1	58	.473

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + Group

$H_0$ : the error variance of the dependent variable is equal across groups.

$H_1$ : the error variance of the dependent variable is different across groups.

The criteria of hypothesis testing

If significant score  $< 0.05$  therefore  $H_0$  is reject and  $H_1$  accept

If significant score  $> 0.05$  therefore  $H_a$  is accept and  $H_2$  reject

From the table above, it shows that the significant of writing ability is higher than 0.05 ( $0,473 > 0.05$ ). So, it is mean that,  $H_0$  is accepted and  $H_1$  is rejected. Therefore, the error variance of the dependent variable is equal across groups.

**Table 4.7**  
**Descriptive Statistics**

Dependent Variable: Writing Ability			
Group	Mean	Std. Deviation	N
Experiment	74.50	6.067	30
Control	66.83	5.167	30
Total	70.67	6.794	60

The mean differences of writing ability for the two groups were:

1. The mean of writing ability using collaborative writing strategy was 74,50
2. The mean of writing ability using conventional strategy was 66,83

**Table 4.8**  
**Tests of Between-Subjects Effects**

Dependent Variable: Writing Skill						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	1265.684 <sup>a</sup>	2	632.842	24.747	.000	
Intercept	440.116	1	440.116	17.210	.000	
Pre_test	384.018	1	384.018	15.017	.000	
Group	998.886	1	998.886	39.060	.000	
Error	1457.649	57	25.573			
Total	302350.000	60				
Corrected Total	2723.333	59				

a. R Squared = .465 (Adjusted R Squared = .446)

b. Computed using alpha = .05

Based on the data analysis by using Analysis of Covariance (ANCOVA) test from SPSS 23, the result of ANCOVA test from p-value was 0,000. It is lower than the alpha

(0.05). If  $p\text{-value} < \alpha$  (0.05), It means that  $H_a$  was accepted and  $H_0$  was rejected. It can be concluded that the students taught by collaborative writing have better achievement on writing skill at the tenth grade of MA Al-Ibrohimy Galis. Therefore, it presented that there was an effectiveness of collaborative writing for students' writing ability at the tenth grade of MA Al-Ibrohimy Galis.

### *Hypothesis Testing*

In the previous chapter, the purpose of this research was to find out whether the students taught using collaborative writing strategy have higher writing score than those taught by conventional strategy. Based on the purpose above, the researcher administrated the result of this research. The result of ANCOVA from P value (0.000) was lower than alpha ( $\alpha$ ) (0.05). If P value  $<$  alpha ( $\alpha$ ), it means that  $H_1$  was accepted and  $H_0$  was rejected. In this research, the researcher used the one-tailed test to know the hypothesis.

It can be concluded that the students who are taught by using collaborative writing have higher score on students' writing skill than those taught by conventional strategy. Therefore, it showed that there is a significant effect of collaborative writing strategy in writing skill.

## **DISCUSSION**

Students who are taught by using collaborative writing strategy have better score on writing skill that those who are taught by using conventional strategy. Besides, the analysis result showed that there is significant score both group in tenth grade of MA Al-Ibrohimy Galis. It is done by the researcher that students understanding more about recount text by using collaborative writing strategy. Based on the related theory from (Utami, 2012) that collaborative writing strategy makes the students showed the improvement on their writing skills especially in terms of content and organization aspect. The collaborative writing strategy helped them to generate and share the ideas among peers during the process of writing. It also knew from the mean result both groups that the mean of experimental group was 74.50 and the mean of control group was 66.83. Besides that, related to (Ramadhani, 2017) shows the use of collaborative writing strategy is provided effectively upgrading students achievement, so the researcher suggests that English teacher should use the suitable strategy for students. So the students can understand about the researcher's explanation and they can share the ideas, comments, and opinions in group briefly. It shows that the significant of writing ability is higher than 0.05 ( $0,473 > 0.05$ ). So, it is mean that,  $H_0$  is accepted and  $H_1$  is rejected.

The researcher found that teaching writing by using collaborative writing strategy make students more active and easier to understand the material of recount text. The students

also easier memorable about what the language usage in recount text. It means that the students easier to make recount text. Related to (Wahyuni, 2017) reveals that collaborative writing can improve student achievement in writing. Then, the researcher implemented the collaborative writing strategy were active, enthusiastic, and joyful to follow the teaching and learning process. It also prove by the result hypothesis that  $H_a$  was accepted that significant score was  $<0.05$ . So that, the researcher conclude that using collaborative writing strategy is effective for students in writing ability of recount text.

The significant score of strategy variable was lower than 0.05 ( $0.000 < 0.05$ ). Therefore, this ANCOVA model, the role of the strategy as covariate could effect on the mean differences of writing skill by using collaborative writing strategy were significant. In other words, it can be concluded the achievement of writing skill significantly influenced by strategy factor, while the strategy has significant effect. So that this research showed that collaborative writing strategy is effective in improving students' writing skill.

The researcher found that teaching writing by using collaborative writing strategy makes the student easier to produce a good writing. They were share the idea about the text and discuss about the good information of the text about. So that, they can decide the good answer. Sukirman (2016) state that this strategy facilitates students to write a certain text with their peers. In other words, the students will work together to produce a good writing. Collaborative writing also to stimulate reflection, knowledge sharing, and critical thinking. Furthermore, teacher needs also to enrich the students with technology to help them in write essay easily (Wulandari, 2019) such the use of Webquest also can help them to work properly (Ulfa, 2018)

Writing is one of skill that is difficult to learn by the students of MA Al-Ibrohimy Galis because there are some factors can influence. Sharples (2003) state that writing is one of the hardest skills for the students in learning English, because the student has to compose the idea, have a wide insight and good opinion in giving a comment about something or phenomena. Writing becomes difficult to be done if the students have a lack of vocabulary and knowledge.

The data showed that the student has low scores in writing of recount text. It happens because they feel difficult in choosing vocabulary. It could be proved when the researcher was teaching writing of recount text by using collaborative writing strategy, the students excited and enjoyed in following the teaching-learning process. They were more attractive in the class to answer the question that was given by researcher. It could be proved by a good result in doing their assignment. It could make students happy and active while learning reading comprehension of recount text. It also could make students become more confident and excited to learn English more. It could be proved from all scores which showed teaching writing by using collaborative writing strategy of learning had a significant score.



## CONCLUSION

Based on the result and data analysis of discussion, the researcher showed that there was a progress of collaborative writing strategy on the students writing skill at the tenth grade of MA Al-Ibrohimy Galis. The results that there were significant differences in students writing of recount text. The students that using collaborative writing strategy has higher score in writing recount text than those who are taught without collaborative writing strategy in teaching writing. After researcher gave treatments in experimental group, researchers also conclude that collaborative writing strategy has a good progress to develop students' writing skill on recount text.

In analysis data researcher used Analysis of Covariance (ANCOVA) test from SPSS 23. The result of ANCOVA test from p-value was 0,000 It is lower than the level of significant (0,05). If p-value < from the level of significant (0,05), It means that  $H_a$  was accepted and  $H_0$  was rejected. It can be concluded that the students taught by collaborative writing strategy had better achievement on writing skill in recount text at the tenth grade of MA Al-Ibrohimy Galis.

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