

**THE IMPLEMENTATION OF COLLABORATING WRITING TO TEACH
WRITING REPORT TEXT FOR THE NINTH GRADE STUDENTS OF SMP
BILLINGUAL KRIAN SIDOARJO**

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Abstract

This study to implementation of collaborative writing to teach writing report text for the ninth grade students of SMP Bilingual Krian Sidoarjo. The method used in this study was the jigsaw. The data was collected by the researcher during the teaching-learning process, through a direct observation. The notes took from an observation during the teaching-learning process of using collaborative writing activity. Students' achievement was evaluated on the third meeting. After they did the report text on the second meeting, and the researcher scored the students' paper on the third meeting they must presented it in front of the class.

Key Words: *collaborative writing, teach writing, report text*

Abstrak

Studi ini menerapkan kolaborasi dalam pengajaran writing report text untuk kelas sembilan dari SMP Bilingual Krian Sidoarjo. Metode yang dipakai adalah jigsaw. Data dikumpulkan oleh peneliti selama proses belajar mengajar, melalui observasi secara langsung. Catatan diambil dari observasi selama proses belajar mengajar berlangsung. Pencapaian siswa dievaluasi pada pertemuan ketiga. Setelah mereka menyusun report text pada pertemuan kedua dan peneliti memberikan nilai pada hasil kerja siswa, mereka harus mempresentasikannya didepan kelas.

Kata Kunci: *kolaborasi penulisan, mengajar menulis, report text*

Introduction

Writing is as important as speaking because writing is needed in formal communication such as correspondence. The content is presented much more densely in writing. In speech, the information is “diluted” and conveyed through many more words, there are a lot of repetition, glosses, “fillers”, producing a text that is noticeably and with more redundant passages. (Ur: 1996)

According to Cambridge dictionary, write is to make marks which represent letters, words or numbers on surface, such as paper or a computer screen, use a pen, pencil, or to use this method to record thoughts, fact, or messages.

Collaborative writing and assignments and peer editing, as done in pairs or small groups, can have numerous effective benefits for the learner. Such tasks can enhance student interaction in the EFL (English as a Foreign Language) classroom, lower the anxiety associated with completing task alone and raise student’s self-confidence (Rollinson, 2005 in Mulligan 2011).

Students usually fell difficult to write a report text. Researcher should be creative to attract student in order students enjoy to follow learning writing activity. The researcher assumes the students will interest to follow learning writing report text by using collaborative writing and they will feel easier to write report text if they use collaborative writing.

English writing means to fill the gap that exists between the ability to express ideas, feeling, opinions, opinions, (L.A Wullur, D: 1998, in Maslikah). There are several definition and concept about writing . Joel Salzman simply defines writing as talking on the paper (Salzman on LaRoche: 2001). Reimer says that writing process of transforming thought into writing text on the paper. Furthermore, Lade adds that writing could be read who understand the language.

Writing is often seen as a solitary experience. Such a view is no doubt encouraged by a cultural view of the researcher as a tortured lonely genius. In reality, however, while elements of written composition require undistracted individual work, large parts of writing provide the possibility for collaborative work. Cooperative work in writing is used call collaborative writing.

Based on the statement and purpose of the study, this research used descriptive qualitative research. The data of a qualitative research are served as interview transcript, field

note, photo, video recording, memo or writing (Hasan, 1990 in Maslikhah, 2013). Instruments in this research only used a field note and students' composition.

The subject of this study was students of the ninth grade of SMP Bilingual Terpadu Krian Sidoarjo. The class was chosen class IX-E. This class contains 35 girl students.

Genres (text types): Purposes and Forms			
Genre Purposes	Oral Forms	(examples)	Written Forms
Recount	Retells past events (often merges with narrative)	'morning talk' or talk about experience	Diary writing: - last weekend...' - a trip: last week we visited
Procedure	Supplies details of how something is done and the order in which the process happens	Direction to a school, office, to a visitor Instruction of game, or art process	Recipe: how to make pizza Game instructions: - How to play snakes and ladder
Description	Tells what something specific is like	News time: my new kitten is ... Oral language games: - Describe a pet	Classified ads: e.g. car for sale Description of places, people, things
Report	Tells what a group of things is like	Class talk- the bears at the zoo were... TV documentary	Factual books: a book about different types of animals Pamphlets: all about diabetics
Argument	Provide reasons for a decision or judgment	I should be allowed to use the computer because...	Letter to the editor: why our school needs a crossing
Explanation	How something works or the reasons why something is the way it is	-how the library borrowing system works -why an object sinks or float	Car manuals How a recycling plant works Why people fight wars
Discussion	Provides both sides of an argument	Class discussion Debates	Newspaper article -the pros and cons of drinking coffee
Argument or persuasive text	Presents a viewpoint on an issue	Why we must save the whales	Government paper -unemployed youth -environmental interest group paper
Narrative	To amuse and entertain: to tell a story, with someone problem	Class discussion Narration of stories Sharing Retelling of a story	Myth and legends Fables Fairy tales Creative writing

or situation which that has been read in Family stories
is resolved in the class
story

Findings and Discussion

This chapter contained the description of the data analysis. The observation were started on June 7th 2014 and finish at June 14th 2014. This chapter discussed data from the implementation of the collaborative writing for each meeting. Next, the second data will take from the collaborative writing assessment. The result from collaborative writing was used to know the implementation of the student's understood after the use of collaborative writing by video.

The first meeting is on June 7th 2014. Before the researcher start the lesson about collaborative writing, the researcher introduce about herself and ask to them about anything. First day of the research, vice principle of curriculum accompany to the class give explanation to the student's of class IX E about the researcher. He explained to them, that the researcher would do research in this class. He hopes all of the student's of IX E class gave easy and help the researcher in this research well implemented.

The second meeting was held on the June 11th 2014. The topic was still same the collaborative writing and continue about project at last time. Before the researcher start the material at the second meeting, like in the first meeting the student were gave greeting together to the researcher. Greeting of IX – E Class in Arab, English, and Indonesia language. The researcher followed the students talk about anything which related about the material.

It was the last meeting of the research. It was done on the June 14th 2014. The researcher did the same thing like in the first and second meeting. The researcher said in the second meeting that in the next meeting (third meeting) delegation of each group presentation in front of their friend. Unusually, the students of IX – E Class look exhausted and tired. Usually if researcher entered in class all of the student stand up directly and gave greeting, but in the third meeting not like that. The researcher try gave spirit to student with communication.

The research in class used collaborative writing make it encourages mutual sharing ideas (Green, 2013: 23). The result of students in class IX-E had a good achievement that's look from content of final project report text and total percentage 80%. The process of

working together on a shared outcome allows for self and peer assessment (Green 2013: 23). The student outcome allows result if they working together with their group. The organization had 70%, vocabulary had 70%, grammar had 63%, mechanism had 70%. The lack of individual exposure as pupils experiment with new writing skills enhanced confidence to take risk (Green 2013: 23). With distribution in expert group, each student spirit to looking for particular information appropriate with the task on their expert group. In learning collaborative writing, the researcher as a support assistant for student about vocabulary because some student asked to researcher if they confused. It support with theory Quick (eHow.com: 2014) that multiple researchers have the benefit of brainstorming with their fellow collaborators to propose new ideas and further expand on the ideas of their colleagues. Group writing is an opportunity to contribute as well as learn new information from the other researchers.

The result of previous study that had been done by Maslikah 2013 found that this study are the implementation of mind mapping to teach writing descriptive text and the student writing ability after using mind mapping technique. The second previous study that had been done by Qoiriyah (2013) shows success to help students write the description text.

This research found that the usage of collaborative writing could help student was easier to explore their ideas. This study are implementation of collaborative writing to teach writing report text and the student writing ability after using collaborative writing. With collaborative writing technique can improve the student writing ability.

Conclusion

Background of this research was writing is as important as speaking because writing is needed in formal communication such as correspondence. Teaching writing should concern with communication. They should focus on ideas a meaning they wish convey. In writing, mostly student feel difficult to explore the idea. One way to reduce the problem is by using collaborative writing.

This research was answer the statement of the problem: (1) How the implementation of teaching writing report text by using collaborative writing for the ninth grade student of junior high school; (2) How is the student's achievement after using collaborative writing for the ninth grade student of junior high school.

The problems in writing are vocabulary and exploring the ideas. The student difficult to find the word to connected with the idea and they had difficulties to pour the ideas in the written. To solve the problem, the researcher made expert groups that had differences assignment to found information and to solve the vocabularies problems, student was allowed open dictionary and ask to the researcher. The result of the implementation and the evaluation of using collaborative writing can improve student writing.

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