THE USE OF COLLABORATIVE WRITING TO IMPROVE WRITING SKILL AT SENIOR HIGH SCHOOL NUMBER 3 PALOPO

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of the state Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

COMPOSED BY,

SEHARNI
REG NUM: 16.0202.0083

ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE STUDY PROGRAM

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STATE ISLAMIC INSTITUTE OF PALOPO

2021

THESIS APPROVAL

This thesis entitled **"The Use of Collaborative Writing To Improve Writing Skill At Senior High School Number 3 Palopo"** Which is Written by **Seharni Reg. Number. 16.0202.0083,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 22th of April 2022,** coincided with **20th Ramadhan 1443 H** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

**Friday, 22th of April 2022**
20th Ramadhan 1443 H

COMMITTEE OF EXAMINATION

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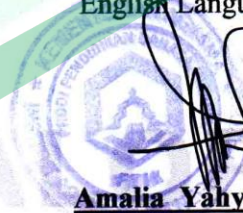5. Dr. Jufriadi S.S., M.Pd   Consultant II   (................)

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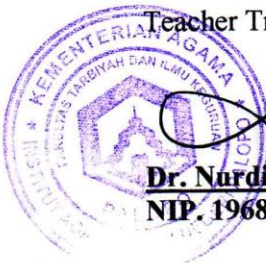
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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *"The Use Of Collaboratove Writing to Improve Writing Skill at Senior High School Number 3 Palopo"*, is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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Palopo, 1 Desember 2021

The Researcher

Seharni

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ABSTRACT

Seharni, 2021. "The Use Of Collaborative Writing To Improve Writing Skill At Senior High School Number 3 Palopo". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Dr. Rustam S.,M.Hum and Consultant II, Dr. Jufriadi, SS.M.Pd.

This thesis is about improving writing skills using collaborative writing in the eleventh class of SMA Negeri 3 Palopo. The research question of this research is "What is the appropriate procedure in using collaborative writing technique in teaching writing skills to the eleventh grade students of SMA Negeri 3 Palopo?". The objective of this research is to analyze the effect of collaborative writing techniques on students' writing ability in the descriptive text at the eleventh grade of SMA Negeri 3 Palopo. This thesis uses Classroom Action Research. The sample consisted of 20 eleventh grade students of SMA Negeri 3 Palopo as a sample. The research procedure used two cycles, namely cycle I, cycle II, to find out an effective way to teach students' collaborative writing. The research instrument was an integrated skill test and observation. English proficiency test to determine the extent to which students' understanding of the material that has been given observation provides data or information about students. The results of this study indicate that the score of the second cycle is better than the score of the first cycle. This can be shown by the average score of the students in the first cycle (66.75%) and the second cycle (87.50%). The right ways to teach descriptive text are using collaborative writing skills.

Keywords: *Collaborative Writing, Descriptive Text*.

CHAPTER I

INTRODUCTION

A. Background

Writing is the most difficult language skill. It is also considered the most complicated language skill to be learned, compared to other language skills. Siahaan stated that four basic skills must be mastered. They are listening, speaking, reading, and writing".[1] Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the readers would easily understand.

In the writing process, we always involve thinking skill and creative skills. The students appeared to have many problems when writing in English. As Tribble said that for the moment we can accept that writing is a language skill that is difficult to acquire. Furthermore, one in which relatively few people are required to be an expert.[2] It means writing is difficult skills because the writer needs skills on how to write words correctly, how to put and arrange those words into sentences that are supposed to be meaningful according to grammatical rules. Moreover, problems can arise for some students in writing because it is a complex

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[1]Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

[2]Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996)

skill involving multiple processes and abilities. Tan stated that writing is a complicated activity in cognitive analysis and linguistic synthesis in a language.[3]

Writing ability is one of the language skills that are important for students because it has many functions for them. The main function of writing is as a means of communication. Students can communicate with their friends in written language, for example, by using an email or a short message. Then, writing also functions as a means of expression. Students may express their ideas, thoughts, and feelings by writing poems or short stories. Moreover, writing functions in students' English learning. By writing, students practice their knowledge of English they already learn. It is because when the students write, they need the whole mastery of English, such as vocabulary, grammar, punctuation, capitalization, spelling, and the paragraph development

About the importance of writing to the students, they must master the writing skill. However, based on the observation in Class XI MIA 5 of SMA Negeri 3 Palopo, the researcher found that the students' writing ability did not meet the ideal condition of English teaching and learning in Senior High Schools. the students of Senior High Schools should be able to communicate well both in spoken and written forms. On the contrary, most students of Class XI MIA 5 of SMA Negeri 3 Palopo had low writing abilities. It could be seen from their writing products. Apparently they had problems in terms of content, grammar, mechanics, and style and quality of expression.

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[3]Hui-mien Tan, *A study of EFL Learners' writing Errors and instructional Strategies*(Journal of Khun Shan University 4, 2007), pp. 113-122

In the aspect of content, students of Class XI MIA at SMA Negeri 3 Palopo were not able to generate and develop their own ideas. Almost all students imitated the model text in their workbooks. Students described the same thing with a different name. They did not try to describe the other text. As a result, the students' writing did not vary. It also reflected that students did not give adequate efforts to consider the topic carefully. Their writing seemed hurriedly written.

In the aspect of grammar, students often produced mistakes in terms of subject-verb agreement and pronouns. Most students made mistakes in differentiating singular and plural subjects. The example is 'He like to hop all over the place'. The underlined phrase points out the student's grammatical mistake. Meanwhile, in the use of pronouns, students could not differentiate between subject, object, and possessive pronouns. The example is 'I have a friend, she name is Aini'.

In addition, in terms of mechanics, students of Class XI MIa 5 produced errors in capitalization, punctuation, and spelling. Most students were not aware that they did not use the capital letter after the full stop. They also did not use the capital letter in the title. Meanwhile, in the aspect of spelling, it seemed that students were influenced by the Indonesian writing-style. For instance, there was a student who wrote 'my prend', instead of 'my friend'. Indonesian teenagers usually slip the word friend into prend deliberately when they communicate with their friends. Apparently this style influences them in writing the correct English word. Then, some of them still made mistakes in spelling English words although those words were often used in the English teaching and learning process. The

example is 'My chicken have beatiful featcher.' The student wrote beatiful featcher instead of beautiful feather.

Considering the conditions of the students' writing ability and the importance of having a good writing ability, the researcher thinks that there should be an effort to improve it. One effort that can be used is by using collaborative writing. Collaboration in writing means more than putting students in pairs or groups in doing the activities. They work together with the other members of the group to reach the goal.

Thus, the researcher uses collaborative writing to improve the students' writing ability in Class XI MIA 5 of SMA Negeri 3 Palopo. In this research, the researcher also applies the principles of classroom action research.

B. Problem Statement

Based on the fact stated in the background above, the researcher formulates the problem statements as follow: "What is the effective way to ability writing skill students' by using collaborative writing technique of the eleventh grade at SMA Negeri 3 Palopo?

C. The Objective of the Research

Based on the problem statement above, The objective of this research is to analyze the effect of collaborative writing techniques on students' writing ability in the descriptive text at the eleventh grade of SMA Negeri 3 Palopo. The researcher conducted this observation at the eleventh grade of SMA Negeri 3 Palopo.

D. The Significance of Research

This research expects that there were some uses of the research as follows:

1. For Teachers

The findings of the study are useful for the English teachers at the senior high school level to get an alternative way or technique in teaching students to write a descriptive text.

2. For Students

It can help the students to know their strengths and weakness in writing and will encourage them to improve their writing competence. They will also know to what extent they can understand the use of the four square writing technique in descriptive text. They can study to write hard to prove that they can write better

3. For Other Researchers

The findings of this study are also useful for the other writer, especially for those who have the same problem.

E. Scope of the Research

This research limited to know the effect of collaborative writing technique on students' writing ability in the descriptive text at the eleventh grade of SMA Negeri 3 Palopo.

F. Operational of Term

1. Collaborative writing in this study is a teaching technique that involves colleagues to correct each other.

2. Writing Descriptive Text

Writing ability here means how the students capable of describing an object with stay to keep the rules of the descriptive text well. To describe people, animals, things, or places, the students should describe based on its generic structure and language features. The generic structure: identification (mention the name of the animal, etc.) and description (describe the characteristics of the animal). The language features the usage of the present tense, adjective, adverb, or compound adjective. The students' test only focuses on describing an animal (a pet), so the assessment focus on identifying the generic structure and language features of an animal.

3. Writing is a skill which is used to communicate indirectly, without face to face interaction. It is also nonverbal communication. In composing writing, the students are required to demonstrate the control of several writing aspects; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

In this research, the researchers used experimental research as benchmark and target for completing it, further research make it easier for writers to determine systematic steps to compile research in terms of theory as well as concepts. There is some research findings related to this research as follows :

In conducting this research the author was inspired by two studies previously, namely:

1. **Mokhammad Faisal Vicky Bahari**. (2017) The Effectiveness of Collaborative Writing Methods On The Writing Ability of Eighth Grade Students at Smpn 3 Kedungwaru Academic Year 2016/2017 "This study aims to determine the value of students' writing before being taught by using collaborative writing methods. This is to determine the value of students' writing after being taught by using collaborative writing methods. This is to determine whether there is a significant difference in scores between students who are taught using collaborative writing methods and students who are taught without using collaborative writing methods. Research methods: 1) the research design in this study was a quasi-experimental with a nonrandomized control group pretest-posttest design. The results showed that the significance value of 0.02 was lower than the significance level of 0.05. In the control group pretest, the mean score was 62.71 and the posttest average score was 69.87, while the pretest score for the experimental group was 59.43 and the posttest average score was 75.37. The mean

score of the two groups shows the difference value, the results of the study show that the posttest of the experimental group is higher than the control group. That is, there is a significant difference between the writing skills of students who are taught through collaborative writing methods and students who are taught without collaborative writing methods. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This means that there is a significant difference in students' writing scores between students who are taught using the Collaborative Writing method and students who are taught without using the Collaborative Writing method. Therefore, the Collaborative Writing Method is an effective method and can be used as an alternative method in teaching writing.

2. **Nelma Hartati Simamora,** (2017).Thesis; "Thesis of English EducationDepartment, Tarbiyah Faculty of State Islamic University ofSunan Ampel Surabaya 2017" with the title "*The Effect Of Collaborativewriting Technique OnStudents Writing Ability Atthe Eighth Grade Of SmpNegeri 8 Pematangsiantar*",. The objective ofthis study is to figure out the improvement on students to write descriptive through collaborative writing technique. This experimental research. The research design of this study is classroom action research with quantitative approach. The experimental group was treated by using Collaborative Writing Technique, while the control group was treated by using Direct Instruction. The finding of this research are the score pre-test in control group are 1376 where the mean is 43 and in experimental group 1529 where the mean is 47.78. The mean score of different in control group is 23.21. and the t-test is 5.10. The standard deviation of the data in control group is 11.70 and the effect

size in teaching writing descriptive text in control group is 1.98. It means that the students ability is low. The students' score post-test in control group are 2119 where the mean is 66.21 and in experimental group are 2409 where the mean is 75.28. The mean score of different in experimental group is 27.5 and t-test for experimental group is 5.27. The standard deviation of the data in experimental group is 13.29 and the effect size in experimental group is 2.35. It means that the students ability is high. The data analysis shows the following findings: (1) Collaborative Writing Technique is more effective than Direct Instruction in teaching writing; (2) students with high creativity have better writing ability than those having low creativity; (3) there is an interaction between teaching techniques and creativity in teaching writing

3. **Abdillah, Satriyo Yoga Aji** (2011). Skripsi thesis, Universitas Muhammadiyah Surakarta. with the title " *Improving Students' Writing Skill In 2010/2011 Academic Year"This research aims at describing the implementation of teaching writing using collaborative writing in improving students' writing skill at the second grade of SMA N 1 Andong Boyolali in 2010/2011 academic year,* describing the improvement of students' writing skill and describing the students' responses on the implementation of students' writing skill using collaborative writing at the second grade of SMA N 1 Andong Boyolali in 2010/2011 academic year. The sources of data are taken from event, informant, and document. The methods of collecting data are observation, test, interview, and documentation. To analyze the data the researcher compared the results of pre-test and post-tests as descriptive comparative and critic analysis technique. The results of the research

show that: 1) collaborative writing is effective in improving students' writing skill. 2) The students' scores of post-tests are significant higher than pre-test scores. It can be seen from the average score that improve 42.98. The mean score of pre test is 36.32 and the mean score of post-test is 79.30. 3) The students are interested in learning writing using collaborative writing. Finally, the researcher concludes that collaborative writing technique can improve the students' writing skill for the second grade of SMA N 1 Andong Boyolali.

B. Some Pertinent Ideas

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need be theoretically explained.

1. Definition of Writing

In English language, there are four basic skills or abilities that we must learn. They are listening, speaking, reading, and writing. Writing is one of language skill and productive skill that will be learn by students in junior high school. Students will be able express their ideas and feelings by English writing. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Then, Tarigan (1994: 3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. Then, Ramelan (1992: 14) also stated, writing is representation or symbol of language.

There are so many different definition of writing. Writing is expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. The writing can be formed on the wall of cave, a piece of paper, or a computer screen.[4] Writing is one of the four language skills after listening, speaking and reading.[5]

At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[6] In the article the author develops ideas thought to the reader indirectly. The author outlines the intention (of ideas) in detail through writing.[7]

Writing is a peculiar activity, both easy and difficult. The more you think about how you do it, the more difficult it becomes. Everyday writing tasks, such as composing a shopping list or jotting down a reminder seem to be quite straightforward. You have an idea, you express it as a series of words and you write them down on a piece of paper. It is a natural and effortless process.[8]

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[4]Utami Dewi. 2010. How to write. (Medan: La Tansa) p 2-3
[5]Pulvness, A., Spratt,M., and Williams, M. 2005. Teaching Knowledge Tst Course. (New York: Cambridge University Press) p. 26
[6]David Nunan. 2003. *Practical English Language Teaching*, (New York: Mc Craw Hill), p. 88
[7]Gorys Keraf. 20055. *Argumentasi Dan Narasi*, Jakarta : Gramedia, Page. 11
[8]Mike Sharples. 2003. *How We Write Writing As Creative.* (New York : Routledge), p. 3

According to Troyka in Rahardian, writing is a way of communicating a message to a reader for a purpose.[9] Meanwhile, Spratt, Pulverness, and Williams (2005: 26) define writing as communicating a message (something to say) by making signs on a page. Those two definitions mention two important elements of writing, i.e. communicating and a message. Communicating is sharing information. It means that in the writing activity, it needs a communicator and a receiver to share the information. In this case, there should be a writer and a reader. Meanwhile, a message is the content that is delivered in the written form.[10]

Writing is also known as a productive skill, like speaking, because it involves producing language rather than receiving it (Spratt, Pulverness, and Williams However, although both speaking and writing are productive skills, in the process of producing language, they are different. Spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.[11]

Furthermore, Richards and Renandya (200 state that writing is the most difficult skill because it is a complicated skill. It employs the process of thinking, drafting, and revising procedures that require specialized skills (Brown, 2001: 335). It needs the skills of organizing ideas, choosing the appropriate words,

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[9]Rahardian, Rista. (2003). *Constraints in the Classes of Writing I at the English Language Education Department, Faculty of Languages and Arts*, State University of Yogyakarta in the Academic Year of 2002/2003. (Unpublished S1 Thesis). Yogyakarta: Universitas Negeri Yogyakarta.
[10]Spratt, Marry, Pulverness, Alan, and Melanie William. (2005). *The TKT:Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.

[11]Harmer, Jeremy. (2004). *How to Teach Writing.*England: Pearson Education Limited.

joining those words into a good sentence, and joining sentences into paragraphs. Moreover, to clarify meanings, a writer needs the knowledge of language such as vocabulary, grammar, punctuation, and so on because it is impossible to use gestures and facial expressions in writing.[12]

In conclusion, writing is one of the productive skills in English language which is the most difficult skill to be learned. It is because writing needs a long process and the mastery of English knowledge.

In line with Brown, Oshima and Hogue (1997: 2) state that writing is a progressive activity and never a one-step action. It means that writing is a process that has several steps. When people write something down, they have to think about what they are going to write and how to say it. After they finish their writing, they have to reread what is written and correct the mistakes.[13]

2. The Process of Writing

As mentioned earlier, writing is a progressive activity which employs a long process. Harmer (2004: 4) defines this process as the stages which a writer goes through in order to produce something in its final written form. He also proposes four main stages in writing; planning, drafting, editing (reflecting and revising), and final version.[14]

Furthermore, Spratt, Pulverness, and Williams (2005: 27) propose different stages in the process of writing. There are seven stages. The first one is

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[12]Richards, C. Jack, and Renandya, A. Willy. (2002). *Methodology in Language Teaching: An Antology of Current Practice.* Cambridge: Cambridge University Press.

[13]Oshima, Alice, and Hogue, Ann. (1997). *Introduction to Academic Writing* (Second Edition). London: Longman.

[14]Harmer, Jeremy. (2004). *How to Teach Writing.* England: Pearson Education Limited.

brainstorming in which the writer thinks of everything about the topic. Then, the second stage is making notes. The third stage is planning or organizing the ideas. Then, the fourth stage is writing a draft. It is followed by the editing stage for correcting and improving the text. The next stage is producing another draft, and the last is proof-reading or editing again

3. The Definition of Collaborative Writing

Collaborative has close meaning with cooperative and we also say that they can be combined. Based on Janes Bauwens and Jack J. Hourcade, they suggest three approaches to implement in collaborative teaching writing: team learning, supportive learning activities, and complementary instruction. Firstly, Bauwens and Hourcade describe team learning as educated subject join planning and present subject content. Secondly, supportive learning activities reinforcement, enrichment, and enhancement in writing learning for all students. Thirdly, complementary instruction as one educator takes primary responsibility for teaching content material and the other for teaching functional how to skills to understand for all students and acquire the content material.

Collaborative writing is a nonthreatening approach for students that results in purposeful usage of the target language across skills and demonstrable improvements in writing. By providing methodical guidelines and lending support, the teacher can execute this approach without major logistical drawbacks. It is important to give students a chance to assess the method, as through careful analysis of student feedback, the instructor can ascertain those features of the

process that were not beneficial and make necessary modifications in the program's design.[15]

Collaborative writing technique has been becoming a current issue in writing and pedagogical studies in the twenty first century. Collaborative writing is one of effective ways to improve students' writing skill especially in descriptive text. Collaborative writing is expected to help students think critically by ellaborating their ideas, opinion, and arguments to solve certain issues or problems.

Murray states that collaborative writing is basically a social activities through which writers looked for specific items to be shared their understanding of essays[16]. Higgins, et al in Storch define that collaborative writing is a way to foster reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. In collaborative group the students will exchange their ideas, felling and result. In learning process, they will share their idea in making descriptive text, contributing components, modifyng by editing, and drafting the document.[17]

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[15]Mulligan & Garofalo. 2011. *A collaborative writing approach*: Methodology and student assessment (Ritsumeikan University), p.9

[16]Murray, D.E. 1992. *Collaborative Learning as Literary Event: Implications for ESL instruction*. In D. Nunan, *Collaborative Language Learning and Teaching.Cambridge University Express*.

[17]Storch, N. 2005. Collaborative Writing: Product, Process, and students'reflections. *Journal of Second Language Writing*: (14) 153-173.

4. The Nature of Collaborative Writing

Collaborative writing is a technique which comes from the concept of collaborative learning based on the work of Vygotsky. According to Vygotsky, human's development and learning take place in a social context (Cameron, 2001: 6). In other words, human beings learn something from the people around them. In line with this, collaborative writing refers to a situation in which students are put in groups to produce a text and it is hoped that they can learn from their peers in the groups.[18]

Storch (2005) states that collaborative writing refers to joint responsibility over the creation of the text. It means that students work collaboratively in every stage of the writing process.[19] Meanwhile, Fung (2006) states that collaborative writing is the sharing of responsibility over the production of a single piece of work in which everyone has a part to play in the whole process17 of writing. In other words, collaborative writing focuses on the whole process of writing a single text through shared endeavor.[20]

From those definitions proposed by Storch (2005) and Fung (2006), it can be seen that collaborative writing has different meanings for different people. As a result, people also have different organizational patterns of collaborative

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[18]Cameron, Lynne. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

[19]Storch, Neomy. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14, 153 – 173

[20]Fung, Mei Yong. (2006). The*Nature and Dynamics of Collaborative Writing in a Malaysian Tertiary ESL Setting.* New Zealand: Massey University Press.

writing.[21]Fung (2006:73) in his research found out that there were some variations of collaboration during the writing process:

Many instructors requested the class to carry out collaborative writing from brainstorming to editing stages. Some instructors asked the groups just to discuss points, but members to draft different sections of the essays after group discussion. The group met later to compile the essays. Also, some instructors had their students present their essays to the class after the drafting process, while some carried out peer review sessions.

In the same way, Louth in Fung (2006: 20) distinguishes two types of collaborative writing. The first one is interactive writing in which students may plan together but do not necessarily write together throughout the writing process. Meanwhile, the second one is group writing in which group members collaborate throughout the stages of writing. Although people have different perceptions of the definition and the organizational pattern of collaborative writing, Fung (2006:20) suggests that group writing is a better fit to a collaborative writing definition than interactive writing.

Then, Fung (2006: 21) also mentions four key concepts of collaborative writing; sharing responsibility, mutual interactions, sharing resources, and decision making. Sharing responsibility means that group members put their efforts together to produce a single text. Mutual interaction means active

participation and involvement from members. Sharing resources means that members contribute their ideas, views, and expertise in all aspects of the

writing process. Meanwhile, shared decision-making power means that all the group members have the right to suggest and make decisions. All in all, generally, collaborative writing refers to writing in groups in which group members have to contribute in every stage of the writing process. It also has four key elements, i.e. sharing responsibility, mutual interactions, sharing resources, and decision making.

5. Group Formation in Collaborative Writing

As mentioned earlier, collaborative writing refers to writing in groups. There should be two or more students in a group. Generally, the smaller the group, the more each member participates. However, having big groups will promote the discussion among the members. Therefore, it is important to consider the size of the group in collaborative writing to make it run effectively.

According to Richards and Renandya (2002: 53), researchers usually recommend groups of four in collaborative learning. One of the advantages of foursome is that there will be many ideas coming from each student. However,[22] Fung (2006) states that if the group size is bigger than three students, there might be possibilities of some members feeling left out or some even leaving their responsibilities. That is why Fung (2006) suggests that having three students in a group will be effective. Besides threesome will produce many ideas as the foursome, having an odd number will help the group in making a decision. Moreover, there is one person that can be a mediator if a conflict happens.

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[22]Richards, C. Jack, and Renandya, A. Willy. (2002). *Methodology in Language Teaching: An Antology of Current Practice.* Cambridge: Cambridge University Press.

Different from Fung (2006), Ferris (2003: 170) states that foursomes are still appropriate for the writing groups. However, he does not recommend a group larger than four. He also suggested that a writing group should remain stable for the duration of the writing course.[23] Richards and Renandya (2002: 57) explain that teachers should keep groups together for about four to eight weeks. They add that it gives students a chance to become comfortable with one another, allows them to form a group identity and bond, and gives them the opportunity to learn how to overcome difficulties.

Furthermore, in forming students in groups, teachers may use studentsselected groups. Students usually prefer to use this kind of group because they can work with someone with whom they feel comfortable. Fung (2006) also prefers to use the students-selected group because it provides a safe and conducive environment for members to voice their ideas and opinions openly, to be actively involved, and to pool resources. On the other hand, Richards and Renandya (2002) suggest that teacher-selected groups work best. It is because teachers can make a heterogeneous group in which there is a mix of language proficiency, gender, and diligence. As a result, students who have a high level of proficiency will help others who have a low level of proficiency.

In summary, it is important to consider the formation of the group. Teachers have to think about the size and the way groups are formed so that the goal of working in groups can be reached.

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[23]Ferris, Dana. (2003). Response to Student Writing: Implications for Second Language Students. New Jersey: Lawrence Erlbaum Associates, Inc. Publishers.

6. The Step of Collaborative Writing

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

(1) students chose their partners themselves, and exchanged contact information to facilitate meeting outside of class;

(2) in class, pairs brainstormed ideas about the target topic and organized the information into coherent groupings;

(3) pairs arranged to meet outside of class to do research and information gathering to support their paper;

(4) in class, pairs did outlining, planning, and crafting of the first draft. Students were required to hand in a detailed outline before submitting the first draft;

(5) the instructor handed back the outlines with pertinent comments;

(6) work on the first draft commenced. Student A typed the first draft and completed a detailed checklist provided by the instructor. After that, the draft was sent as an email attachment to Student B, who was then responsible for editing the draft. The editing had to be done with different colored ink to highlight the revisions. After finishing this, Student B completed another checklist to make sure the work was proofread carefully. The detailed checklists were provided to help students in the writing and proofreading process. They helped students to eliminate simple grammar mistakes, spelling and typographical errors, as well as to ensure correct format, organization of ideas within each paragraph, and sound essay structure. The first draft was then submitted in class along with both checklists;

(7) the instructor checked the drafts, pointing out structural and organization errors, and providing comments and suggestions;

(8) work on the second draft commenced. Student A and B switched roles for this part. That is, this time Student B had to type the revision and Student A had to edit it. The second draft was then submitted;

(9) students received a single grade based on their overall effort and the quality of their essay;

(10) for the next writing assignment, if a student had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.[24]

The steps taken in learning to write using this method are described as follows:

1. Split Pairs

Before starting the writing activity, the lecturer divides the students into pairs. Students who have better abilities are paired with students who are slightly weaker in ability. The clever student acts as a Helper (H) and a student with low ability as a Writer (W)/ writer. Helper helps writers during the teaching and learning process.

2. Warm-up Activities

In this activity, the lecturer asks students to do several activities that aim to create a comfortable learning atmosphere and create a sense of mutual trust. Heating serves to create a friendly atmosphere between helper (H) and writer (W)

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[24]Mulligan & Garofalo. 2011. *A collaborative writing approach: Methodology and student assessment* (Ritsumeikan University), p. 6-7

3. Core Activities in CW

After it was felt that the students felt comfortable and familiar. the lecturer began to explain the six steps that must be taken in the core activities of learning to write using CW. Dosage can provide instructions for activities (see appendix) to be performed at each step and provide examples of how to do it.[25]

7. Advantages of Collaborative Writing

In general, working in a group during writing will produce better result than working individually. It is supported by Storch (2005) whose research shows that students working collaboratively produce better texts in terms of task fulfillment, grammatical accuracy, and complexity.[26] In line with this, Clifford in Hill (2003) states that students who write collaboratively learn more from each other and produce better work than students who work individually. It is because collaborative writing affords students the opportunity to give and receive immediate feedback on language. This immediate feedback will not be there when students work individually.

Although there are some advantages of using collaborative writing which are stated by researchers, those advantages are only from the view of students' writing products. On the contrary, Fung (2006: 5-7) categorizes the advantages of collaborative writing into three different views: social, cognitive, and practical.

In the social view, the most important benefit of collaborative writing is the group interaction. Students can learn more about writing by talking and

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[25] Ethana Mardiyanti, Dena Eka sari, Muhammad Bilal, (2017). *Collaborative Writing; Writing Teaching Techniques Using A Process Approach.*

[26] Storch, Neomy. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14, 153 – 173

listening to their peers. Besides that, during the collaboration, students are certainly faced by different opinions from the members of the group. This difference of opinions also improves students' problem-solving ability as they learn to reach consensus.

In the cognitive view, collaboration increases the awareness of audience. In the collaborative writing, peers become an immediate audience while the text is being constructed. It makes the students more alert to analytical and critical thinking.

Finally, in the practical view, collaborative writing generally improves individual writing. It also furthers the students' independence because they may learn about the knowledge of writing from their peers in the group. Besides that, Ede and Lunsford in Fung (2006) state that perhaps the most practical of all is that collaborative writing can prepare students for real-world applications. It is because the experience of collaborative writing improves teamwork which is essential in most professions.

In conclusion, collaborative writing gives many advantages for the students. It does not only benefit for the students' writing product, but it also gives advantages for the students in social, cognitive, and practical contexts.

8. Definition of Descriptive Text

According to Anderson and Anderson in Zahara, descriptive text or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.

Besides, the word descriptions from two words: Scriber, meaning "to write" and de, meaning "down" or "about". There is a hint in the describing you will follow the outline of an object visually and then write it down or "draw" it in word.[27]

Kane in Nasmawati stated that "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception[28]." Gerot and Wignell in Sari also defined that "descriptive text is kind of text which is aimed to describe a particular person, place or things.

According to Knapp that descriptive text is a text which describes about the features and characteristics of a certain thing in detail (human or non human). It purpose is to describe and reveal a particular person, place, or thing. Descriptive writing has a social function to describe a particular person, place or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their sense on the object they see.

Description enables the categories or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in man text types, such as information reports, literary

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[27]Zahara, Sofiana. , 2014. *The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability.* A Thesis of Syarif Hidayatullah State Islamic University Jakarta.

[28]Nasmawati. 2014. *The Implementation of Word Choice in Writing Descriptive Text at the Second Year Students of Mts Muhammadiyah Cambajawaya*. A Thesis of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar,

description, descriptive recounts and due to the need to classify and/or describe a process before explaining it.

9. Kinds of Descriptive Text

As a concept of writing, Pardiyono in Nasmawati (2014) identified descriptive text into three kinds, they are describing place, people, and thing.

1) Describing Place, description of place is a text that describes the place looks, such as the condition, the situation, etc.

2) Describing People, description of place is a text that describes the person looks, such as the face, body, etc.

3) Description Thing, description of place is a text that describes the thing looks, such as the condition, the function, etc[29].

10. The Principle of Descriptive Text

Nasmawati said that there are three characteristic of a purely descriptive essay which is worthy of remembering, they are:

1) A descriptive essay has one, clear dominant impression. If, for example you are describing a snowfall, it is important for you to decide and let your reader know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and thereby made clear to the reader in the thesis sentence.

2) A descriptive essay can be objective or subjective, giving the author a wide choice of tone, diction, and attitude. For instance, an objective description of one's dog would mention such facts as weight, height, coloring, and so forth. A

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[29]Nasmawati. *The Implementation of Word Choice in Writing Descriptive Text at the Second Year Students of Mts Muhammadiyah Cambajawaya.* A Thesis of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar, 2014.

subjective description would include the above detail, but would also stress the author's feeling toward the dog, as well as its personality and habits.

3) The purpose of a purely descriptive essay is to involve the reader enough so he or she can visualize the things being described. Therefore, it is important to use specific and concrete details.

11. Teaching Writing Descriptive Text

In writing descriptive text, as the writer, we have to know those strategies. Pardiyono in Nasmawati stated that there are some strategies in writing descriptive text, they are:

1) Trying to give all detail first, the dominant impression then is built from these details.

2) Checking your details to be sure that they are consistent with the dominant impression. You might even want to write down the five senses on a scratch piece of paper and check to see that you have covered them all.

3) Trying to move your reader through space and time chronologically. For instance, you might want to describe the train ride from start to destination, or a stream from its source to the points at which it joins the river.

4) Using a then-and-low approach to show decay or improvement. The house where you grew up might now be a rambling shack. The variations of these strategies are endless.

5) Selecting an emotion and try to describe it. It might be more difficult

started, but it can be worthwhile.

e. Generic Structure and Language Features of Descriptive Text

Droga and Humphrey in Annisa stated that descriptive text has certain generic structure and language features. The generic structure consists of definition or identification and description.

1) Identification: the part of the paragraph that introduces the character.

2) Description: the part of paragraph that describes the character.

Whereas, the language features consist of three things. The first one, descriptive text is focuses on specific participant. The second one, descriptive text uses simple present tense. The last one, descriptive text uses adjective and adverb.[30]

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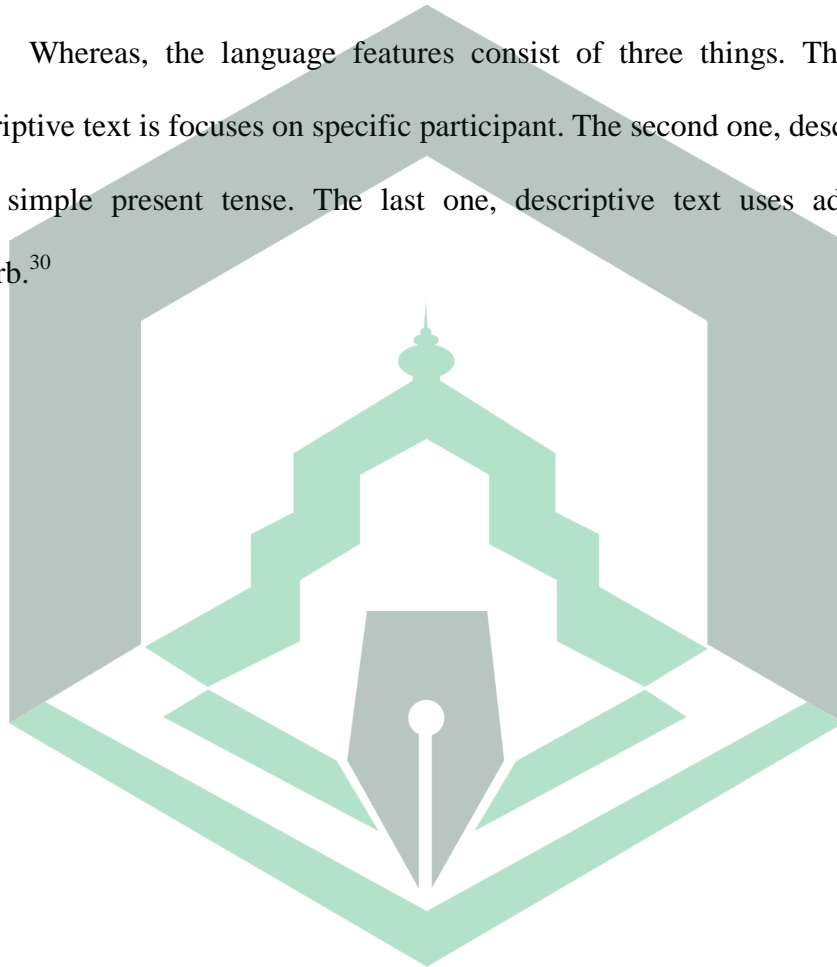
[30]Annisa, Muetiah. 2014 *Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students*. A Thesis of Languages and Arts Faculty of State University of Padang,

C. Conceptual Framework

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          ┌─────────────────────────────┐
          │      TEACHING WRITING       │
          └─────────────────────────────┘
                        │
                        ▼
          ┌─────────────────────────────┐
          │    COLLABORATIVE WRITING    │
          └─────────────────────────────┘
                        │
                        ▼
    ┌─────────────────────────────────────────┐
    │ 1. STUDENTS WRITE IN FRONT CLASS          │
    │                                           │
    │ 2. STUDENTS GET EASY TO WRITE             │
    │ DESCRIPTIVE TEXT                           │
    │                                           │
    │ 3. STUDENTS` ACHIEVMENT IN                 │
    │ WRITINGDESCRIPTIVE TEXT WILL BE            │
    │                                           │
    └─────────────────────────────────────────┘
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                        ▼
          ┌─────────────────────────────┐
          │  STUDENTS IMPROVING SKILL   │
          └─────────────────────────────┘
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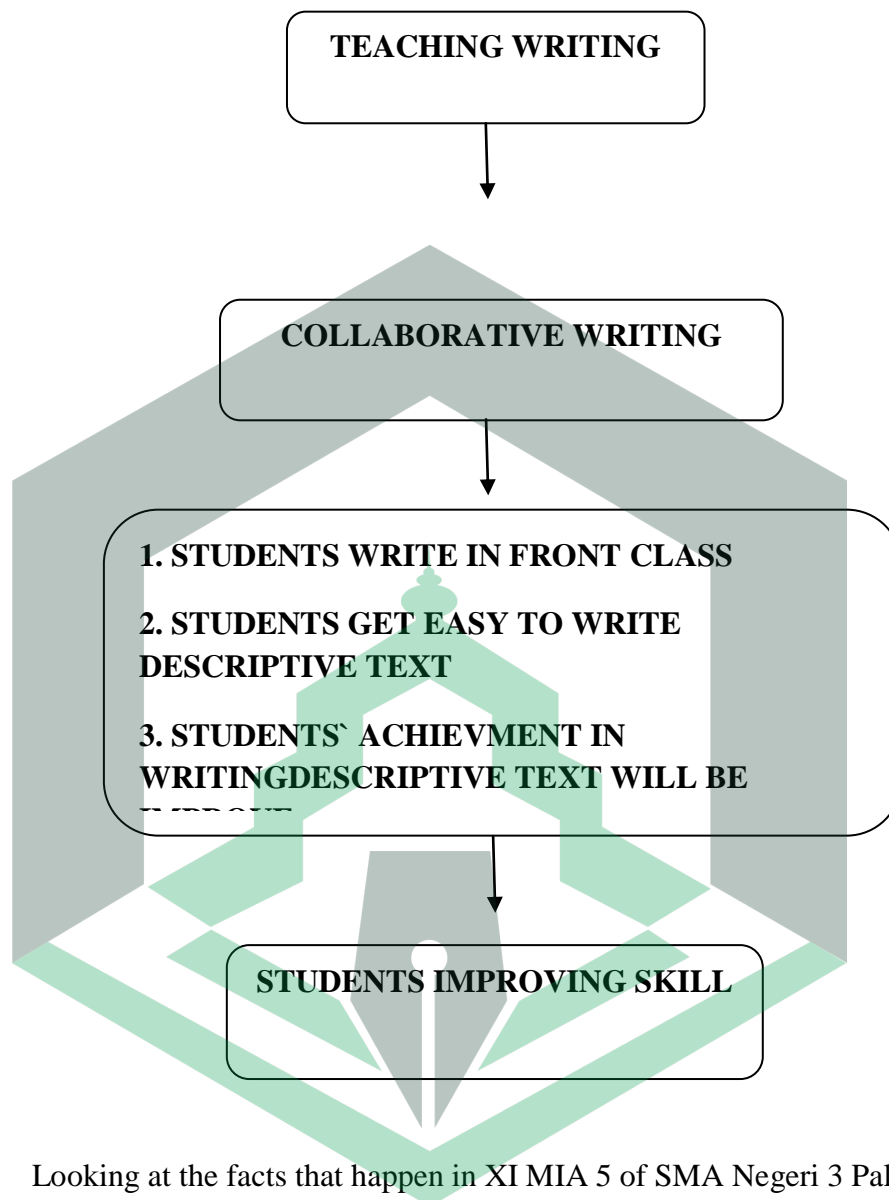
Looking at the facts that happen in XI MIA 5 of SMA Negeri 3 Palopo, the researcher is motivated to overcome the problems by using collaborative writing. The researcher expects that by working collaboratively, there will be more ideas coming up because every student may share his ideas. Students are also able to compare the ideas and discuss the ways to express those ideas in their writing. Moreover, because students work with their friends, it makes writing more

interesting and enjoyable. They will not feel bored so that they are motivated to do their

By using collaborative writing to improve writing skills can make students easier in write descriptive text. Students can interact and share decision making among group members using a common set of tools. Furthermore, collaborative writing helps students write more descriptive texts easy. Therefore it is hoped that using collaborative writing can improve students' ability in writing descriptive text. The researcher conducts the research in improving students' writing ability in XI MIA 5 of SMA Negeri 3 Palopo by using collaborative writing.
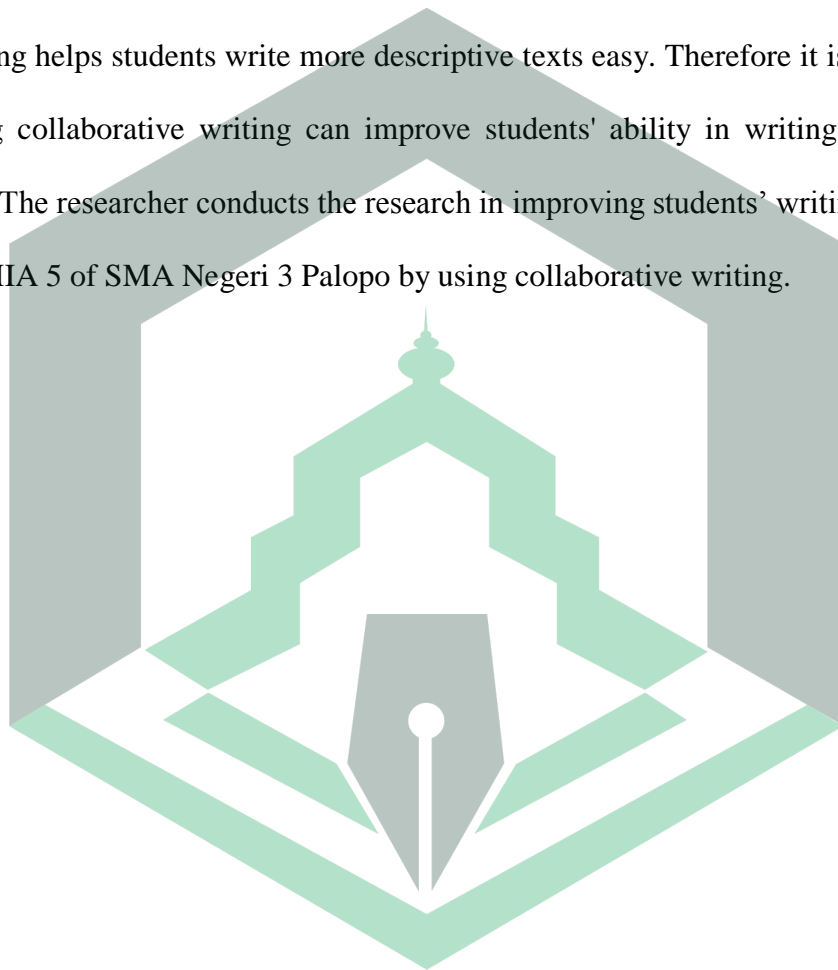
CHAPTER III

METHOD OF THE RESEARCH

A. Setting of the Research

The researcher conducted this research in SMAN 3 Palopo, especially in the eleventh grade of Exact class XI MIA 5. The total number of students are 20. This research would be conducted into two cycles, in order to find out to improve writing skill way in teaching descriptive teks by using collaborative writing.

B. Design of the Research

This research would be conducted in two cycles, to find out the appropriate way of teaching writing skills through collaborative writing to the eleventh grade of Sma Negeri 3 Palopo. In this research the researcher presented classroom action research where there are four stages in the procedure of Classroom Action Research (CAR), they are planning, action, observation, and reflection. The researcher would present the action research model Hopkins where he states that the action research is doing by form the spiral which started from felt that there was a problem by arranging the planning, implementation of the action, do the observation, and reflection, do the re-planning, re-action, and so on.
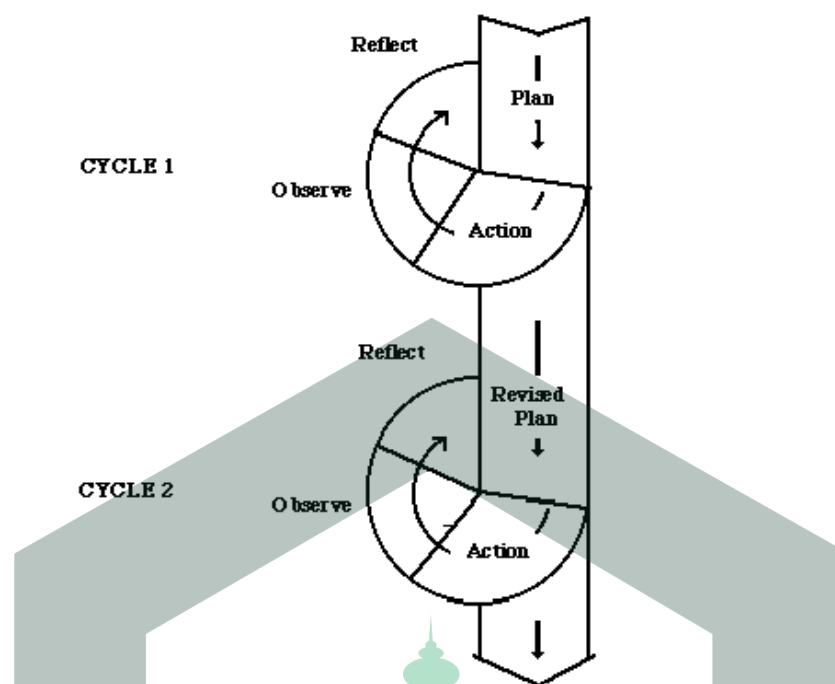
Figure A Cyclical AR model based on Kemmis and McTaggart[31]

C. Techniques and Instrument of Collecting Data

The instruments would used in collecting data in this classroom action research are:

1. Observation

In this research, the researcher would be observing what the students do and their participation in this activity. To get detailed data, the researcher assists by one observer in the teacher of SMAN 3 Palopo. The researcher gaves an observation sheet to the observe, before carrying out this observation, the

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[31]Anne Burns, *Doing Action Research in Language Teaching: A Guide to Practitioners* (London & New York: Routhledge,2010), pp. 7-9.

researcher and observer will be conducted a meeting to discuss what will be observed.

2. Instrument

The instrument that uses in collecting data in this classroom action research is :

a.) Test

This test is conducted to improve students' writing skills on collaborative writing learning materials. The test forms is descriptive text. This test method is used as a research instrument in data collection to determine the improvement of students' writing skills after participating in the learning process. The test consists of two types, namely descriptive text which discusses which discusses describing people and describing animals. The results of these two types of tests are processed to obtain student learning outcomes during the learning process. Both were carried out before and after the application of the use of media applied in learning to write.

D. Research Procedure

This action research will be conducted through four activities: in which each activity consist of ou steps, as follow :

Cycle 1

1. Planning

a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the XI MIA 5 students of SMAN 3 Palopo.

b. Made a lesson plan about the use of English in teaching collaborative writing to improve writing skill words in the descriptive text.

c. Classroom management numbers of students were more than 20 students then made the classroom more comfortable.

d. Made the instrument which use in each cycle of the classroom action research.

e. Among the researchers and collaborators discuss and make solutions to all the problems faced by students while in class during research.

2. Acting

During the action, the researcher gave material about descriptive text to the students then the researcher gave some examples of descriptive text. After that, the researchers and collaborators discussed and made solutions to all the problems faced by students in class during the research and asked students to describe the pictures.

a. The researcher prepares all the instruments in the class before starting teaching such as books, materials, notebooks, etc.

b. Greetings and class opening.

c. The researcher introduces the descriptive text subject matter and explains it.

d. The researcher will introduce the material, namely descriptive text to determine the ability to improve students' writing skills.

e. The researcher will ask students to describe the picture.Closed the class.

After doing the first cycle, there are still many weakness then base on the relection part, the researcher will do :

3. Observation

There are some important things that would observe they are:

a. Learning process is still not conducttive in writing test on the use collaborative writing.

b. The students lazy to write the text learning process.

4. Reflecting

This Classroom Action Research would success if some of the following requirements are fulfilled:

a. Most of the students have a good score in evaluation descriptive text, and reach the mean score.

b. Most of the students are active during the learning process (75%).

Cycle 2

The second cycle is the continue of the first cycle where all of the weakness and problem in the first cycle would be conduct in this cycle.

1. Planning

a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the XI Mia 5 students of SMAN 3 Palopo.

b. Made a lesson plan about the use of collaborative writing in teaching writing skill in the descriptive text.

c. Classroom management numbers of students were more than 20 students then made the classroom more comfortable.

d. Made the instrument which use in each cycle of the classroom action research.

2. Acting

a. Before starting the activity the researcher divided the students in pairs. Students who have better abilities are paired with students who are somewhat weaker in ability. The smart student acts as a Helper (H) and the low ability student acts as a Writer (W)/ writer. Helper helps writers during the describing process.

b. In this activity, the researcher asked the students to do several activities aimed at creating a comfortable learning atmosphere and creating a sense of mutual trust. Warming up serves to create a friendly atmosphere between the helper (H) and the writer.

c. After it is felt that students feel comfortable and familiar. Researchers began to explain the steps that must be taken in the core activities of learning to write using collaborative writing. The researcher can provide instructions for the activities that must be carried out at each step and provide examples of how to do it.

d. The researcher prepares all the instruments in class before starting to teach and students choose their own partners, and exchange contact information to facilitate meetings outside of class;

e. In class, pairs exchange ideas on target topics and organize information into groups

f. Pairs are arranged to meet outside of class to conduct research and gather information to support their papers;

g. In class, in pairs, they do describing. The researcher gives theory about descriptive text and the researcher distributes the text to students and will introduce lessons including writing skills;

h. Researchers and students identify words together.

3. Observation

In this step, the researcher will observe all events or activities during the research. During the learning process, researchers observed the teaching and learning process as well as student participation and evaluation. There are several important things that will be considered including descriptive text, students during the learning process.

4. Reflecting

This Classroom Action Research would success if some of the following requirements are fulfilled:

a. The percentage of the students' frequency of have a good score evaluation descriptive text (70%)

b. Most of the students are active during the learning process (75%).

E. Data Analysis

The data collected in every observation in each cycle would analyze descriptively through the percentage technique.

Calculating the rate percentage of students score by using the following data:

$$P = \frac{F}{N} \text{ X } 100\%$$

Where: P = Rate Percentage

F = Number of students activeness score in each indicator

N = The total number of students

The Students' Participation Activeness

It would analyze by considering the students' participation and classify into passive and active classification. The following are the classification of students' participation activeness:[32]

a) **Very active**: the student is responsive and participated fully in all activities in the learning and teaching process.

b) **Active**: the students' responses to the material by writing skills, identifying the descriptive text, and interacting with others, whether to the teacher or his/her friends.

c) **Less active**: the student pays attention and gives responses once in a while.

d) **Not active**: the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Implementation of learning by using collaborative writing in teaching writing skills by analyzing the successful level of implementation, then it will categorize into **success, less success,** and **not a success**.

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[32]Tawakal, *Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo (a CAR),* A Thesis S1, Unpublished, (Palopo: perpustakaan STAIN Palopo), p. 55.

To understand the level of classifying the students in the following criteria :

PERCENTAGE	CRITERIA
95 - 100	Excellent
86 - 95	Very Good
76 - 85	Good
66 - 75	Fair Good
56 - 65	Fair
36 - 55	Poor
0 - 35	Very poor

The score is classified into criteria interpretation score as follows:

a. Excellent   : 95-100 is classified as excellent

b. Very Good   : 86-95 is classified as very good

c. Good   : 76-85 is classified as good

d. Fair Good   : 66-75 is classified as fair good

e. Fair   : 56-65 is classified as fair

f. Poor   : 36-55 is classified as poor

g. Very poor   : 0-35 is classified as very poor.[33]

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[33]Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p. 185

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The results of the study explain the learning cycle, and the learning process by using collaborative writing use to improve writing skills. In this case, there are two cycles which can generally be seen through the following graph:.

1. Cycle I

The first cycle of this classroom action research consist of planning, acting, observing and reflecting.

a. Planning

The classroom action research class required different tools that had been created and developed previously, namely lesson plan. In this research, the researcher prepared a lesson plan about the use collaborative writing use to improve writing skills. In this section the preparation which was prepared by the researcher before acting in the cycle 1, were:

1) Making lesson plan about the used collaborative writing in teaching descriptive text.

2) The researcher took 20 students as the sample of this research. Making good online-based classroom management during a pandemic and creating an effective learning process, making classes comfortable, interesting and fun.

3) The researcher started the lesson by asking questions. The researcher explains the material (descriptive text) and provides examples.

4) The researcher asked the students to make groups/groups. Then, the researcher asked the students to count one by one and the students who had the same number were combined into one group.

5) The researcher explained how to use collaborative writing

6) The researcher prepared the test and asked to students do the test.

7) The researcher and collaborators did evaluation of learning process. The type of the evaluation is the descriptive text.

b. Acting

In this action, the first activities were introduction and connection. Introduction was discussed about that would be studied. In this case, first the researcher instructions to get ready either physically or psychologically by expressing greeting *"Assalamu Alaikum waramatullahi wabarakatu"*. Refresh their concentration as like check the students attendance and motivating them to join in learning process. Second, the teacher explained purpose of learning process and also the basic competence that would be achieved. Third, the teacher delivers the scope of the learning material and gives little bit explanation about the little of research that would be studied.

The researcher asked the students, "have they studied descriptive text using collaborative writing?" Some students answered that they had studied descriptive text but they did not use collaborative writing.

In the first cycle, the researcher explained about the meaning of descriptive text, and explained one by one about the types of descriptive text.

After that, the teacher gave some examples. Then the researcher asked some students to make some examples on their paper.

Next, the researcher explained about the material being studied, and gave them time to ask questions that they did not know or were not clear about. Then, the researcher answers the questions and will give suggestions and will teach them how to make sentences in descriptive text correctly to students.

After that, the researcher asked students to collaborate on writing with other students and explain how to apply it. The teacher divides the class into several groups, each group consists of 3-4 people. Then the teacher conveys several themes that can be used as themes in making descriptive texts with collaborative writing techniques. then the group discusses the initial preparation in making descriptive texts using collaborative writing techniques, namely in the form of a compositional framework such as the structure of the short story, the elements in the short story (character, plot, setting, and point of view). Then write it down on a piece of paper. The paper is used as a guide in compiling short stories collaboratively. When finished, the descriptive text is read back in groups to be discussed again and then revised if there are things that are still lacking. After that, students rewrite the text that has been edited according to suggestions and input from other students. After final editing, the group submits the work to the teacher for assessment/feedback. At this stage students will get instructive comments and feedback from the teacher. Students must face the teacher together to get teacher corrections in terms of grammar and feedback related to meaning/ideas, order, style, spelling, and punctuation in commenting.

Based on the data analysis of the results of the researcher, if group A in the first cycle consisting of four students wrote describing people about R.A Kartini, the students' writings were still easy to understand even though they were not very good and their use of vocabulary was also lacking so it was difficult for researchers to read them. In group B, which consists of 4 students and also student B, who also writes describing people R.A Kartini is the best writing of all groups and the vocabulary they use is also easy to understand.

The last activity, were called as reflection. In this case, the researcher with the students made conclusion about the learning material that had been studied. In reflection, the researcher asked what they have studied during teaching and learning process. The researcher gave them more motivation for to be better students. The researcher told the students about the learning material would be studied in the next meeting and close the class by prayed together.

c. Observation

Based on the activities carried out by researchers and collaborators in cycle I, both of them observed learning activities during the pandemic that were not conducive, and there were still some students who were still confused about the collaborative writing. Then, most of the students were not conductive when the researcher asked them to describe the picture that had been explained by the previous researcher because most of them lacked writing skills, especially describing text.

Based on the evaluation of the students' scores presented in this cycle, they were relatively low, because most students could not describe the answers. This

means that the value of the students presented is quite good. The evaluation of the text description shows that most of the students' mastery of writing skills has a low score. The average score is only 66.75% (seen table 1.1).

Table 1.1

The Result of the Test in Cycle 1

No	Students	Score
1.	Student 1	40
2.	Student 2	50
3.	Student 3	75
4.	Student 4	50
5.	Student 5	60
6.	Student 6	55
7.	Student 7	85
8.	Student 8	80
9.	Student 9	50
10.	Student 10	75
11.	Student 11	70
12.	Student 12	85
13.	Student 13	85
14.	Student 14	95
15.	Student 15	65
16.	Student 16	45
17.	Student 17	75
18.	Student 18	55
19.	Student 19	65
20.	Student 20	75
	Mean Score	**66,75%**

The mean score of students test of cycle 1

$$P = \frac{F}{N} x 100\%$$

$$= \frac{1,335}{20}$$

$$= 66,75\%$$

The result of the observation about the students respond participant during the teaching and learning process. It can be seen bellow.

OBSERVATION SHEET

Indicators in observing students activeness :

Very active : - Always asking question

- Always show spirit to studying

- Always answer teaching question

Active :   - Asking question more

- Show spirit to studying

- Answer teaching question more

Less active : - Asking question once

- Sometimes show laziness and spirit to studying

- Answer teacher question once

Not active : - Never asking question

- Show laziness

- Never wants to answer teacher question

Table 1.2

The Observation of Students Participation Cycle 1

No	Students	Students Participations			
		Very active	Active	Less Active	Not Active
1.	Student 1		√		
2.	Student 2				√
3.	Student 3		√		
4.	Student 4			√	
5.	Student 5			√	
6.	Student 6				√
7.	Student 7	√			
8.	Student 8		√		
9.	Student 9				√
10.	Student 10			√	
11.	Student 11			√	
12.	Student 12	√			
13.	Student 13		√		
14.	Student 14	√			
15.	Student 15		√		
16.	Student 16				√
17.	Student 17	√			

| 18.	Student 18	√	
19.	Student 19	√	
20.	Student 20		√

Table 1.3

The Result of Observation Students Percentage in Cycle 1

Option	Frequency	Percentage
Very Active	6	30%
Active	6	30%
Less active	3	20%
Not Active	5	25%

The table 1.3 showed that there were 6 students (30%) very active, there were 6 students (30%) active, there were 5 students (20%) less active, and there were 5 students (25%) not active. It means that some of the students showed a low response and less participant in teaching process and teaching descriptive text by using collaborative writimg shown still not good.

Diagram 1

The Diagram Students Participant in Cycle 1
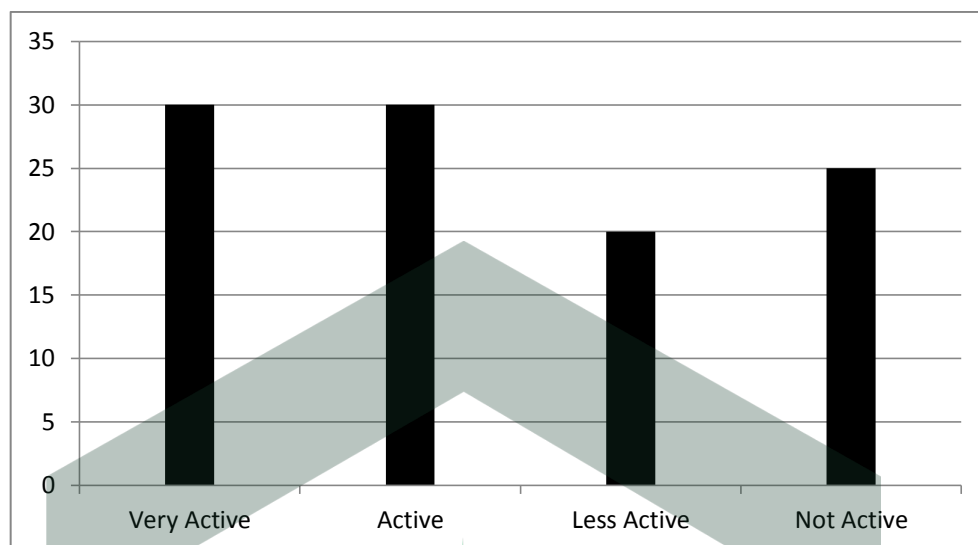
d. Reflection

There are several weaknesses in the first cycle. Most students are still confused about descriptive text. They are still confused by the rules of this activity even though it has been explained by the researcher. Student participation during the learning process is low, only 6 students are very active, 6 students are active, 3 students are less active, and 5 students are not. This means that the results in the first cycle are still low.

After making observation in the first cycle, the researcher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally. Most of students could not present their answer. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process. Therefore, there is a need for a new plan to overcome the problems that are still found in cycle I. Researchers

would be try some developments in terms of learning steps and how to use collaborative writing in the learning process.

2. Cycle II

After doing observation and reflecting in the first cycle, there were some weaknesses in the first cycle. Then, in order to decrease the weaknesses and to create the successful in the second cycle, therefore, in the second cycle was done. Based on the preparation as follows:

a. Planning

The planning in the second cycle as follows:

1) Setting the classroom to create learning process better.

2) Giving more motivation and positive suggestion to the students in order to be more active in learning process.

3) Telling their scores they got in the first cycle, and motivating students who get low score to increase their score.

4) Provide more intensive guidance to students in order to understand the meaning and describe the text correctly.The researcher explained again the material and gave some examples.

5) The researcher asked the students to make a groups.

6) The researcher asked the students to use collaborative writing.

7) The researcher and collaborator monitored the learning process.

8) The researcher gave tests to the students.

b. Acting

In the second cycle, first, the researcher asked questions about the material and explained descriptive text using collaborative writing well and easily, and gave them more guidance on how to understand it well and easily.

In this activity, the researcher again explained the material. However, this time the researcher did not have too much difficulty explaining the material because the teacher made groups and added many examples in teaching. Researchers only explain material that has not been understood by students. After that, the researcher gave the opportunity for students to ask questions if there was something they still didn't understand. If the researcher concludes that all students already understand. In the first cycle, the researcher asked the students to write descriptive text for each group on the paper that had been distributed and asked the students to describe the picture without doing the exercises first with the group. While in cycle II, the researcher gave practice questions to each group and each group did the exercise.

After the group finished simple sentences, the researcher asked the students to use collaborative writing. After that, the researcher corrected the answer. Then the researcher gave a score to the group whose answer y was more precise and faster and the answer was correct. Then the researcher gave feedback to the students about the wrong answers.

The researcher explains about the material being studied, the researcher gives time to ask questions that are not yet known and clear. Then the researcher

answers the question and will provide suggestions and the correct way to describe the text using collaborative writing to students.

Then, the researcher distributed the assignment sheets and asked the students to fill in the blanks. In this activity, researchers and students make descriptive texts by using collaborative writing about the learning materials that have been studied. Then the researcher asked again the difficulties experienced by students during the teaching and learning process. After that, the researcher again gave some positive suggestions to students such as encouraging, motivating, and giving more and more encouragement to students before ending the meeting.

Based on the data analysis of the results of the researchers in cycle II, student A in cycle II student A explained about describing people by using the correct writing technique so that the writing he wrote was very good and easy to understand and also the use of vocabulary that was so clearly visible that student A was very interested in writing. learning English, especially writing skills, student B in cycle II also showed improved writing and also described about the name of the place where students were also active in collaborating with other students but Student A was more interesting and enthusiastic when researchers taught using collaborative writing.

c. Observation

The condition of the class in the second cycle is different from the first cycle. In this case, most of the students got better and became more exiting. The students seemed happy to learn descriptive text using collaborative writing. They are more active in class during the learning process. They can focus on the

learning process when they practice in their groups. Student participation in learning descriptive text by using collaborative writing is more beautiful and better, because most students have practiced in asking, answering, responding to some questions given by the teacher.

Evaluation of students' understanding in learning descriptive text using collaborative writing showed that in this cycle students got better scores than in the first cycle. The results of the students' scores presented were an increase in fluency in presenting their answers. This means that the value of student results is good in presentations.

Evaluation on students showed that the students mastery on descriptive text in used collaborative writing were mostly in good scores. The mean score was increased. It can be seen in table 1.4.

Table 1.4
The Result Of The Students Test In Cycle 2

No	Students	Score
1.	Student 1	85
2.	Student 2	90
3.	Student 3	85
4.	Student 4	75
5.	Student 5	90
6.	Student 6	85
7.	Student 7	95
8.	Student 8	85
9.	Student 9	80
10.	Student 10	90
11.	Student 11	90
12.	Student 12	85
13.	Student 13	95
14.	Student 14	90
15.	Student 15	90
16.	Student 16	80
17.	Student 17	95
18.	Student 18	75

19.	Student 19	95
20.	Student 20	95
	Main Score	**87.50%**

The mean score of the students of cycle 2

$$P = \frac{F}{N} x 100\%$$

$$= \frac{1,750}{20}$$

$$= 87,50 \%$$

Based on the result of observation above, the students participant during teaching and learning process was increased. That means is more success than the first cycle. It can be seen below :

OBSERVATION SHEET

Indicators in observing students activeness :

Very active : - Always asking question

- Always show spirit to studying

- Always answer teaching question

Active :   - Asking question more

- Show spirit to studying

- Answer teaching question more

Less active : - Asking question once

- Sometimes show laziness and spirit to studying

- Answer teacher question once

Not active : - Never asking question

- Show laziness

- Never wants to answer teacher question

Table 1.5

The Observation of Students Participation Cycle II

No	Students	Students Participations			
		Very active	Active	Less Active	Not Active
1.	Student 1		√		
2.	Student 2		√		
3.	Student 3		√		
4.	Student 4	√			
5.	Student 5		√		
6.	Student 6	√			
7.	Student 7	√			
8.	Student 8		√		
9.	Student 9			√	
10.	Student 10	√			
11.	Student 11		√		
12.	Student 12		√		

No.	Name			
13.	Student 13		√	
14.	Student 14	√		
15.	Student 15		√	
16.	Student 16	√		
17.	Student 17	√		
18.	Student 18		√	
19.	Student 19		√	
20.	Student 20			√

Table 1.6

The Result of Observation Students Percentage in Cycle II

Option	Frequency	Percentage
Very Active	7	35%
Active	11	55%
Less active	2	10%
Not Active	0	0%

The table above showed that there were 7 students (35%) very active, there were 11 students (55%) active, there were 2 students (10%) less active, and also (0%) not active. It means the students response or participation was increased. Most of the students were happy and enjoyed learning descriptive text by used collaborative writing shown good.

Diagram 2

The Diagram Students Participant In Cycle II
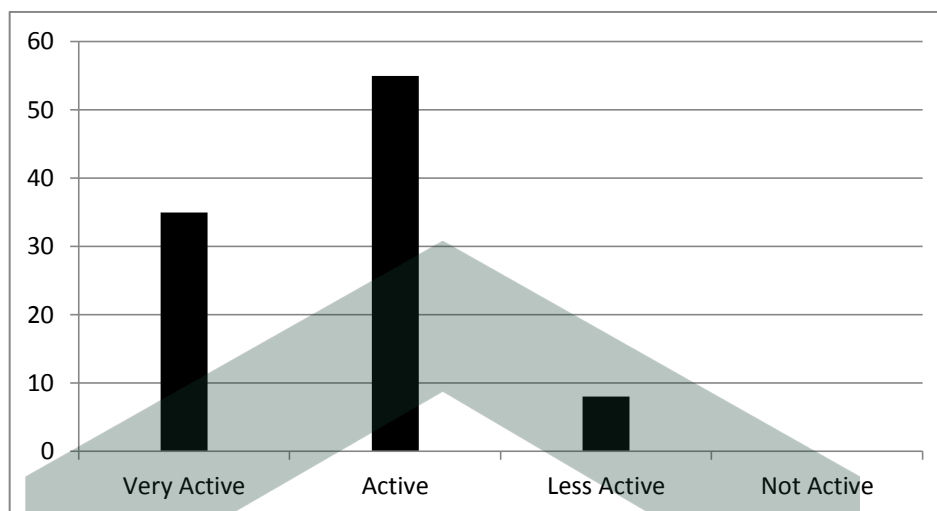
d. Reflection

Learning is very effective and conducive in this cycle because all students enjoy and are more interested in the learning process. Students pay attention to the clarification by the researcher until students can understand. Students find it easier to do descriptive text by using collaborative writing skills. Most of the students are active in learning, because they are fun to use collaborative writing. There are 7 very active students, 11 active students, 2 less active students, and not inactive students. This means that collaborative writing is very effective in learning to describe a text. The average score has reached 87.50%.Based on the result above, the teacher concluded that teaching descriptive text by using collaborative writing was effective.

B. Discussion

Taking into account the findings, the researcher presented the discussion of the data given to students, this illustrates to improve of students in teaching descriptive text by using collaborative writing. Students of SMA Negeri 3 Palopo experienced a decline in cycle I. This can be seen from the results of cycle 1 and cycle 2. Collaborative writing skills are effective in learning descriptive text in the eleventh grade of SMA Negeri 3 Palopo Palopo.

Improving students' writing skills by using collaborative writing. In this case, the researcher discussed the results of data analysis according to the scope of the research. This discussion is intended to find out to improve of students in writing skills by using collaborative writing.

Based on the results described above, it can be proven that students improve learning descriptive text through collaborative writing in the eleventh class of SMA Negeri 3 Palopo. Teaching is one of the effective and interesting learning that can be applied in the teaching and learning process. Collaborative writing is the right medium for learning English writing because students learn in different situations where students can collaborate with other students so that students are interested in learning it.

Teaching descriptive text in high school, especially for young students is not an easy way and teaching young students is different from teaching adults, with that we must have extra energy to teach them because young students have certain characteristics and need certain types. treatment. Teachers can use various ways to teach young learners such as collaborative writing, researchers believe

collaborative writing is the right way to learn English, especially writing skills because students can improve their writing skills.

The findings of this study are systemic in relation to previous research on the Use of Collaborative Writing to Improve Writing Skills related to the findings of previous studies. Among the three previous related studies, all findings show that students' descriptive text learning on students' collaborative writing is all used by students. On the other hand, there are also differences between the findings of this study and some previous studies.

The first previous research was conducted by Mokhammad Faisal Vicky Bahari (2017) The effectiveness of the collaborative writing method on the writing ability. Therefore, this study aims to determine the students' writing scores before being taught using the Collaborative Writing method. This is to find out the value of students' writing after being taught using the collaborative writing method. Likewise, the findings of Nelma Hartati Simamora, (2017). who stated the results of this study Collaborative Writing Techniques are more effective than Direct Instruction in learning to write, students with high creativity have better writing skills than students with low creativity, there is an interaction between teaching techniques and creativity in learning to write.

Another previous study found similar findings with this study regarding collaborative writing skills, Abdillah, Satriyo Yoga Aji (2011) found that the results of this study The results showed that collaborative writing was effective in improving students' writing skills. The students' post-test scores were significantly higher than the pre-test scores. This can be seen from the average score which

increased by 42.98. The average value of the pre-test was 36.32 and the average value of the post-test was 79.30. The students are interested in learning to write using collaborative writing. Finally, the researcher concludes that collaborative writing techniques can improve students' writing skills.

Based on the research, the application of collaborative writing in learning descriptive text in the eleventh class of SMA Negeri 3 Palopo, the results of data analysis, the researchers concluded that teaching basic descriptive text using collaborative writing had a good response, but most students experienced an increase in the application of methods to collaborative writing. this is indicated by a high percentage of the results of the score and the results of data observations. Therefore, teachers can apply through this method in the teaching process.
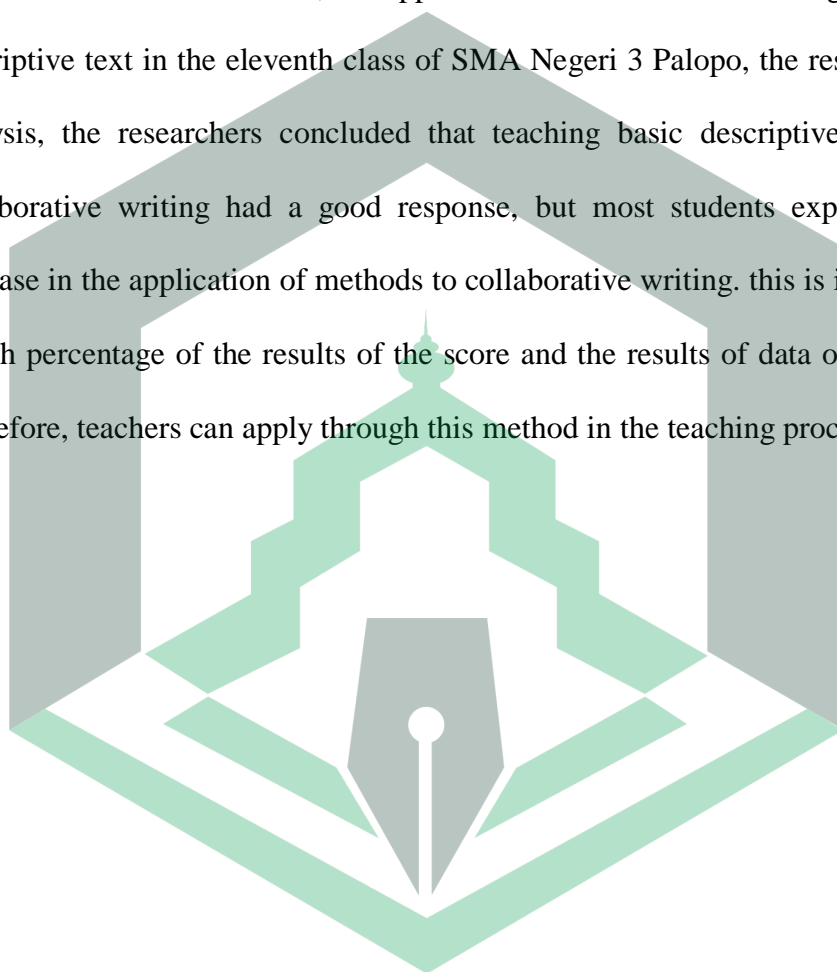
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the description in chapter IV, it is concluded that teaching descriptive text using collaborative writing can be achieved by motivating students before the researcher starts the lesson. Giving motivation includes: providing feedback between teachers and students to make summaries to cover the text, giving simple questions to students, students reading the text one by one, and finally students answering the question.

The researcher concludes that it can be proven that students improve descriptive text learning through collaborative writing in the eleventh class SMA Negeri 3 Palopo. Teaching is one of the effective and interesting learning that can be applied in the teaching and learning process. Collaborative writing is the right medium for learning to write English because students learn in different situations where students can collaborate with other students so that students are interested in learning it. Students are more interesting and enthusiastic when researchers teach using Collaborative Writing, meaning that it is effective in improving students' English writing skills in the learning process..

The ability to improve students' writing skills can be seen from the evaluation results which increased from cycle I (66.75) to cycle II (87.50). Improving the quality of learning can be seen from the percentage of students who experienced an increase in activeness from cycle I (67%) to cycle II (87%).

B. Suggestion

Based on the conclusion above, the researcher gaves some suggestions as follows:

1. The teacher

In the process of learning English, teachers must be more creative in applying models to students that can make them relax and enjoy the material and also researchers must make the classroom situation fun. One of them is by using collaborative writing. By using collaborative writing students are more active in solving problems and students are more interesting during the learning process. Teaching descriptive text using collaborative writing can improve students.

2. Students

By using collaborative writing skills, students can understand the lesson and easily make descriptive text, and students become more interesting during the learning process. So, students must use collaborative writing in teaching, especially in teaching descriptive text.

3. Other researcher

This research is expected to be a model for other researchers who are continuing this research and using the results of this study as a comparison material and initial information. So, according to researchers, in the learning process, especially teaching descriptive, teachers should apply better models in the classroom such as collaborative writing.

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APPENDICES
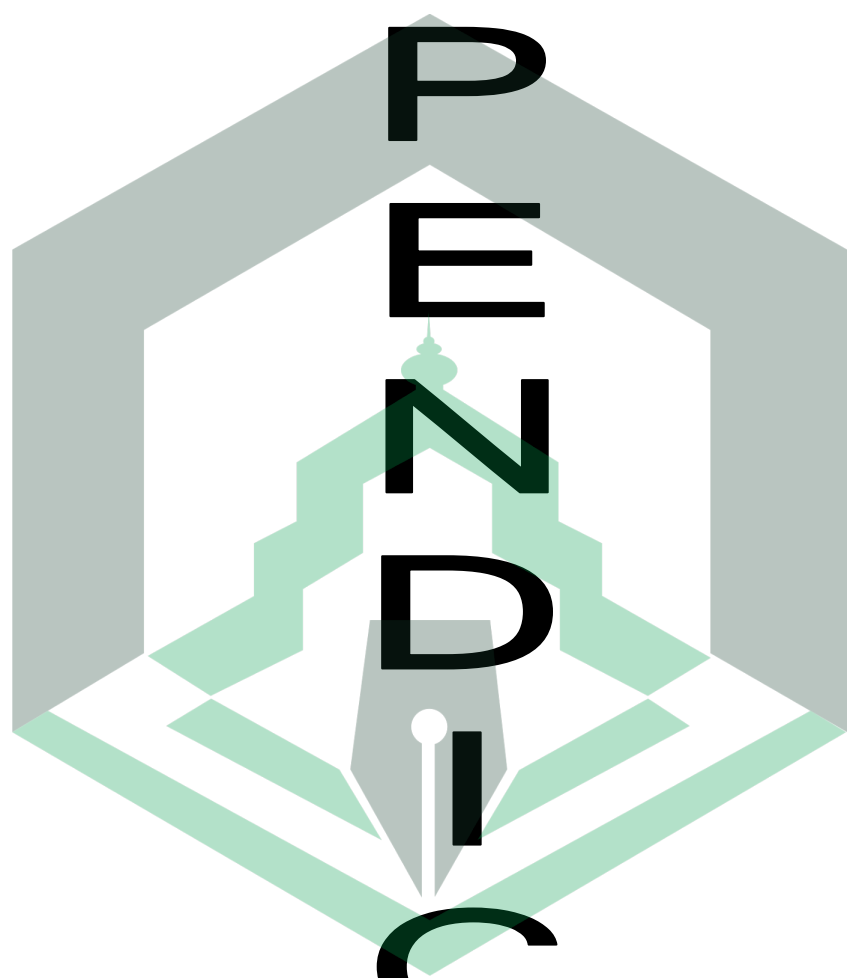
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN
No.946/In.19/FTIK/PBI/PP.00.9/01/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Seharni
NIM	:	16 0202 0083
Semester	:	XII (dua belas)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 19 %*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 31 Januari 2022

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

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LESSON PLAN (Fist Meeting)

Subject   : English
Grade   : XI MIA 5
Time   : 1 x Meeting
Subject   : Descriptive Text

LEARNING   IDENTITY

A. Learning objectives

Students are expected to be able to understand, know, identify and write simple descriptive texts: about people, animals, and object , by paying attention to social functions, structures, and linguistic elements, correctly according to context.

B. Learning Materials and the Strategy of the Lesson.
1. learning materials
   Writing Descriptive Text About People
   a. the   generic structure of the Descriptive text is, identification : Identifying the phenomenon to be describe and Description : Describing   the phenomenon   in Parts,qualities and or characteristics
   b. The language features of Descriptive teks are : Using attributive for example be (am,is,are)and   indentifying procces, using adjectives, using simple present tense , for example :go,eat fly, etc
   c. Task : Asking the student to write Desriptive text about people

2. the strategy of the lesson
   a. Theory   : Constructivism; Cognitivism
   b. Aproach   : collaborative
   c. Model   : dua arah
   d. Method   : Ceramah, Diskusi; Latihan/Praktik(*drill*)
   e. Technique   : Tudassipulung technique
   f. facility   :RPP,PPT,Book, media (wa, zoom,meet)

C. ASSESSMENT
1. Behavioral and writing skill assessment
2. Decriptive text

This learning   expected to be oriented towards writing skill (critical thinking, creative thinking, collaboration,communication, choice and voice and result product descriptive text from students.

LESSON PLAN (Second Meeting)

Subject   : English
Grade   : XI MIA 5
Time   : 1 x Meeting
Subject   : Descriptive Text

LEARNING   IDENTITY

  D. Learning objectives

Students are expected to be able to understand, know, identify and write simple descriptive texts: about people, animals, and object , by paying attention to social functions, structures, and linguistic elements, correctly according to context.

  E. Learning Materials and the Strategy of the Lesson.
  3. learning materials
     Writing Descriptive Text About People
     d. the   generic structure of the Descriptive text is, identification : Identifying the phenomenon to be describe and Description : Describing   the phenomenon   in Parts,qualities and or characteristics
     e. The language features of Descriptive teks are : Using attributive for example be (am,is,are)and   indentifying procces, using adjectives, using simple present tense , for example :go,eat fly, etc
     f. Task : Asking the   student to write Desriptive text about Ra.Kartini

  4. the strategy of the lesson
     g. Theory   : Constructivism; Cognitivism
     h. Aproach   : collaborative
     i. Model   : dua arah
     j. Method   : Ceramah, Diskusi; Latihan/Praktik(*drill*)
     k. Technique   : Tudassipulung technique
     l. facility   :RPP,PPT,Book, media (wa, zoom,meet)

  F. ASSESSMENT
     3. Behavioral and writing skill assessment
     4. Decriptive text

This learning   expected to be oriented towards writing skill (critical
thinking, creative thinking, collaboration,communication, choice and voice
and result product descriptive text from students

LESSON PLAN (Third Meeting)

Subject   : English
Grade   : XI MIA 5
Time   : 1 x Meeting
Subject   : Descriptive Text

LEARNING   IDENTITY

G. Learning objectives

Students are expected to be able to understand, know, identify and write simple descriptive texts: about people, animals, and object , by paying attention to social functions, structures, and linguistic elements, correctly according to context.

H. Learning Materials and the Strategy of the Lesson.
5. learning materials
   Writing Descriptive Text About People
   g. the   generic structure of the Descriptive text is, identification : Identifying the phenomenon to be describe and Description : Describing   the phenomenon   in Parts,qualities and or characteristics
   h. The language features of Descriptive teks are : Using attributive for example be (am,is,are)and   indentifying procces, using adjectives, using simple present tense , for example :go,eat fly, etc
   i. Task : Asking the student to write Desriptive text about Animal

6. the strategy of the lesson
   m. Theory   : Constructivism; Cognitivism
   n. Aproach   : collaborative
   o. Model   : dua arah
   p. Method   : Ceramah, Diskusi; Latihan/Praktik(*drill*)
   q. Technique   : Tudassipulung technique
   r. facility   :RPP,PPT,Book, media (wa, zoom,meet)

I. ASSESSMENT
5. Behavioral and writing skill assessment
6. Decriptive text

This learning   expected to be oriented towards writing skill (critical thinking, creative thinking, collaboration,communication, choice and voice and result product descriptive text from students

LESSON PLAN (Fourth Meeting)

Subject   : English
Grade   : XI MIA 5
Time   : 1 x Meeting
Subject   : Descriptive Text

LEARNING   IDENTITY

J. Learning objectives

Students are expected to be able to understand, know, identify and write simple descriptive texts: about people, animals, and object , by paying attention to social functions, structures, and linguistic elements, correctly according to context.

K. Learning Materials and the Strategy of the Lesson.

7. learning materials
   Writing Descriptive Text About People
   j. the generic structure of the Descriptive text is, identification : Identifying the phenomenon to be describe and Description : Describing   the phenomenon   in Parts,qualities and or characteristics
   k. The language features of Descriptive teks are : Using attributive for example be (am,is,are)and   indentifying procces, using adjectives, using simple present tense , for example :go,eat fly, etc
   l. Task : make Desriptive text about place " kota Palopo"

8. the strategy of the lesson
   s. Theory   : Constructivism; Cognitivism
   t. Aproach   : collaborative
   u. Model   : dua arah
   v. Method   : Ceramah, Diskusi; Latihan/Praktik(*drill*)
   w. Technique   : Tudassipulung technique
   x. facility   :RPP,PPT,Book, media (wa, zoom,meet)

L. ASSESSMENT

7. Behavioral and writing skill assessment
8. Decriptive text

This learning expected to be oriented towards writing skill (critical thinking, creative thinking, collaboration,communication, choice and voice and result product descriptive text from students

Result Cycle I

RA. KARTINI

"Habis gelap terbitlah terang"

. Describe the picture above!

RA. Kartini born on april 21 1879, in Jepara, religious muslim, he died on 17 september 1904, his parents name Raden mas adipati ario sosroningrat and Ma Ngasirah

RA. kartini Publish a book that is "Habis Gelap Terbitlah Terang". She is a national hero who fights for the emancipation of women. One Of RA kartini's struggles to raise the quality of life for women.

Good.

Conten = 25
Organization = 15
Grammar = 20
Vocab = 20
Mechanic = 0

RA. KARTINI

"Habis gelap terbitlah terang "

Describe the picture above!

RA. Kartini is an Indonesian hero who was born on 21 April 1879, and is usually commemorated *wat the meaning* on April 21. and died on 17 September 1909.

RA. Kartini has a very beautiful face and RA. Kartini hass good behavior that is good to be imitated as an authoritative *? Apa Artinya ?* woman and RA. Kartini published a book entitled *?* "Habis gelap terbitlah terang"

75

Content = 25
organization = 15
Grammar = 20
Vocab = 15
Mecanik = 0

A.
fair good.

RA. KARTINI

"Habis gelap terbitlah terang "

Describe the picture above!

In the picture, there is a Hero of the Independence Movement Named R.A Or Commonly known as kartini. In the picture, it is shown that she was a woman woman born in Jepara who born on April 21; 1879. And There is Also The place and date of the death of R.A kartini, namely in Rembang on 17 September 1904.

The picture, created by shabir, shows R.A. kartini, who is very beautiful and elegant. She looks beautiful in a green bebaya and her hair is in a yellow bun. The embellishment on his clothes gave a mo elegant image.

95

Very God.

B.

Conten = 30
Organization = 20
grammar = 20
Vocab = 10
Mechanik = 5

RA. KARTINI

"Habis gelap terbitlah terang "

Describe the picture above!

Raden Ajeng Kartini is someone from among the Javanese she was born on 21 april 1879 in the city of Jepara. her birthday was later commemorated as Kartini's day to

Raden ajeng kartini rongar is beautiful sha has auro skin, her eyes are round hard nose refuses to be flat, not trav01, sha has coinganrchanisma. Her hair is black and she often wears kabaya.

80

Good

Conten = 25
Organization = 15
Grammar = 20
Vocab = 20
Mechanik = 0

Result of Cycle II

Nama . Salim
Kelas : XI MIpa 5

Desribing place

Palopo City

Palopo was a city in south sulawesi
Bordering Kabupaten Luwu and Kabupaten
Luwu Utara. Palopo city is known as
"palopo Kota idaman" The population of palopo
city is arround 184,682 People. in Palopo.
Islam is one of the major religions adopted
by most of the people of Palopo city.

There are various culinary in the city
of Palopo. One of the most populer is
Kapurung. And palopo has many tourist
destination, including Kambu, Latuppa, Agro
and eet.

• Palopo is one of the city in south Sulawesi
• Major → Majority
• Pupular Bukan Populer.

Conten = 25
Organization = 20
Grammar = 15   80
Vocab = 20
Mechanic = •

Nama : Aulia
Ctar kelas : XI MIPA V

Palopo City existed

The city of palopo (has been around since) about the time of 14th century. Its strategic location, located on the safront makes this are crowded by traders. therefore also in the 15th century the city at that time named ware was made the capital of the kingdom of luwu replacing pattimang by datu pattiware. he was the first luwu king to convert to islam. Futhermore   king luwu.

In addition the transfer of the capital was carried out by a civil war between the crown princes, also known as the nort-South war, so that the area that was chosen in the middle as the capital of the Sultanate of luwu. → The kingdom of luwu.

luwu kingdom itself is the oldest kingdom in South Sulawesi with areas that include (luwu, north luwu, East luwu and palopo city, Tana Toraja, kolaka (Southeast Sulawesi) to Poso.

Conten = 30
Organization = 20
grammar = 10
Vocab = 20
mechanic = 5

85

Name : Machu Hadiya
Class : XI MIPA J   Date : _____
Describing place

                    Palopo city   ▲ Visiting
    Palopo is known as the town of education, also
known as the town of Idaman. Entering the region of
palopo is a mountainous area, and on the other side is
a stretch of sea that we can enjoy along along the way,
Palopo is one of the principal places of cleanliness and
beauty to be known as comfort place. Palopo is known
for such specialized foods as peas, pacos, cassia and.
other foods not only is it presented as wonderful vacation
destination for family use, a nature tour well known
as a matem along river, Latuppa Falls, kambo Hills
Agro Hills. The beauty acidity and cleanliness of his.
environment made palopo city an extremely cool city
because a tourist and culinary center.
                                                      its

not only → Morover it present at

        Conten   = 30
        developing idea = 20
        grammar   = 20
        Vocab   = 14   90
        mecanih   = 5

Nama : Annisa Fatiha Husna
class : XI MIPA 5
Date : _____

Palopo city

Palopo is one of the 3 major cities of sulawesi. known as Makassar, Parc-Parc, and Palopo. Palopo is a town rich and rich traditions and culture. Palopo also became one of the cities that has so much historic heritage, among other forms of historical heritage that we are able to visit to the mosque Jami', istana Datu tuuu, the musium Batara guru the paniel Church south of the gaspa football field and to eat Lookkoe on its way Dr. Ratulangi palopo city.

so it is not uncommon for students to visit with relich found in palopo. Much of the city of palopo became object of historical research. The palopo is rich in traditions, culture, traditions that reflect cultural norms and history that are still alive to this day.

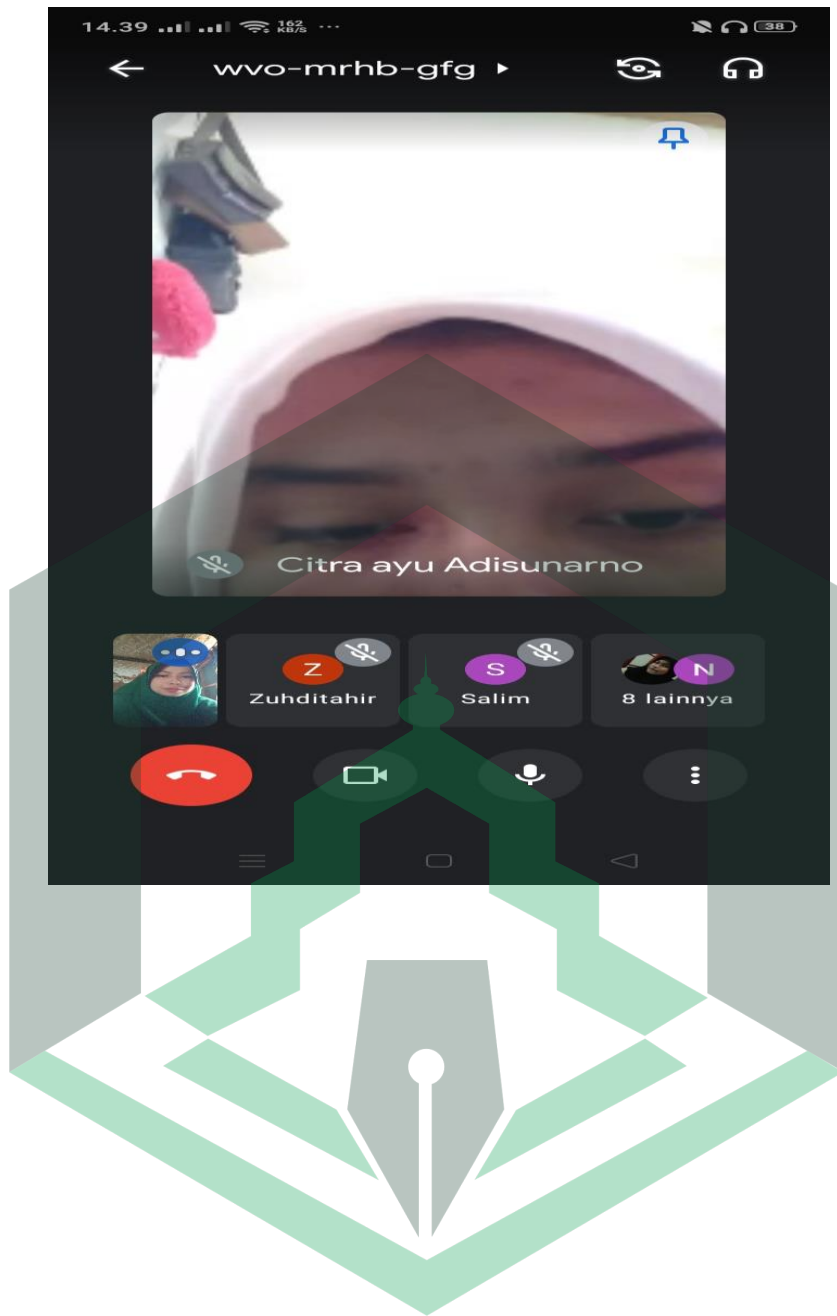Jami mosque.

Conten : 25
Vocab : 20
organization : 20   90
grammar : 20.
Mecum : 5

DOCUMENTATION : First Cycle

DOCUMENTATION : Second cycle

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 3 PALOPO
Alamat : Jln. Andi Djemma No. 52 Telp./Fax (0471) 21306 E-Mail : smanet.palopo@yahoo.com Palopo 91911

SURAT KETERANGAN PENELITIAN
Nomor : 070/0785-UPT SMA.03/PLP/DISDIK

Yang bertanda tangan dibawah ini :

Nama	: **HAIRUDDIN, S.Pd., M.Pd.**
Jabatan	: Kepala UPT SMA Negeri 3 Palopo

Menyatakan dengan benar bahwa :

Nama	: **SEHARNI**
NIM	: 16 0202 0083
Tempat Tgl Lahir	: Ballakajang, 23 Maret 1998
Jenis Kelamin	: Perempuan
Prodi	: Pendidikan Bahasa Inggris
Pekerjaan	: Mahasiswa(i)
Alamat	: Balandai
Perguruan Tinggi	: INSTITUT AGAMA ISLAM NEGERI PALOPO.

Telah mengadakan Penelitian pada tanggal 19 April   s.d. 09 Juni 2021, dalam rangka penyusunan *Skripsi* yang berjudul :

"The Use of CollaborativeWriting to Improve Writing Skill at Senior High School Number 3 Palopo"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 01 November 2021
Kepala,

HAIRUDDIN, S.Pd., M.Pd.
Pangkat : Pembina Tk. I
NIP. 19690905 199412 1 007

BIOGRAPHY

Seharni, was born in the Ballakajang on March 23, 1998, third child of three children. The fruit of a love couple from my father's "Rabbi" and mother "Aminah". The authors first received their education at age 7 in elementary school (sd) SDN 7 komba in 2004 and completed in 2010. The same year the author continued his education to the first high school (junior high) at SMPN 1 LAROMPONG and seelist in 2013. In the same year, the author went straight to high school, which is exactly SMAN 1 LAROMPONG which at this time has been renamed upt. 3 Luwu high school, the writer majored in science and finished in 2016. In 2016 a writer registered to one of the nation's colleges in palopo, the school of tarbiyah and teacherst at the institute of islamic religion (IAIN) Palopo sand was awarded a bidikmission scholarship during bachelor school in IAIN Palopo , and completed in 2022.

Thanks to god's direction and help, effort, and prayer, the motivation of both parents to carry out academic activities in other palopo, alhamdulillah the author was able to complete the final task of thesis under the title "..........."