ABSTRACT
Efendi, Mahfud. 2009. Using Collaborative Technique to Improve the Ability of Students at MTsN Pulosari-Tulungagung in Writing Descriptive Texts. Thesis, English Language Education, Graduate Program State University of Malang. Advisors: (1) Dr. Arwijati Wahjudi Murdibjono, M.Pd, Dip. TESL, (2) Dr. Suahramanto, M.Pd.

Key words: collaborative technique, writing ability, descriptive texts

From the preliminary study, it was found that the students had unsatisfactory achievement in writing and unmotivated in the teaching and learning process. This could be caused by monotonous teaching which the students learn individually in competitive condition. Therefore, Collaborative technique was designed to improve the ability of grade eight students at MTsN Pulosari-Tulungagung in writing descriptive texts.

This study was a collaborative classroom action research (CAR) in which the researcher, as a teacher, and the collaborator, as an observer, worked together in all stages, namely planning, implementing, observing, and reflecting. The study was conducted in a cyclical procedure. Instruments used to gauge data were Observation checklist, Field note, Analytical scoring rubric, and Questionnaire. The subjects of the study were 36 grade eight students (class VIII C) at MTsN Pulosari-Tulungagung in the 2008/2009 academic year.

The result of the study proved that the implementation of the Collaborative technique in one cycle could improve the ability of grade eight students at MTsN Pulosari in writing descriptive texts. It was indicated by the score of 65 percents students reached 60 or higher in the range of 1-100 scale. Besides, the technique also raised the students’ motivation as indicated by the students’ active involvement and the students’ participation toward activities in the teaching and learning process. In addition, the students had Good and Very Good responses toward the implementation of the technique. The appropriate model of this technique followed certain procedures: (1) (re)grouping the students into pairs, small groups, or large groups, (2) assigning the groups to complete the incomplete model of texts provided by the teacher, (3) assigning the groups to discuss the determined writing tasks and asking each students to take notes individually, (4) promoting the groups to work together in accomplishing the writing task, (5) encouraging the students to help one and another in order to back up members of the group who are possibly weak in the writing tasks, (6) assigning the students to do the writing task individually by considering the result of discussion as valuable input for composing individual work.

Based on the findings above, English teachers are suggested to apply the Collaborative technique by adapting or modifying it properly based on the condition of their classes. To future researchers, it is recommended to map the students’ ability in advance and score the students’ work for each meeting, not record the students’ progresses through their active involvement without giving scores to the students’ writing during the teaching and learning process.

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