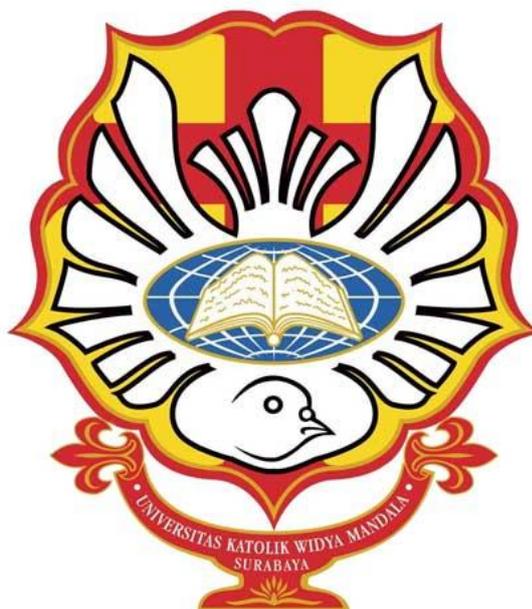


**The Effect of Using Collaborative Writing Technique
on the 8th Grade Students' Writing Achievement**

A Thesis

**In partial fulfillment of the Requirements for Sarjana
Pendidikan Degree in English Language Teaching**



By

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1213012019

ENGLISH EDUCATION STUDY PROGRAM
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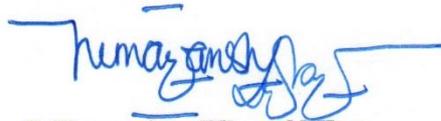
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Surabaya, June 2016

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ABSTRACT

Sari, Icha Purnama. (2016). *The Effect of Using Collaborative Writing on the 8th Grade Students' Writing Achievement*. S-1 Thesis. The English Department of Widya Mandala Catholic University, Surabaya.

Advisors : M.N. Siti Mina Tamah, Ph.D.

Keywords : writing, collaborative writing, group work, individual writing, writing achievement, narrative writing.

Nowdays, some people in our country use English as their foreign language to communicate. English has also become an important subject that has to be mastered by the students in schools. Writing, as one of the language skills is considered a difficult subject by the students.

In this study, the researcher focuses on the effect of using Collaborative Writing Technique on the 8th grade students' Writing achievement. The reseacher used quasi-experimental research using non-randomized pre-test and post-test group as the design with t-test. The data was taken from a private junior high school in Surabaya. The researcher used Collaborative Writing Technique for the Experimental group and Individual Writing Technique for the Control group.

To answer the research question; "Do eighth grade students who are taught using Collaborative Writing Technique show higher achievement in Writing than eight grade students who are taught using Individual Writing Technique?", the researcher collected the data. First, the researcher gave a try out to the pilot class. The try out was the pretest, posttest, and one time lesson plan to be implementation for Collaborative Writing Technique's class. After that, the researcher asked the English teacher in that school to conduct the pretest, the treatments, and the posttest to the Experimental and Control groups. The pretest and the posttest were the same. The students were asked to write a narrative essay consists of around 100-200 words. The treatments for Experimental group taught using Collaborative Writing Technique and the control group taught using Individual Writing Technique were conducted four times.

Based on the t-test calculation, the researcher found that the mean of gain scores of pretest and posttest in the experimental group was 11.92 and the mean of gain scores of pretest and posttest in the control group was 7.75. With the level of significance at 5%, the researcher found that the t observation (t_o) of the experimental group and the control group was 3.12. Since t_o (3.08) is greater than t_{table} (2.01), H_o is rejected and H_a is accepted. It means that there is a significant difference between the writing achievement of students taught using Collaborative Writing Technique and those taught using Individual Writing Technique. It can be concluded that the students taught using Collaborative Writing Technique had better writing achievement in narrative essay than those taught using Individual Writing Technique.