

**The Effect of The Eighth Graders' Collaborative Writing on Their
Descriptive Writing**

A THESIS

**In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



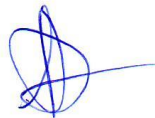
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2017**

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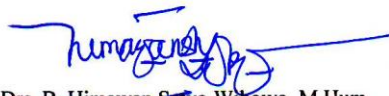
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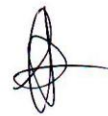
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ACKNOWLEDGMENTS

The writer would like to thank God for all His blessings during the process of finishing the thesis. Also, the writer would like to deliver her gratitude to several people who have given their valuable guidance and support. Her deepest gratitude is delivered to:

1. Hady Sutris Winarlim, M.Sc., the writer's advisor, who has patiently guided and given suggestions and encouragements in finishing this thesis.
2. Dr. V. Luluk Prijambodo, M. Pd., the examiner who has given the researcher a lot of meaningful advice to the researcher in finishing her thesis.
3. B. Himawan Setyo, M.Hum., the examiner who has contributed his support and advice to the researcher in finishing her thesis.
4. All the lecturers and staffs of the Faculty of Teacher Training and Education of Widya Mandala Catholic University for their kind help, suggestions, and encouragement throughout the writer's study period.
5. The writer's parents, Hendri and Mersilia Rosita, who have given a never ending support for her to finish the thesis.
6. All the writer's beloved friends, especially Jennifer Wirayang, Naomi Wahyuni Susanti, Irene Levina, Rosaria Agustin, Meggy Themelo, and Evelyn Cahyadi, Septa Kristanti, and Selvi Ainin Oktavia who have been giving supports, help and motivation to the writer.

Finally, the writer would like to thank all the people who could not be mentioned one by one for their supports so that the writer could finish this thesis.

Surabaya, June 2017

Regia Monika

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ABSTRACT

Monika, Regia. 2017. "The Effect of The Eighth Graders' Collaborative Writing on Their Descriptive Writing". S-1 Thesis. The English Department of Widya Mandala Catholic University, Surabaya. THE EFFECT OF THE EIGHTH GRADERS' COLLABORATIVE WRITING ON THEIR DESCRIPTIVE WRITING

Advisor : P. Hady Sutris Winarlim, M.Sc

Keywords : collaborative writing, individual writing

Writing is one of the four basic skills that is taught in English. Writing is very important because it improves our communication skills, creative thinking and creativity. Writing in a group is a very effective tool to generate ideas and for getting a job done. In writing, students usually have a difficult time in creating ideas. Collaborative writing technique helps students develop their writing skills.

In this study, the writer used a quasi-experimental method with two groups pre-test and post-test design. The subjects of this study were the eight grade students of a Catholic Junior High School in Surabaya. The writer took three classes as the try out class, experimental group and control group. The experimental group was taught by collaborative writing while the control group was taught by individual writing. The treatments were given eight times for eighty minutes each on both classes; experimental and control groups. The teacher used writing test in pre-test and post-test. The means were analyzed using paired t-test formula.

Based on the result of the analysis, the score test on class 8A increased by 1.05 while class 8E increased just by 0.04. It can be concluded that the students taught using the collaborative writing technique performed better than the ones taught using the individual writing technique.

The calculation of paired t-test in collaborative writing class showed that the significant p-value is $0.003 < 0.05$. It is concluded that there was a significant difference in the collaborative writing technique. Meanwhile, in individual writing class, significant p-value is $0.766 > 0.05$. It is concluded that there was no significant difference in the individual writing class.

In variance test, p-value score is $0.853 > 0.05$. It is concluded that the variance from both classes did not have a significant difference. The data were included in equal variance.

Based on the calculation of paired t-test, the writer finds the significant value was $0.001 < 0.05$. The result of the calculation of the students' writing test in both experimental and control group showed that collaborative writing yields a significant effect. Collaborative writing has been proven that it can improve students' scores and helped students in doing writing. Collaborative writing is effective technique to be used in teaching writing.