

Collaborative Writing: It's Influence towards Students' Recount Text Ability

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ABSTRACT

This study aimed to examine the effectiveness of the Collaborative Writing method in improving the ability of tenth-grade students to write recount texts through an experimental approach comparing an experimental class and a control class. The total population in this study consists of 61 students divided into two classes. The researcher selected two classes as the research sample, one as the experimental class taught using the Collaborative Writing method and the other as the control class taught without the Collaborative Writing method. In conducting the research, the researcher employed an experimental method. Writing tests or t-tests were used to measure students' writing abilities through the Collaborative Writing method. Students were asked to describe their experiences, and the test results were recorded as data on students' writing abilities, assessed using the scoring system proposed by Yendra Pratiati. The researcher determined the average value (\bar{x}) and variance (s^2) before applying the t-test formula. The average score of the experimental class taught using the Collaborative Writing method was $x^2_{ratio} = 7.77$, while the average score of the control class taught using direct instruction was $x^2_{ratio} = 7.23$. The null hypothesis (H_0) is rejected if $x^2_{ratio} \geq x^2_{table}(1-\alpha)(k-3)$. At a 5% significance level, $x^2_{table} = 7.81$, and at a 1% significance level ($\alpha=0.01$), $x^2_{table} = 11.3$. Based on these results, the null hypothesis (H_0) was accepted. The researcher used the cluster random sampling technique to select the sample, and the t-test statistical formula was employed to test the hypothesis in this study. Based on data analysis results, the researcher found that the t-test > t-table (t-test = 3.10, and t-table = 2.70 at the 1% significance level, and t-table = 2.02 at the 5% significance level). This indicates a positive influence of collaborative writing on students' ability to write recount texts.

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1. INTRODUCTION

Writing ability is one of the fundamental skills that holds significant importance in the field of education. Writing not only serves as a medium to express ideas and thoughts but also acts as an indicator of students' ability to understand, organise, and convey information in a structured manner. However, many secondary school students encounter difficulties in writing, particularly in developing recount texts, which require mastery of text structure, grammar, and an adequate

vocabulary. These challenges are often attributed to conventional teaching approaches that fail to actively engage students in the learning process. Research by Mustikawati [1] highlights that most students in Indonesia face significant challenges in writing due to the lack of innovative and interactive teaching strategies. Recount texts, as a type of narrative text, play a crucial role in students' writing learning. These texts help students reflect on their experiences in an organised manner, ultimately enhancing their critical thinking and communication skills. According to Hyland [2], recount texts also offer students the opportunity to understand the relationships between events, causes, effects, and the emotions involved. Despite this, research by Rahmat and Anjani [3] reveals that students often struggle to write recount texts, especially in developing ideas and maintaining consistency in grammar usage.

One innovative approach that can address these challenges is collaborative writing. This approach involves students working in groups to compose texts, allowing them to share ideas, discuss, and provide feedback to one another. According to Storch [4], collaborative writing encourages students to think critically, improves communication skills, and results in higher-quality writing compared to individual methods. This collaborative approach aligns with Vygotsky's socio-cultural theory [5], which emphasises the importance of social interaction in the learning process. Vygotsky argues that social collaboration can accelerate students' cognitive development as they learn from one another through discussion and reflection. In this context, collaborative writing not only enhances students' technical writing skills but also helps them develop essential interpersonal skills, such as teamwork and problem-solving [6]. Furthermore, previous research by Widyaningsih and Rahmawati [7] demonstrates that collaborative writing can boost students' motivation in learning to write. This motivation is crucial, as writing is often considered the most challenging skill to master in language learning [8]. In their study, students engaged in collaborative writing activities showed higher participation and enthusiasm in completing writing tasks compared to those learning individually. Similar findings by Suwandi and Anjani [9] indicate that collaborative writing is effective in improving students' ability to write descriptive texts in Indonesia.

Although the benefits of collaborative writing have been widely recognised, research specifically evaluating its impact on students' ability to write recount texts remains limited. Therefore, this study aims to fill this gap by assessing the influence of the collaborative writing method on the ability of tenth-grade students to write recount texts. The research involves two groups of students: an experimental class taught using the collaborative writing method and a control class taught through direct instruction. By employing an experimental design and cluster random sampling technique, this study seeks to provide empirical evidence of the effectiveness of this approach in improving students' writing skills [10]. One notable aspect of this research is the use of the scoring system developed by Yendra Pratia [11], which is designed to evaluate students' writing abilities comprehensively. This system includes various assessment aspects such as grammar, vocabulary, organisation, and creativity, all of which are critical in producing high-quality recount texts. Additionally, the study employs the t-test to test hypotheses and analyse data, ensuring statistically reliable results [12]. The contextual approach of this study also adds significant value. By asking students to describe their personal experiences, the research not only helps students understand the structure of recount texts but also enhances their ability to reflect critically on their experiences. According to Brown [13], contextual approaches like this can increase student engagement in learning and make the process more meaningful. Research by Anderson and Krathwohl [14] supports this idea, stating that experiential learning helps students internalise concepts more effectively.

In the context of education in Indonesia, the collaborative writing approach aligns with the 2013 Curriculum policy, which emphasises the importance of activity-based and collaborative learning. According to the Ministry of Education and Culture [15], teaching strategies that actively involve students can enhance the overall quality of learning. Hence, this study not only provides theoretical contributions but also holds significant practical implications for the development of educational policies in Indonesia. Relevant research includes a study by Cheng et al. [16], which found that collaborative writing can help students overcome anxiety in writing. Such anxiety often serves as a major barrier for students in developing their writing skills. By working in groups, students feel more confident as they can support and learn from one another. This is further supported by research by Zhang and Zou [17], which shows that students involved in collaborative writing

activities experience lower stress levels compared to those learning individually. The novelty of this research lies in the application of the collaborative writing method to recount texts using a contextual approach that involves students in describing their personal experiences. By focusing on this specific genre, the study offers new insights into how collaborative learning methods can be applied to enhance students' writing abilities at the secondary school level. Moreover, this research contributes to developing more innovative teaching strategies that address students' needs in the modern era.

This study not only provides theoretical contributions to the field of education but also offers practical approaches to improving students' writing abilities. By demonstrating the effectiveness of collaborative writing in learning recount texts, this research is expected to serve as a reference for teachers and educators in designing more effective and innovative teaching strategies. Furthermore, these findings can support the development of education policies that are more responsive to students' needs and the challenges of 21st-century learning.

2. METHOD

This study employed a quasi-experimental design with a pretest-posttest control group approach. The design involved two groups of students: an experimental class taught using the collaborative writing method and a control class taught using the direct instruction method. This design was chosen to enable the researcher to measure the structured impact of the collaborative writing method on students' ability to write recount texts. The design emphasised the importance of internal and external validity in experimental research.

The research preparation began with the following steps: Identifying the research population, which consisted of Year 10 students at the chosen research site, Employing cluster random sampling to select two classes as the research sample: one class as the experimental group and the other as the control group, Developing research instruments, including collaborative writing instructional guidelines and a writing assessment system and Training the involved teachers to ensure consistent implementation of the collaborative writing method and the direct instruction method.

To test the hypothesis, a t-test was used as the primary statistical method. This test was conducted to determine whether there was a significant difference between the post-test scores of the experimental and control groups. The null hypothesis (H_0) was rejected if the calculated t-value exceeded the critical t-value at a specific significance level ($\alpha = 0.05$ or $\alpha = 0.01$). Data analysis included calculating the mean scores, variance, and distribution of scores. This analysis aimed to evaluate the effect of collaborative writing on students' recount text writing abilities. Additionally, a descriptive analysis was conducted to illustrate performance differences in writing between the experimental and control groups. The results of the analysis were supported by theoretical references from Brown [19] and Anderson [20], who emphasised the importance of collaborative approaches in writing instruction.

To ensure the validity and reliability of the research findings: The assessment instruments were validated with the assistance of education experts, The reliability of the test scores was calculated using Cronbach's Alpha coefficient ($\alpha > 0.7$) and Supervision of treatment implementation was conducted to ensure consistency in the application of teaching methods. Through this approach, the study aims to provide robust empirical evidence regarding the effectiveness of the collaborative writing method in enhancing students' ability to write recount texts.

3. RESULTS AND DISCUSSION

3.1 Results

The results of this study indicate a significant difference in the writing abilities of students in the experimental class, taught using the collaborative writing method, and the control class, taught using the direct instruction method. Post-test data were analysed using a t-test to test the research hypothesis. Below is a summary of the data analysis results:

Tabel 1. Post-Test Statistical Data

Class	Mean	Variance	Number of Studens
Experimental	83,5	12,4	30

Control	76,2	10,8	31
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Data Analysis Steps

The t-test formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Description:

x: mean scores of the experimental and control classes

s: variances of the experimental and control classes

n: number of students in each class

Substitution of Values:

Critical Value: Based on the t-distribution table, for a specific degree of freedom at a significance level, the t-table value is 2.00, leading to the rejection of the null hypothesis.

3.2 Discussion

The analysis results show that the collaborative writing method significantly and positively impacts students' writing abilities. The mean score of students in the experimental class was higher than that of the control class, as demonstrated by the t-test results. This method enables students to exchange ideas, provide feedback, and collaborate in producing recount texts. These findings are consistent with studies by Brown [19] and Anderson [20], which highlight the role of collaborative approaches in enhancing student engagement in the learning process.

To ensure accuracy, the validity of the assessment instruments was verified with the help of educational experts, and reliability was measured using Cronbach's Alpha coefficient ($\alpha > 0.7$). The reliability value indicates that the instruments were highly reliable. Supervision of the teaching implementation was also conducted to ensure consistent application of the methods in both classes. These results hold significant implications for teaching writing, particularly in improving students' recount text writing abilities. The collaborative writing method offers an effective alternative for enhancing students' writing skills. Moreover, this method can be applied in various other learning contexts. A descriptive analysis of the data was also conducted to illustrate differences in student performance. Below is the distribution of post-test scores:

Score Range	Number of Students in Experimental Class	Number of Students in Control Class
90-100	8	2
80-89	15	10
70-79	6	12
<70	1	7

The distribution of scores indicates that students in the experimental class achieved higher scores compared to those in the control class. Implementing the collaborative writing method proves to be an effective alternative for addressing challenges in teaching writing, particularly recount texts. This method not only improves students' academic outcomes but also provides additional benefits in developing social skills such as communication, teamwork, and constructive feedback. By actively involving students in the learning process, this approach fosters a more interactive and meaningful learning environment. This study supports the principles of the 2013 Curriculum, which emphasises activity-based and collaborative learning. The collaborative writing method aligns with active learning principles, where students are not merely recipients of information but active participants in the learning process. The findings also provide empirical evidence that collaborative approaches can enhance student motivation and help them overcome the anxiety often associated with writing tasks.

The research offers practical recommendations for teachers to adopt collaborative learning methods more frequently when teaching writing skills. Through this method, teachers can design activities that engage students in group discussions, idea sharing, and joint writing, fostering holistic

development in their writing skills. The study also highlights the importance of using comprehensive assessment systems to evaluate various aspects of writing skills, such as grammar, vocabulary, organisation, and creativity. This approach provides a more thorough understanding of students' abilities and promotes targeted teaching. Based on the statistical analysis and discussion, this research demonstrates that the collaborative writing method is significantly more effective than the direct instruction method in improving students' recount text writing abilities. Therefore, these findings contribute to the development of collaborative learning theory while offering practical guidance for educators in designing innovative teaching strategies that meet students' needs in the modern era. Future research is recommended to explore the application of this method to other text types or different educational levels to broaden its benefits and further contribute to the development of effective teaching methods for enhancing students' writing skills..

4. CONCLUSION

The collaborative writing method offers an effective alternative in teaching writing in classrooms, particularly for recount texts. This method not only helps students master technical writing skills but also boosts their confidence and motivation in completing tasks. This study supports previous findings by Storch [5], who stated that collaboration can enhance the quality of writing through discussion and idea-sharing. This approach aligns with constructivist learning theory, which emphasises the importance of social interaction in knowledge construction. As explained by Vygotsky [6], collaboration enables students to learn from their peers through the zone of proximal development, where they can solve problems they could not tackle on their own. These implications are highly relevant to supporting educational policies in Indonesia, particularly those based on the 2013 Curriculum, which emphasises active and collaborative learning [16].

The results of this study also highlight the importance of using a contextual approach in teaching writing. By asking students to write about their personal experiences, this research not only improved their writing skills but also helped them reflect on their experiences in more meaningful ways. This approach supports Brown's [14] assertion that experiential learning has a deeper impact on students' understanding. The study provides several significant contributions to the field of education. Theoretically, it strengthens the scientific foundation regarding the effectiveness of the collaborative writing method in teaching student writing. Practically, it offers innovative and relevant teaching strategies to enhance students' writing skills, which can be adopted by teachers across various educational levels. This method also provides a richer learning experience by encouraging meaningful interactions among students, thereby fostering a more inclusive and enjoyable learning environment.

Several limitations of this study should be noted: it was conducted on only one type of text, namely recount texts, so the results may not be generalisable to other text types; the limited duration of the study may have affected the depth of the findings; and the study did not explicitly explore the role of the teacher in facilitating collaborative writing activities, which is actually a critical factor in the successful implementation of this method. For future research, it is recommended to explore the application of the collaborative writing method to other text types, such as narrative, descriptive, or argumentative texts, as well as to extend the study duration to obtain more comprehensive results.

Future research could also investigate how the use of technology, such as digital collaboration tools, can enrich the implementation of this method. Technology can provide more flexible spaces for students to collaborate outside classroom hours, thereby maximising learning potential. The use of digital tools could also offer more detailed data on the student collaboration process, which could assist teachers in providing more effective feedback. This study is expected to serve as a valuable reference for teachers, educators, and policymakers in developing more effective and relevant teaching strategies to meet students' needs in the globalisation era. With the increasing demand for written communication skills across various fields, implementing methods like collaborative writing can be key to equipping students with the abilities needed for future success.

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