THE EFFECT OF USING COLLABORATIVE WRITING METHOD ON STUDENTS' WRITING RECOUNT TEXT AT GRADE TEN OF SMK YP 1 HKBP PEMATANGSIANTAR

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ABSTRACT

This study was focused on the effect of using collaborative writing on students' achievement in writing recount text. The objective of this research was to find out the significant effect of collaborative writing on students' achievement in writing recount text at students grade ten in SMK YP 1 HKBP Pematangsiantar. Two classes was taken as the sample of this research. The class X-MP as the experimental group that taught by using collaborative writing and X-MM as the control class taught by conventional method. This research design is quantitative research were gained by assessing the students' writing skills through the pretest and posttest. The instrument of collecting data was writing test. After collecting data, it was found the main score of pretest to post test in experimental group was 48.47 to 89,647. The data were analyzed by using t-test formula. The result showed that the t-test is higher than the value of t-table. (5. 68 > 1.69 (α = 0.05)) with the degree of freedom (df) = 32. Based on the data analysis of the study, the result indicates that the alternative hypothesis (Ha) was accepted. It means that there is a significant effect of using Collaborative writing on students' achievement in writing recount text of students grade ten in SMK YP1 HKBP Pematangsiantar.

Keywords: article; Effect, collaborative writing, teaching technique, recount text

1. INTRODUCTION

As we know that every human being in this world needs to interact each other, and language is the most important aspect in human interaction. Language is an important thing to do the communication. Language is primary source of communication. Without existence of language, of course the people will be difficult to communicate with others. Especially in this globalization era where communication is very absolute needed for sharing ideas and getting many kinds of information from others. Brown (2000:5) states, "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable member of a given community to communicate intelligibly with one another." Hence, Pasaribu, Herman and Hutahaean (2020:12) state that language is a complex system of communication that used human

beings. By language we can talk with other people, can give information, can able to exchange knowledge, can express emotion, ideas, beliefs, feelings, opinions, wishes, thanks, and promises. Furthermore, Hutajulu and Herman (2019:29) stated that language is as the tool of communication that has the essential part in making communication. From the definitions above, we can conclude that without language human can not communicate well and understand what others said.

In understanding language, we must learn or study about their language, at least we ever hear and know one or more foreign language. As we know, there are various language in the world such as English, French, Indonesian, Mandarin, etc. One of the language has an important role that is English. English become the international language that use to communicate worldwide. As a result, mastering English becomes the need for all people who wants to access an updated information and science development in all fields. That's why in Indonesia, English taught from Elementary School as the lowest level of education until University as the highest level.But, now a days English taught from Junior High School as regulation change from the minister of education and there are also several school taught English since elementary. And English became one of foreign language that must be mastered by students in all four skill.

Language skill can be divided into four skills. They are listening, speaking, reading and writing. Listening and reading can be categorized as receptive skill. Meanwhile, speaking and writing can be categorized as productive skill. Writing is more difficult than speaking as productive skill. Knapp and Watkins (2005:15), state that although speaking and writing are both form of communication that use language as medium, they are actually slightly different. In this research, the researchersfocus on writing skill.

Writing is one of the four language skills that has a very important role in learning and it takes an important part in communication. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. According to Dumais in Fitri (2013:74), writing in English meant to fill the gap that exist between the ability to express ideas, feeling, opinions and taught and the ability to express the same things in written form in English. It means that writing is result of thinking. Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Then, the elements are have difficult for the learner to conduct the writing. According to Rass (2005), writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary,

punctuation, spelling, and capitalization. Those problems are in line with what the researchers found in teaching practice.

Based on the researchers' experience during the field experience practice (PPL) in SMK (SMEA)YP 1 HKBP Pematangsiantar, itwas found that there were many students did not able to understand the language features and determining the generic structures of recount text. The students had some problems in writing recount text. Firstly, they did not use simple past tense. Secondly, they did not use conjunctions, and past adverbial correctly. Thirdly, they are less vocabulary, so they confuse to put their idea into recount text and there is no cohesion and coherence between the paragraph. The fact was the average score of the students is 68, however the passing score is 70.

From that reasons above, there must be an appropriate method to develop the writing skills of the students. We know there are many kinds of strategy in teaching English such as Number Head Together, Index Card, Diary, Brainstorming, Think Pair Share, True and False Strategy, Collaborative Writing, Crossword, Jigsaw, and etc. But, in this opportunity the researchers offer collaborative writing in improving students' writing skills that may become one of the alternative ways. Some studies showed that collaborative writing enhances and stimulates students' motivation in improving the writing skills.

There are several researchers used collaborative writing in their finding or research and it can improve the students ability in writing recount text. According to Khainur (2013:146), collaborative writing is one of the best techniques to help students in developing their writing skills especially in big classes. Saunders (2002), says collaborative writing is distinct from other collaborative activities, such as collaborative publishing, because peers are expected to interact and contribute throughout each of the following task.

Based on the several facts above, the researchers are interested to use collaborative writing and believe that Collaborative writing can improve the students' writing skills. It is based on the assumption that the method used provides the students the joyful of doing the task. It is also because of the unique characteristics of the process, the stimulation of students' grammatical development, and the availability of immediate feedback that give them positive contribution to the development of their writing skills especially writing recount text. Considering the statement as mentioned above, that is why the researchers plan to conduct a research in order to find out the effect of using collaborative writing method on students' writing recount text in SMK (SMEA) YP 1 HKBP Pematangsiantar".

2. METHOD

A. Research Design

In this research, research design that used by researchers is quantitative research. Ary, Jacobs, and Sorensen (2010:26) stated, "Quantitative research is a research using objective measurement to gather numeric data that are used to answer questions or test predetermined hypothesis". Hence, This research method is used to describe variables, to examine relationships among variables and to determine cause-and-effect interactions between variables (Burns & Grove, 2005:23 as cited in Herman, Sibarani and Pardede, 2020:87).

This research uses the experimental design, which consists of pre-test and post-test in order to know the effect of Collaborative Writing in students' writing recount text ability of grade ten students of SMK YP 1 HKBP Pematangsiantar. In concluding the experimental research, the sample divide into two groups. The design of this research can be seen as follows.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X_1	X	X_2
Control Group	Y_1	X	Y_2

Note:
X   : The experimental group using Collaborative Writing
Y   : The control group using Conventional Teaching Strategy

B. Population and Sample

Population and sample are two related terms in research. Population is a set or collection of all elements possessing one or more attributes of interest. Sample is a part of population that is researched.

1. Population

Population is the totally of all the members, objects and subjects that conform to a set of specifications. According to Ary, Jacobs, and Sorensen (2010:167) Population is defined as all members of any well- defined class of people, events or objects. The population in this study was taken from ten grade students of SMK (SMEA) YP 1HKBP Pematangsiantar academic year of 2019/2020 consisting of, 34 students in two classes, they are.

Table 2. Population of Research

No.	Class	Students
1.	X-MP	17
2.	X-MM	17
	Total	34

2. Sample

According to Creswell (2012:381) as cited in Herman, Sibarani and Pardede (2020:88), the sample is the group of participants in a study selected from the target population from which the researchers generalized to the target population. To obtain the sample of this study, the researchers chose a control and experiment class based on the available classes of the ten grade students of SMK (SMEA)YP 1 HKBP Pematangsiantar.

In this research, the sample is taken by purposive sampling. The sample is chosen for a specific purpose that selected based on characteristic of population and the objective of the study. These classes were divided into two groups, experimental and control group. Class X-MP as the experimental group was taught by using Collaborative Writing, and class X-MM as the control group.

Table 3. The Distribution of the Samples

No.	Classes	Group	Students
1	X-MP	Experimental Class	17
2	X-MM	Control Class	17

C. Instrument of the Study

The research instrument is a tool used to collect data in research. The instrument of this research is a test. According to Ary, Jacobs, and Sorensen (2010:201), a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test used is, an essay test intended to measure writing ability of students.The researchers usethe criteria to measure data based on Glass (2005) as follows; idea or contents, organization, vocabulary, sentence fluency and conventions. While doing the test, the researchers use camera to take picture during the treatment as the researchers' documents. The other instrument of the research are lesson plan, English textbook, projector/ infocus, laptop and paper test that collect during the research.

D. Scoring the Test

The researchers use the criteria to measure data based on Glass. The researchers make the criteria of scoring the test. The scale rating scores are drawn as follows:

Table 4. Criteria to Score the Test

Score	Level	Criteria
Idea or Content	5	One clear, focused and topic-appropriate idea All details are concrete and specific to support the idea. Lots of interesting and original details to support the idea. All parts are integrated and appropriate.
	4	One clear, focused and topic-appropriate idea Concrete and specific details Interesting details to support the idea All parts are integrated and fit
	3	In general on topics and developing clear themes or messages Some are concrete and detail, and some are still general. Some supporting details are predictive and some are general There may be parts that are less appropriate
	2	Many texts are repeating and such an unrelated collection of ideas Less special details and a lot of common Sketchy and predictive details
	1	No focus, really out of the idea, the thing is unidentified, long and not sufficiently developed Inconsistent, vague, or trivial details
	5	Clear opening and attracting readers Paragraph composition, topic sentences, clear and consistent, relevant supporters, and clear conclusion sentences. A logical and effective sequence. The use of a consistent, precise, and appropriate transition.
	4	Interesting opening of readers Each paragraph is Most ideas relate logically Effective end The use of appropriate transitions

Score	Level	Criteria
Organization	3	Effective opening but does not create a strong sense of All paragraph sections are usually correct, except for one two that does not correspond Attempting to use logical relationships Trying to use an effective ending Some transitions are still lacking in compliance
	2	Weak opening The paragraph structure tends to be less suitable as Less logical connectedness Weak end Only a slight use of the correct transition
	1	Unclear beginnings Lack of general organizing Irregular order and detail An inappropriate end Not using transitions
Vocabulary	5	All written with a complete sentence there is no run-on Using consistent variations of sentences (complex, compound, and simple) Using consistent beginning Varaisi sentences, aiming and creative Using consistent, appropriate, and shopisticated transitions between sentences
	4	There may be one fragment and run-on Usually variations of sentence types Most sentences have varying beginnings Use the appropriate transitions
	3	There may be two fragments and run on Sometimes using varied sentences Some variations on the initial array of sentences Some use the correct transitions
	2	Write a lot of fragments and run-on Using only simple sentences and compound Slight variations at the beginning of sentences Slightly use the corresponding transition
	1	No sense of using punctuation and sentences Only simple sentences and fragments All sentences have the same start Transient virtually none
	5	All written with a complete sentence there is no run-on Using consistent variations of sentences (complex, compound, and simple) Using consistent beginning Varaisi sentences, aiming and creative Using consistent, appropriate, and shopisticated

Score	Level	Criteria
Sentence fluency		transitions between sentences
	4	There may be one fragment and run-on Usually variations of sentence types Most sentences have varying beginnings Use the appropriate transitions
	3	There may be two fragments and run on Sometimes using varied sentences Some variations on the initial array of sentences Some use the correct transitions
	2	Write a lot of fragments and run-on Using only simple sentences and compound Slight variations at the beginning of sentences Slightly use the corresponding transition
	1	No sense of using punctuation and sentences Only simple sentences and fragments All sentences have the same start Transient virtually none
Convention	5	Correct spelling despite difficult words Accurate, creative punctuation and guiding readers A complete understanding and consistent implementation of the capitalization of Grammar and usage is correct and contributes to clarity and style All legible and clean.
	4	Spelling is generally true Tanca read in general right Capitaliasi is generally true Grammar and usage is correct In general legible and clean
	3	Some words misspelled Usually punctuation is correct Capitalization is usually correct Grammar and usage is usually true Writing somewhat legible and paper rather clean
	2	Frequent mistakes in spelling Lots of wrong punctuation marks Lots of wrong capitalization Grammar and usage is often wrong The ilegible writing creates stumle and messy readers
	1	The text is too sulti read, understood and interpreted due to many spelling mistakes

Score	Level	Criteria
		Punctuation is not present Repeated capitalization use Grammar and usage almost any Illegible, beyond messy, readers can not decipher the text.

Table 5. The Measurement of the Students' Achievement

Criteria of mastery	Level of mastery
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

E. The Technique of Data Collection

1. Pre Test

A pre-test is where a questionnaire is tested on a (statistically) small sample of respondents before a full-scale study, in order to identify any problems such as unclear wording or the questionnaire taking too long to administer. A pre-test can also be used to refer to an initial measurement (such as brand or advertising awareness) before an experimental treatment is administered and subsequent measurements are taken. The pretest that will be given is question of 5 from the text that needs the students own opinion based on their logical thinking from the text.

In the pre test, the following steps will be used:

- The question and answer sheet are distributed to the student.
- They are asked to write down their names.
- The students' seats are arranged in such a way to prevent them from cheating.
- The researchers read the instruction once and explains how to do the test.
- The researchers make sure wheater the students have really understood the procedure or not.

2. Treatment

There are two groups in this study, namely experimental group and control group. Experimental group is the group that will receive treatment Collaborative Writing, while the control group is the group that will receive a different treatment namely conventional teaching strategy.

a. Experimental Group

Each student from the experimental group will be given a pre-test by the researchers. The researchers will explain the recount text using the brainstorming and list what are the main points of the text , then the researchers ask the students to build a text by listing the main points of the text and make the main points to keep make the student easier on creating the text by the main points. In order to make it easier to understand, the activities using Collaborative Writing and Conventional strategy are displayed in the table as follow:

Table 6. The Experimental Group using Collaborative Writing

Activities	Teacher	Students	Time allocation
Pre-activities	• Teacher greets the students. • Teacher and students pray together • Teacherchecks students attendance • The teacher motivates the students and give brainstorming. • Teacher gives pre-test to make recount text about their holiday.	• Students greets the teacher • Teacher and students pray together • Pay attention to the teacher • The students listen and do it • Students do the test.	20'
Main Activities	• Teachers explain about Recount text (Definition,social function,generic structure,Lexicogrammatical), and example of recount text using infocus. • Teacher divides the students into some groups. Each group consist of 3-4 students. • Teacher is showing the example of recount text about a holiday. • Teacher asks them to give comments about the example of recount text • Teacher ask the	• Students Listen to the teacher's explanation while look at the infocus. • Students sit in their group • Students give their comment about the example of recount text that teacher showed with the	40'

Activities	Teacher	Students	Time allocation
	students to discuss in their group about the content of notes andacts as mediator that will help them easier to understand about the example of recount text. • Teacher asks the students to write arecount text based on their holiday	projector/ infocus. • Read the text and makes notes of the reading (definition, social function, generic structure, lexico grammatical) on an individual basis to be brought to the discussion forum • Create their own recount text includes their understanding of recount text	
Post-activities	• Teacher asks the students to collect their writing • Teacher asks students to make a conclusion about the material that has been learned. • Teacher explained again about the recount text to make it clear	• Students collect their works • Students make a conlusion about the material that has been learned. • Listen to the teacher explanation	30'
Closing	Asking one of the students to say a prayer	Praying	

a. **Control Group**

Table 7. The Control Group with Conventional teaching strategy

Activities	Teacher	Students	Time allocation
Pre-activities	• Teacher greets the students • Teacher and students pray together • Teacher gives pre-test to make recount text about holiday.	• Students greets the teacher • Teacher and students pray together • Students do the test.	20'
	• Teachers ask about Recount text (Definition, social	• Students pay attention to the teacher's	

Activities	Teacher	Students	Time allocation
Main Activities	function, generic structure, Lexico grammatical) from the book. • Teacher ask the students to read the example of recount text one by and identify by themselves. • Teacher asks the students to analyze the recount text from the examples in handout after the explanation.	explanation and give their response • Students analyze the procedure text from the examples in their book after teacher's explanation.	40'
Post-activities	• Teacher asks students to make a conclusion about the material that has been learned. • Teacher give an evaluation to make a recount text about their holiday. • Teacher asks the students to collect their writing	• Students make a conlusion about the material that has been learned. • Students do the evaluation by making a recount text about their experience as long as holiday. • Students collect their works	30'
Closing	Asking one of the students to lead a pray.	Praying	

c. Post Test

Silalahi (2017:299) defined that post-test is conducted to find out the students ability and scores after the treatment is given in experimental group.

After conduct the treatment, the post-test administer to the chosen classes with the same method as in treatment. The two groups will be given post-test after teaching; It is used to find out the scores between two groups that given the different treatment. The post test is given to find out whether the technique will be effective or not.

F. Technique of Data Analysis

There are two groups of data. Those are the control and experimental group. To analyze the data, the researchers use the formula test for getting it, there are some steps:

- Collecting the students score of pretest and post test
- Finding out the differences
- Calculating the differences
- Finding out standard deviation
- Finding the formula test

After, the researchers collect the data, and then the researchers analyze the data by following steps:

1. Scoring strategy

To rate the writing elements percentage by using Sudijono's formula (2007:43) as following:

$$S = \frac{R}{N} \text{ x } 100\%$$

Where:
S = percentages
R = total score
N = Number of sample

2. Finding mean score of each group

$$\bar{X} = \frac{\Sigma fx}{N}$$

$\bar{X}$	= the average score
Σfx	= sum of the raw score
N	= number of students

3. Finding standard deviation of each group

$$S = \frac{\sqrt{\Sigma d^2}}{N\text{-}1}$$

S	= standard deviation
Σd^2	= sum of mean deviation
N	= number of students
1	= constant number

(Hatch &Farhady, 1982:59)

4. Finding standard error of difference of mean

$$SE\ (\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE\ (\chi e - \chi c)$	= standard error
se	= standard deviation of experimental
sc	= standard deviation of control
N1	= number of students of experimental
N2	= number of students of control

(Hatch &Farhady, 1982:112)

5. Test Effect

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (\chi e - \chi c)}$$

$\bar{X}e$	= Mean of Post Test in Experimental
$\bar{X}c$	= Mean of Post Test in Control
$SE\ (\chi e - \chi c)$	= standard error

(Hatch &Farhady, 1982:111)

3. FINDING

Based on the work of the analysis on the data, there are discovery which there is a significant effect of using Collaborative writing on students' writing achievement at grade ten of SMK YP 1 HKBP Pematangsiantar in writing recount text. To know the improvement of students' ability in writing recount text on grade ten, the researcher use $\bar{X} = \frac{\Sigma fx}{N}$ as formula. By applying the formula, the researcher knows that the improvement of students' mean. The difference or the improvement as the whole students got in post-test from control to experimental group was 168 or 9.882 point in average. With the pre-test 48.470 and post-test is 89.647 in experimental group meanwhile pre-test is 42 and post-test is 76.705 in control group.

To get the result of pretest in control and experimental class, the researcher gives the students an essay to write recount text about holiday and do by themselves. The researcher comes into the class and explains the way to do the essay. Thestudents were asked to write a recounttext with out any treatement.The researchers collected the students' writing and check or count it using Glass theory. And the pretest result of the students writing in control was 42 and experimental group was 48.470 with low category. While in got the post test, the researcher give a treatment to the students. In control group, the researcher explain recount text using conventional method and experimental class using collaborative writing method. After did the treatment, the researcher give a test like an essay to the students in both of the group. They were asked to write a recount text.

Then the researchers got the result of the post test also use Glass theory namely to find out the Idea or Content, Organization, Vocabulary, Sentence Fluency and Concention. After counting all the students recount text writing, the researcher got the post test in control group was 76.705 and posttest in experimental class was 89.647.With the total sum squares of the respondents at the time of administering the post-test in experimental group was 865.625 points where its standard deviation was 6.135, meanwhile, the total sum squares of the respondents at

the time of administering the post-test in control group was 748.958 points where its standard deviation was 5.706.

　　　To get the testing hypothesis, the researcher counting manual by using $t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (\chi e - \chi c)}$ as formula. From the data analysis it can be decide that the result of t-test is 5.68. Toprove whether there is significant effect of Collaborative Writing or not, the researcher gives interpretation of t-test (5.68). The degree of freedom is 32. The mark of 32 in t-table, at the level of significant of 5 % is 1.69. It can be stated 1.69<5.68. So, t-test (5.683) was higher than t-table (1,679) at level of significant 5% for two tailed test.It means that null hypothesis (*Ho*) is rejected, while the alternative hypothesis *(Ha)*is accepted.The total sum square of the respondents at the time of administering the post test in experimental group is 545.8825points where its standard deviation is 5.84, meanwhile, the total sum square of the respondents at the time of administering the post test in control group was866.3297points where its standard deviation was7.35. Testing hypothesis showed that t-test (5.68) is higher than t-table (1.69) at level of significance 5% for two tailed test.
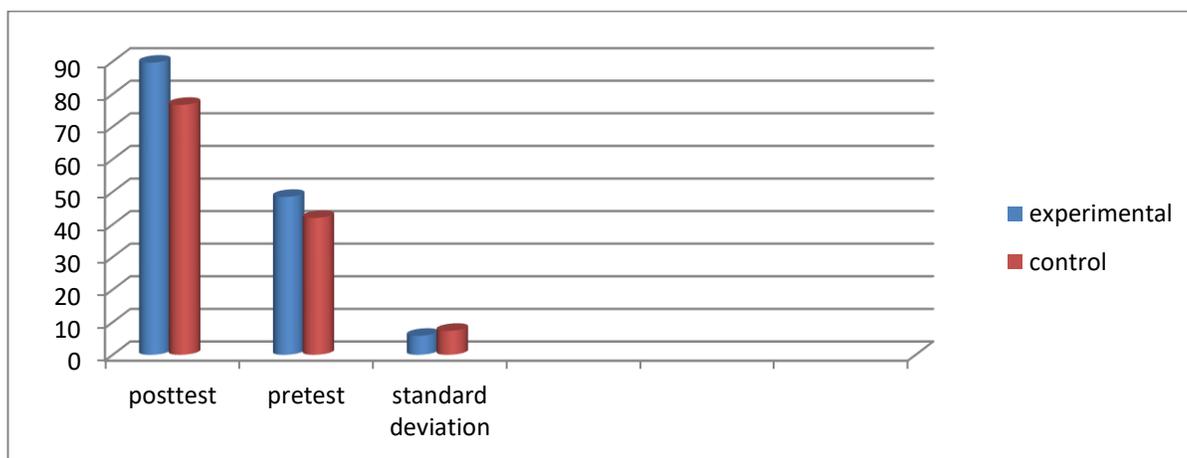

Chart 1. The Post-test, Pre-test and Standard deviation in experimental and control group.

　　　The chart above showed the differences of post-test, pretest and standard deviation in control and experimental group. From the chart we can see that score of post-test in experimental group higher than post-test in control group, it means that the student who use collaborative writing have an improvement. In pretest also show that score in experimental higher than control group. After see the comparison of pretest and post-test, we can find that students that used collaborative writing have a higher score than use conventional method. In standard deviation, it

show that control class higher than experimental class. The chart showed that using collaborative writing have a significant effect for students ability in writing recount text.
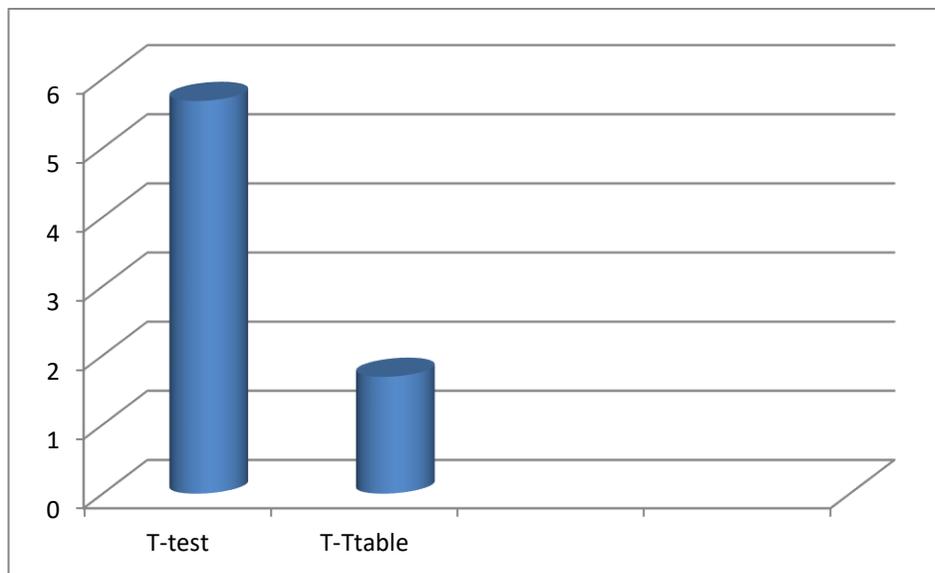

Chart2. The Difference of T-test and T-table

From the chart 2. Testing hypothesis showed that t-test (5.68) was higher than t-table (1,679) at level of significant 5% for two tailed test.The result get by using manual calculation and from the table of significant t-table.

4. DISCUSSION

In this research, the researchers used collaborative writing to find out whether or not significantly effects of students' achievement in writing recount text on grade ten of SMK YP 1 HKBP Pematangsiantar. Before conducting collaborative writing strategy, pre-test was given to both of groups, control and experimental group. This teaching and learning process did to 34 students where 17 students as an experimental class and 17 students as a control class that is the ten grade students' of SMK YP 1 HKBP Pematangsiantar. By using Collaborative Writing the students more active in gave an opinion or idea. And then, they arranged their opinion with their experience to be a text recount without forget some vocabularies.

In the X- MP as an experimental class the researchers teaching writing recount text by using Collaborative Writing gave the big influence for students in writing, than the researchers teaching the students of X-MM as a control group in learning writing without Collaborative Writing In the X-MM as a control class got the average 42% with the categories Very Poor, and posttest was 76,705% with categories Good. . In the X-MP as an experimental class in the pre-test got the average 48,47% with the categories is Very Poor then, in the post-test the students

got the average 89,647 % with categories is Excellent and the total score was 1524, the highest score was 96, the lowest score was 72. This data showed that collaborative writing strategy was effective to be applied in teaching and learning process, especially in writing recount text.

In comparing for several previous related researches, firstly done by Aulia (2017) entitled "The Effect of Collaborative Writing Strategy on Students' Achievement in Writing Recount Text in MtsAlwashliyahTembung 2016/2017"proved that Collaborative Writing are able to improve the students ability in writing recount text. It can be seen from the result in the first treatment got the total score was 2380, the highest score was 70, the lowest score was 50, and the mean score was 59.5%. The data showed that the students score still low. And after the researchers conducting Collaborative Writing Technique in second treatment, the results were: the total score was 3104, the highest score was 92, the lowest score was 60, and the mean score was 77.6. Based on that data, it show that collaborative writing strategy was effective to be applied in teaching and learning process, especially in writing recount text.

The second researcher was Utami (2012), conducted a research entitled "Improving Students' Writing Skills on Recount Texts through Collaborative Writing Technique". He conducted a classroom action research to the eight grade of SMP N 2 Sentolo in the academic year of 2011/2012.The problem in his research are the students could not distinguish the word forms and difficult in writing correct spelling and punctuations. To overcome the problem, the researcher conducted Collaborative Writing and it done in two cycles brought the improvement on students' writing skills on recount text the students produce better writing after did the steps on collaborative writing: planning, drafting, editing, and final drafting which were done in group. Their individual works which were held in the end of each cycle also showed the improvement in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. The gain scores for each writing aspect were obtained from Task I to Task III. In content aspect, the gain score reached 4.2; in organization aspect 3.6; in vocabulary aspect 3.1; in language use aspect 3.7; and in mechanics aspect 0.8. The value of mean score of those five aspects of writing also increased from Task I, Task II, and Task III. The result of the students score analysis showed that the mean score in Task I was 62.14, in Task II 71.55, and it reached into 77.09 in Task III. It means that there is a significant effect on the students' writing ability in writing recount text. The research was conducted with Classroom Action Research

The difference of the research are the first researcher used quantitative method in junior high school, the second researcher used Classroom Action Research that using one class to improve the students ability using Collaborative, while this research was quantitative research

that conducted in SMK YP 1 HKBP Pematangsiantar that use 2 classes to see the effect of apllying Collaborative writing. The similarity of this research is they use the same technique in teaching recount text namely Collaborative writing.

In applying Collaborative writing, there were several problems and circumstances faced in each steps like, there were only few students who asked about the Past tense pattern in the observing step, students got easily noisy in the collecting data and so was in the associating steps because when they worked in groups they also talked much. In communicating step, they didn't talk really much but still got noisy especially when their group discussed the discussion results.

In addition to the problems and circumstances above, the teachers need to control, check and watch over the students more in order to avoid the noise in the class especially in the collecting data, associating and communicating steps and encourage students to asks various questions about the material being discussed in the questioning step. Teacher make them in teamwork to simplify the students in doing their excercise.

Finally, it can be concluded that collaborative writing is appropriate or effective to be applied in teaching and learning process in increasing the students ability in writing recount text. It is effective to improve the students' writing ability because it helps students to construct and attain a good recount text as well as its components.

5. CONCLUSION

After analyzing the data, it was concluded that there is a significant effect of teaching writing by using collaborative writing on students' achievement. Teaching writing by using collaborative writing was better that conventional method. The result showed that the average of the pre-test in experimental group was 48.47 with categories very poor. Then, have a good improvement in posttest with average/ mean 89, 647 with excellent categories. And the average score as the improvement are 41, 17 points. It can be conclude that after the treatment the students' ability was increase. While in control class, shows that the average in pre-test was 42, and posttest was 76,705. The result showed that the t-test is higher the value of t-table. (5. 68 > 1.69 (α = 0.05)) with the degree of freedom (df) = 32. Based on the data analysis of the study, the result indicates that the alternative hypothesis (Ha) was accepted. It means that there is a significant effect of using Collaborative writing on students' achievement in writing recount text of students grade ten in SMK YP1 HKBP Pematangsiantar. Based on the conclusion above, the researchers propose English teacher to employ collaborative writing when they teach writing to

the students, because by using this method the students can share their ideas and opinion with their friends in group and they are easily asking question with their friend or discuss with their friend what their difficulty in comprehend the lesson. And it can make students sharing about their experience with other and make them feel better or interesting in studying English.

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