

**THE INFLUENCE OF USING COLLABORATIVE WRITING  
STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT  
TEXT AT THE SECOND SEMESTER OF EIGHTH GRADE OF SMP  
NEGERI 14 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF  
2018/2019**

**A Thesis**

**Submitted as a Partial Fulfillment  
of the Requirements for S1-Degree**



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LAMPUNG  
2020**

## ABSTRACT

### THE INFLUENCE OF USING COLLABORATIVE WRITING STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE SMP NEGERI 14 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

BY:

AGUNG BUDI PRABOWO

This research is conducted based on the preliminary research that are many students considered writing is difficult. The students still cannot develop and express their idea in writing and the class condition was less attractive. The students' recount text writing score is below the criteria minimum mastery at SMP N 14 Bandar Lampung. The objective of the research was to find out whether there was influence of using collaborative writing strategy towards students' recount text writing ability at the second semester of eighth grade at SMP N 14 Bandar Lampung in academic year 2018/2019.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meeting. The population of this research was the eighth grade of at SMP N 14 Bandar Lampung. The total sample in this research was 58 students that were taken from two classes. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was recount writing test. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

The result was that there was an influence of using collaborative writing strategy towards students' writing ability in recount text at the second semester of eighth grade at SMP N 14 Bandar Lampung in the academic year 2018/2019. From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there was significant influence of using collaborative writing strategy towards students' writing ability in recount text at the second semester of eighth grade at SMP N 14 Bandar Lampung in the academic year 2018/2019.

**Keywords:** *Recount text, collaborative writing strategy, quasi experimental design, Writing Ability.*



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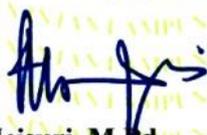
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## DECLARATION

Hereby, I state that this thesis entitled “The Influence of Using Collaborative Writing Strategy Towards Students Writing Ability in Recount Text at The Second Semester of Eighth Grade of SMP Negeri 14 Bandar Lampung in The Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 2019  
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## MOTTO

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ

إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”<sup>1</sup> (Q.S. Luqman: 27).



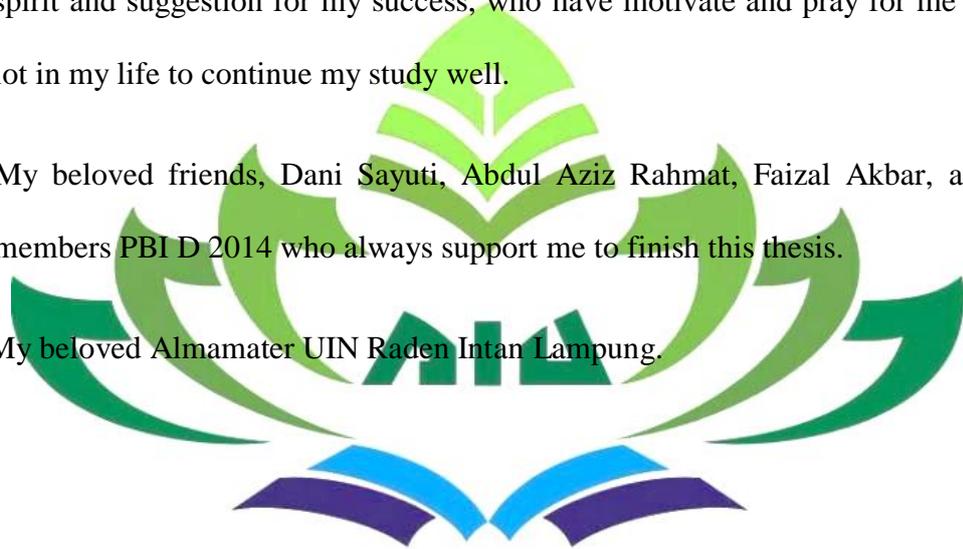
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<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text with English Translation*, New Johar Offset Printers, India, 2006, P.1219.

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, the late Mr. Sunaryo and Mrs. Siti Romlah always pray for my success, who have given the best inspirations, and given me motivation to study hard until now. I love them so much.
2. My beloved sisters, Dini Oktaviani, S.Pd and Firda Amliya always give me spirit and suggestion for my success, who have motivate and pray for me a lot in my life to continue my study well.
3. My beloved friends, Dani Sayuti, Abdul Aziz Rahmat, Faizal Akbar, all members PBI D 2014 who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name is Agung Budi Prabowo. He was born in Bandar Lampung on August 29<sup>th</sup>, 1995. He is the second child of three children of Mr. Sunaryo and Mrs. Siti Romlah. He have two sisters who name is Dini Oktaviani, S.Pd and Firda Amaliya.

The researcher started his study at elementary school of SDN 1 Langkapura in 2002 and graduated in 2008. Then, He continued at Junior High School of SMP Negeri 14 Bandar Lampung in 2008. After graduating from Junior High School in 2011, he continued again at Senior High School at SMA Negeri 7 Bandar Lampung in 2011 and graduated in 2014. Then, he continued his study in the State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Collaborative Writing Strategy Towards Students Writing Ability in Recount Text at The Second Semester of Eighth Grade of SMP Negeri 14 Bandar Lampung in The Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M. Pd., the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Iwan Kurniawan, M.Pd., the first advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.

4. Dian Reftya Wati, M.Pd., the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. Abdul Khanif, S.Pd., the Headmaster of SMP Negeri 14 Bandar Lampung for allowing the researcher conducting the research, to English teacher of SMP Negeri 14 Bandar Lampung, Tri Handayani, S.Pd. for being helpful during the research process and giving suggestion during the research; all the teachers, and the students at the second semester of the eighth grade of SMP Negeri 14 Bandar Lampung for allowing carrying out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.
7. The researcher's beloved friends, who always support me to finish this thesis thanks for your friendship. Then, and also for all of the researcher's friends English Program of UIN Raden Intan Lampung, especially "Class D" thanks for your help and motivation that given to researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2019

The Researcher,

Agung Budi Prabowo

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a very important thing for human life because language is a system communication used all people in this world. Language is used to convey meaning. People use language to communicate to each other. Brown states language is used for communication.<sup>2</sup> So language is a tool communicates to each other that used to express our ideas to convey particular meaning.

In addition, one of the languages in the world is English and it is an international language which is widely used by people all over the world. In fact, it is used as the first international language used by people from the different parts of the world to communicate. According to Harmer that a language function is a purpose you wish to achieve when you say or write something.<sup>3</sup> It means that if one nation wants to communicate with other nation, they use English language. As a result, the teaching and learning English has been placed in very important position and has been taught in almost all countries in the world.

In teaching of English, actually teacher has to teach the four skills. They are listening, speaking, reading and writing. Generally, language can be spoken

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<sup>2</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (4<sup>th</sup>), (New York: Longman, 2000), p.5.

<sup>3</sup>Jeremy Harmer, *How to Teach English*. New Edition. Pearson Education Limited. England. 2007. p. 76

and written, so it is also necessary to learn writing. Writing is one of the basic language skills that should be mastered by Junior High School students. Writing is language skill that can be used to communicate and to express with others in written form (paper). So it is the basic skill that is very important for the students.

According to Nunan writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination, and the ability to organize ideas.<sup>4</sup> It means that writing is one of skills that to improve students' ideas from their thinking and imagination. Writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the text.<sup>5</sup> It means that writing is one of the skills in English language, and writing is challenging process considered as most difficult skill.

Based on the syllabus of curriculum in Junior High School, students are required to be able to write a various type of genres. They are narrative, recount, procedure, news item, descriptive, report, spoof, analytical exposition, hortatory exposition, explanation and discussion. The purposes of this research are to see the influence of using collaborative writing towards students' especially in writing recount text.

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<sup>4</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88

<sup>5</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

One of genres that should be mastered by the students' in the process of learning English is recount text. The recount text is a text that tells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. This text uses simple past tense, conjunction, and past adverbial time. The generic structures of recount text are orientation (introducing the participants, place and time); events (Describing series of event that happened in the past); Re-Orientation (Stating personal comment of the writer story).

There are several factors that can cause the low achievement in writing: The factor that can influence the students' achievement are motivation, interest, personality, IQ, learning style, they seldom study at home. English language is not their mother tongue, so they think that English lesson is difficult, and they seldom discuss with their friends, and the several factors are English teachers not creative in applying teaching strategy, environments, parents, teacher seldom applying strategy.

Moreover, strategy can be defined as a forming part of plan or an aim to achieve a specific purpose to gain an advantage. There are many kinds of strategy in teaching English such as number head together, index card, diary, brainstorming, think pair share, everyone is teacher here, true and false strategy, collaborative writing, active knowledge sharing, crossword, jigsaw, etc. But in this research, the researcher only focusses on collaborative writing in writing recount text.

Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision-making skills. So, the collaborative writing strategy was selected because it was believed to be able to stimulate the students to be more involved in the writing activities specially to write recount text.

Based on the preliminary research, the researcher found that many of students at the eighth grade of SMP N 14 Bandar Lampung, have difficulties in writing especially recount text. And the other reasons, in this school have not implemented collaborative writing strategy especially in recount text. To get the data of pre research the interview schedule was applied to the English teacher and the students of SMP N 14 Bandar Lampung.

Besides, the researcher interviewed the English teacher that she said, “the students in writing ability, especially recount text is poor”. It happened because of some problems, the students have low motivation in writing, the students are not able to write correctly, the students have low vocabulary, the students are not interested in the writing materials. She also said the students did not have ideas on their mind what they want to write. The students often felt confused and felt bored that they want to write and felt difficult to understand language features about recount text. It indicated that most

students still faced difficulties in writing recount text.<sup>6</sup> It can be seen on the

Table 1:

**Table 1**  
**The Students' Writing Score of Recount Text at Eighth Grade of SMP N 14**  
**Bandar Lampung in 2018/2019 Academic year**

NO	CLASS	SCORE		TOTAL
		<70	≥70	
1	VIII A	18	17	35
2	VIII B	7	30	37
3	VIII C	10	30	40
4	VIII D	6	33	39
5	VIII E	11	31	42
6	VIII F	13	29	42
7	VIII G	15	25	40
<b>TOTAL</b>		<b>80</b>	<b>195</b>	<b>275</b>
<b>PERCENTAGE</b>		<b>29,1%</b>	<b>70,9%</b>	<b>100%</b>

*Source: English teacher in SMP Negeri 14 Bandar Lampung*

From the Table 1, it can be seen that there are more students got score under the standard. From 275 students of regular eighth grade of SMP Negeri 14 Bandar Lampung, there are only 29,1% students that got score over 75, and 70,9% got score under 75. It means that there are many students have weakness and still face difficulties in writing.<sup>7</sup>

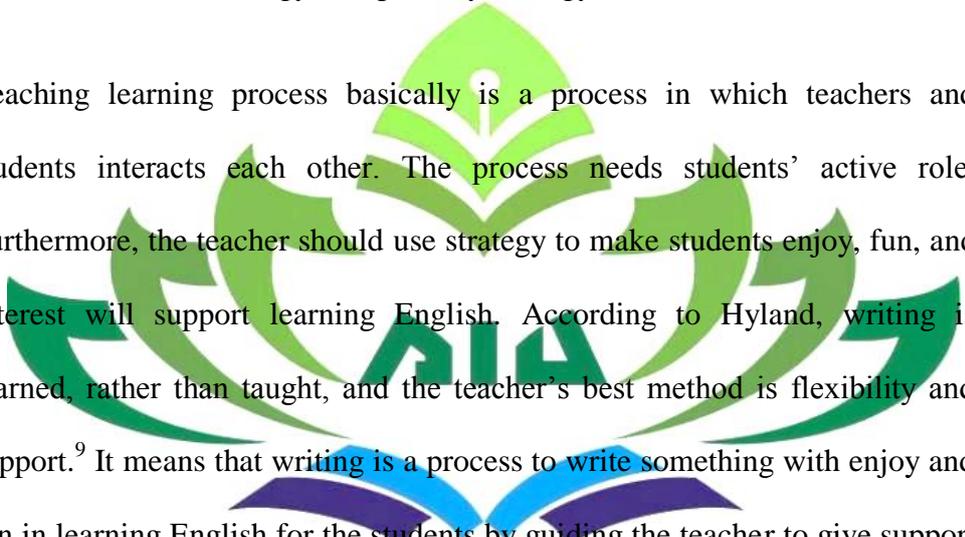
Besides that, the researcher interviewed with some of students. It was found that most of the students had difficulties in writing recount text. The students were really confused, because they just sat and listened quietly to the explanation in the classroom. When the teacher gave the exercises, the

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<sup>6</sup> Tri Handayani Novia, Interviewed of the English Teacher in SMP Negeri 14 Bandar Lampung.

<sup>7</sup> Document of Students for Writing Recount Text Test at Eighth Grade of SMP Negeri 14 Bandar Lampung in 2017/2018 the Academic Year.

students were still confused. The students did not get involved with the learning process.<sup>8</sup> Then the teacher did not use an interesting strategy in teaching writing especially recount text. When the researcher interviewed the English teacher, she stated that she does not use various strategy in the teaching learning process, because the teacher does not use appropriate strategy in correcting students' writing, so they cannot improve recount text ability. she only focused on the material and the most important of the role. It means the teacher strategy is expository strategy.



Teaching learning process basically is a process in which teachers and students interacts each other. The process needs students' active role. Furthermore, the teacher should use strategy to make students enjoy, fun, and interest will support learning English. According to Hyland, writing is learned, rather than taught, and the teacher's best method is flexibility and support.<sup>9</sup> It means that writing is a process to write something with enjoy and fun in learning English for the students by guiding the teacher to give support in writing classroom activities.

There are many techniques and also many strategies that can be used to improve students' writing ability. To improve students' writing ability, the English teacher must select and choose an interesting and motivating. So that the teaching learning process will run well. The researcher will use collaborative writing strategy in learning recount text. Collaborative writing

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<sup>8</sup> The students of Eight Grade at SMP Negeri 14 Bandar Lampung in 2017/2018 academic year

<sup>9</sup> Ken Hayland, *Teaching and Researching Writing* (London: Longman, 2002), p.38

strategy is expected to be able to make students interested and supposed to improve their writing ability. Collaborative writing strategy is adequate to help students correct their work when there was something wrong in their writing; this gives the students the opportunity to reflect on their mistakes and make improvements to their writing.

Collaborative writing is effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Sri Wahyuni in State Islamic University of North Sumatera, Medan about the Improving students' ability in writing through collaborative writing strategy at the Islamic junior high school Muhammadiyah 01 Medan, 2017. It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that Collaborative writing strategy can improve students' achievement in writing descriptive texts.<sup>10</sup>

In addition, another research conducted by Aulia Rizky Ramadhani in State Islamic University of North Sumatera, Medan entitled about collaborative writing strategy for teaching narrative text in MTS Alwashliyah Tembung, 2017. It can be revealed that collaborative writing strategy is effective to be used as an alternative strategy in teaching writing. The use of collaborative

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<sup>10</sup> Sri Wahyuni, *Improving students' ability in writing through collaborative writing strategy at the Islamic junior high school Muhammadiyah 01 Medan*. (Medan: State Islamic University of North Sumatera Medan, 2017), Unpublished

writing strategy can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing narrative text and.<sup>11</sup>

From the statement above, that the previous research can improve students' achievements in writing and make the students were active, enthusiastic and interested in writing. It can be assumed that using collaborative writing strategy can help students to increase recount text writing ability. Finally, based on the whole explanation above, the researcher wants to conduct an experiment teaching writing of recount text, this research entitled "The Influence of Using Collaborative writing strategy towards students' writing ability in recount text at the eighth grade of SMP Negeri 14 Bandar Lampung in the academic year of 2018/2019".

## **B. Identification of the Problem**

Based on the background of problem above, it can be seen that there are several problem appeared in English teaching and learning process, such as:

1. The students' recount text writing ability was still low.
2. The students felt confused, bored and difficulties in learning writing.
3. The teacher did not use various strategy in the teaching learning process.

## **C. Limitation of the Problem**

Based on the identification of problem above, the researcher focused on the influence of using collaborative writing strategy towards students' writing

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<sup>11</sup> Aulia Rizki Ramadhani, *The Effect of Collaborative writing strategy on students' achievement in writing narrative text in mts alwashliyah tembung*. (Medan: State Islamic University of North Sumatera Medan, 2017).

ability in recount text at the eighth grade of SMP Negeri 14 Bandar Lampung in the academic year of 2018/2019.

#### **D. Formulation of the Problem**

Considering identification and limitation of the problem above, the researcher formulated the problem as follows:

Is there any significant the influence of using collaborative writing strategy towards students' writing ability in recount text at the eighth grade of SMP Negeri 14 Bandar Lampung in the academic year of 2018/2019 ?

#### **E. Objective of the Research**

The objective of this research is to measure and whether there is a significant influence of using collaborative writing strategy towards students' writing ability in recount text at the eighth grade of SMP Negeri 14 Bandar Lampung in the academic year of 2018/2019.

#### **F. The Significance of Research**

Uses of the research are as follows:

##### 1. Theoretical Contribution

The result of this research will be expected to support the previous theories about teaching writing ability using collaborative writing strategy.

##### 2. Practical Contribution

a. For the teacher:

The result of this study will be expected to be able to widen the skill of teachers in using Collaborative writing strategy in order to influence writing ability

b. For the students:

By using collaborative writing, the students will know their strength and weakness in writing, and will encourage them to improve their writing ability.

c. For other researchers:

This research can be as reference for the other researchers in using correcting strategies to improve students' writing recount text, in good and in uses collaborative writing strategy in particular.

## **G. Scope of the Research**

Scope of the research is as follows:

### **1. The Subject of Research**

The subject of the research were the students at the eighth grade.

### **2. The Object of research**

The object of the research was the used of collaborative writing strategy towards students' writing ability in recount text

### **3. The Place of Research**

The research was conducted at SMP Negeri 14 Bandar Lampung.

### **4. The Time of Research**

The research was conducted at the second semester in the academic year of 2018/2019.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Teaching English as a Foreign Language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his/her skills, and also the professionalism of the teacher so that teaching goal can be achieved. According to Brown, teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.<sup>12</sup>

According to Setiyadi, English is foreign language for language learner in Indonesia, because English is only taught at school and people do not speak the language in the society.<sup>13</sup> It means that English is one of more popular international in Indonesia especially most important at school.

It is supported by Harmer, English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.<sup>14</sup> It

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<sup>12</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (4<sup>th</sup> ed) (New York: Addison Wesley Longman, 2000), p.7

<sup>13</sup> Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22

<sup>14</sup> Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.39.

means that students only have chance to practice English in the school and institution. In this case the teachers are also demanded to encourage students to practice English every time in their daily activities.

Based on definition above, it can be inferred that teaching English as a foreign language is the process to help the students for learning English as a tool of communication. And then, make the students to understand and practice a lot for mastering the English language.

## **B. Definition of Writing**

Writing is a medium for communication and it helps us connect to others and the reader must understand the purpose of our writing, what we are going to inform or to say.<sup>15</sup> It means that writing is a process of communication and transfer informational message to reader.

The other statement, Harmer states that writing is activity to express and put on the ideas or thought on written form.<sup>16</sup> It means that in writing is activity when researcher express and put on the ideas on written form to communicate information to the reader or group of readers and can be understood by the reader.

For many of foreign language learner, writing is considered as the most difficult skill because in writing they must combine the correct grammatical

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<sup>15</sup> Aan Raimes, *Teachnique in Teaching Writing*. (London: Oxford University Press, 1983), p.129

<sup>16</sup> Jeremy Harmer, *Op. Cit* , p.4.

and the coherence of the paragraph.<sup>17</sup> It means that in writing is a process of communication through graphic system to get the ideas and writing is difficult skill because must use correct grammatical and coherence of the one paragraph to another paragraph.

Based on definition above, it can be concluded that writing is one of a tool of communication, where the writing is a process to convey what the writer thought and develop the ideas through written form. In writing, the writer should consider having combine the correct grammatical and the coherence of the paragraph or the text. Then, the writer should make the writing can be understood by each other people.

### **1. Process of Writing**

Writing is activity to express and put on the ideas or thought on written form. It can be said that when we are trying to write something, we need some steps. Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never a one step action, or in other words it is a process that has several steps.

Harmer states that writing process is divided into four stages. They are:

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<sup>17</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

#### a. Planning

Experienced reserchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some reserchers this may involve making detail notes. When planning, reserchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

#### b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

#### c. Editing (reflecting and revising)

Once resercher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

#### d. Final version

Once reserchers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>18</sup>

It means that process of writing is divided into four stages, it is planning, drafting, editing, and final version. That is the stages a writer goes through to produce something in its final written form.

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<sup>18</sup> Jeremy Harmer, *Op Cit.* p.4

There are many factors related in writing, not only about the states of writing, but also the content or message of the writing. Although, writing needs many stages and rather difficult to do, the resercher must also give attention to the message that will be conveyed to the reader, in order to make the reader understand and get the specific information of the writing.

Based on the definitions of writing above, it can be concluded that writing is an activity to express the idea or thought with well organization of written language which require some stages. In this case, students have to express their ideas as well as they can.

## 2. Purpose of Writing

For the most students, writing in English needs great effort. This is because in writing, students should know right structure and choose appropriate words to use in sentences. According to McCrimmon, writing is hard work. But writing also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustations a writing assignment may present.<sup>19</sup>

The resercher concludes that writing is difficult skill because many students cannot express their ideas in written text. The purpose of writing is to give

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<sup>19</sup> James M. McCrimmon, *Writing With a Purpose*, (New Jersey: Houghton Mifflin Company, 1983), p.6.

information from the researcher to the reader. A written text is used to convey the written message or information correctly and effectively. The researcher should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the researcher's ideas or thought the purpose of her/his written text.

### 3. Concept of Writing Ability

According to Tribble, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

- a. Content (the agreement with the title chosen).
- b. Organization (paragraph unity, coherence, and cohesion).
- c. Vocabulary (the precision of using vocabulary).
- d. Language use (tenses and pattern).
- e. Mechanics (spelling and punctuation).<sup>20</sup>

These are aspects that can be used by teacher, lecturer, or writer to assess the students' writing. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the writer also works hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer specially to get excellent writing.

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<sup>20</sup> Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130

Based on the above explanation, it can be concluded that writing ability is an ability to produce written language well which fulfills five aspects of writing, like content, organization, vocabulary, language use, and mechanics.

#### 4. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follows:

##### a. Process and Product

In the teaching of writing we can either focus on product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, an approach with values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself).

##### b. Genre

A lot within a discourse community in very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what writing we do to help students learn language or to do test them on that language.<sup>21</sup>

Based on explanation above, it can be concluded that approaches in teaching writing have six stages. They are Process and Product, genre, creative

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup> edition), (Cambridge: Pearson Education Limited, 2007), p.325-330.

writing, writing as corporative writing, building the writing habit, writing for learning.

## 5. How to Test Writing

In the teaching writing there are how to test writing for the students. There are three designing assessment tasks for writing skill, as follow:<sup>22</sup>

### a. Imitative Writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

- 1). Task in (Hand) writing letters, words, and punctuation.
  - a). Copying
  - b). Listening cloze selection task
  - c). Picture-cued task
  - d). Form completion task
  - e). Converting numbers and abbreviation to words
- 2). Spelling task and detecting phoneme-grapheme correspondences
  - a). Spelling test
  - b). Picture cued-task
  - c). Multiple choices techniques
  - d). Matching phonetics symbols

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<sup>22</sup> Arthur Hughes, *Testing for Language Teachers, Second Edition*, (Cambridge: University Press, 2003), p. 83-85

## b. Intensive (Controlled) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-takers ability to combine or use words correctly. No new information is passed on from one person to the other.

- 1). Dictation and Dicto-Comp
  - 2). Grammatical transformation tasks
  - 3). Picture cued tasks
  - 4). Short sentences
  - 5). Picture description
  - 6). Picture sequence description
- c. Vocabulary assessment tasks
- d. Ordering tasks
- e. Short answer and Sentence completion tasks
- f. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end

tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- 1). Paraphrasing
- 2). Guided question and answer
- 3). Paragraph construction tasks
  - a). Topic sentence writing
  - b). Topics development within a paragraph
  - c). Development of main and supporting ideas across paragraphs.
- 4). Strategic options
  - a). Attending to task
  - b). Attending to genre



From the explanations above, there are three designing assessment tasks for writing skill, they are imitative writing, intensive writing skill, they are imitative writing, intensive writing and responsive and extensive. The researcher uses designing assessment task of writing is responsive and extensive because in instrument of the task the researcher asks to student to make a paragraph of recount text that include in paragraph construction tasks.

## **6. What to Test Writing**

In teaching writing there are five aspects that used to writing test. They are as follows:

a. Content

The things that should be considered in this aspect are subjects and ideas or argument in writing text.

b. Organization

The things that should be considered in this aspect are the expression and the organization of the paragraph in a writing text.

c. Vocabulary

The things that should be considered in this aspect are the using of words/idiom choice and the vocabulary itself in writing text.

d. Language use or grammar

The things that should be considered in this aspect are the structures, pronouns, and preposition in a writing text.

e. Mechanics

The things that should be considered in this aspect are the spelling, punctuation, capitalization and layout in a writing text.<sup>23</sup>

According to the theories above, the teaching of writing skill should be well constructed. There are five aspects of writing test that will be applied in test writing. Also, the writing practices, including writing paragraphs or simple essays should be based on the students of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill. Writing processes always deal with texts as the products.

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<sup>23</sup> Ibid

### C. Definition of Text

According to Siahaan and Shinoda, text is a meaningful linguistic unit in a context.<sup>24</sup> The text means that text is not always in written form. It can be spoken text, not always in printed form because it can be a word or as thick as a book. When the words put together although spoken or written but the meaning is to communicate meaning, the text is created.

Text is valuable as units of communication rather than sentences.<sup>25</sup> The text aims at convincing the reader to know the purpose, and giving him information. When we use language for various purposes, numerous of text is resulted. There were many several of text types, so the text types that were given to the students were various, such as narrative, recount, procedural, functional, and descriptive. The important thing about text is text should be communicative to convey the meaning. In conclusion, text is a product of language not only about words or sentence but also convey about the meaning on it because it can be written or spoken.

From the explanations above, the researcher concludes that text is a composition of words in a written paragraph that should provide corrections information based on the kinds of texts written. It consists of information or knowledge about something to the readers.

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<sup>24</sup> Sanggam Siahaan and Kisno Shinoda, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>25</sup> J. House, "Text", in Bernard Spolky, *Concise Encyclopedia of Educational Linguistics*, (Oxford: Elsevier, 1999). p. 599.

## 1. Types of Text

According English syllabus of school based Curriculum (K13), the teaching of writing for students of junior high school involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching writing of students. Each of these texts has its own characteristics and function. Students should have knowledge of these texts. The example genres of the texts are :

- a. Spoof Text: Spoof text is to retell on event with humorous twist.
  - b. Recount Text: Recount text is to retell events for purpose of informing or entertaining
  - c. Report Text: Report text is to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment.
  - d. Narrative Text: Narrative is a type of text that has purpose to entertain the readers or to teach.
  - e. Descriptive Text: Descriptive text is to describe a particular person, place or thing.
  - f. Procedure Text: Procedure is a type of text to tell how to do something.
  - g. Exposition: Exposition is a kind of paragraph which is used in giving information, making explanation, interpreting meaning, it includes editorials, essays, informative and instructional materials.
  - h. News Item: News item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
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- i. Discussion: Discussion to present at least two points of view about an issue.
- j. Anecdote: Anecdote to share with others an account of an unusual carousing incident.
- k. Review: Review to critique an art work, event for a public audience.<sup>26</sup>

Related to the explanation above, it can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the students' writing ability. In this case the researcher only focuses in students' recount text writing ability as the form will be concluded as the material should be learned by the students for the eighth grade.

## 2. Definition of Recount Text

Recount is type of text that list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both)<sup>27</sup>. Rosyadi said Recount is a piece of text that retells past events, usually in the order in which they happened<sup>28</sup>. The purpose of a recount text is to give the audience a description of what happened and when it happened.

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<sup>26</sup>Linda Gerot and peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204

<sup>27</sup> Virginia Rojas, *Language Features of Seven Writing Genres*. (Crawley: Language Consultant 2010) p.10

<sup>28</sup> Arifian Rosyadi, *Learning Material Junior High School Grade VII*, (Surakarta:Teaching Material Development 2001), p.1

Referring explanation above it can be concluded that recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

### 3. Types of Recount Text

Referring to Rojas defines the recount text in four types there are personal recount, factual recount, imaginative recount and procedural recount:

- a. Personal Recount – these usually retell an event that the writer was personally involved in.
- b. Factual Recount – recording an incident, e.g. a science experiment.
- c. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.<sup>29</sup>

In conclusion to the discussion above, the researcher chooses personal recount for this research because based on the student's book of eighth grade "When English Ring's Bell" all material recount text uses the personal recount.

#### a. Features of Recount Text

Rojas states that recount text uses language features as follows:

- 1). Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
- 2). Individual Participant, focused on specific participant's story.
- 3). Past tense such as went, ate, ran, etc
- 4). Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.

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<sup>29</sup> Rojas, Op.Cit, p. 10

5). Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.

6). Adverb and adverb phrase to show place, time and way, such as<sup>30</sup>

#### b. Generic Structure of Recount Text

As a kind of text, recount text has its own structure:

- 1). Orientation is providing information about who, where, and when;
- 2). Events is describing series of event usually recounted in chronological order;
- 3). Reorientation is rounds of the sequence events.<sup>31</sup>

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

#### c. Example of Recount Text

**Table 2**  
**Example of Generic Structure of Recount Text**

Orientation	Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.
Event	After I finished reading the article from the magazine, I

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<sup>30</sup> *Ibid*

<sup>31</sup> Ken Hyland, *Second Language Writing*, ( Cambridge University Press: Cambridge, 2003), p.124

	<p>remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.</p> <p>To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesday, I joined an English Course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.</p>
Reorientation	<p>I was able to control my emotions and to have a place where I could express my creativity in positive ways.<sup>32</sup></p>

#### 4. Concept of Recount Text Writing Ability

Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.<sup>33</sup> According to Tribble states there are five scoring criteria for scoring of writing, they are: content, language use, organization, vocabulary, and mechanics.

<sup>32</sup> Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)* (Bandung, 2008), p. 60.

<sup>33</sup> <https://www.quora.com/What-is-meant-by-writing-ability>

Recount text is a series of events in the past and it has its own generic structure. Recount text consists of orientation which introduces the participants, place, time, events which describe some events that happened in the past and reorientation which states personal comment of the writer.

As a result recount text writing ability is the ability to write the story that past tense or retell the experience to inform or to entertain the audience with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

#### **D. Definition of Collaborative Writing Strategy**

Collaborative writing goes beyond the theory of social development by Vygotsky (1978). The theory helps to explain the potential to collaborative writing when it is applied in teaching learning process. Learning process is a social activity and is thus enhanced through social interactions. Through their social contacts, students learn new ideas and processes that stimulate their development.

According to Graham and Perin collaborative writing is a strategy where students work together to plan, draft, reflect, and revise their compositions.<sup>34</sup>

It needs students' involvement when they are working as a team. It also allows students to learn from each other. It values the social nature of the writing process.

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<sup>34</sup> Graham, S. and Perin, Dolores. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School*. (New York: Alliance, 2007), p. 4.

According to Sukirman collaborative writing strategy is a teaching writing strategy in which students are asked to work together in pair or group in order to produce a good writing.<sup>35</sup> This strategy facilitates students to write a certain text with their peers. In other words, the students will work together to produce a good writing. It is generally considered as two or more persons writing. The term “**collaborative writing**” refers to projects where written works are created by multiple people together (collaboratively) rather than individually.

According Dale also suggests that collaborative writing involves meaningful interaction and shared decision between group members in writing of shared document.<sup>36</sup> It seems that collaborative writing can easy students’ writing process by providing suitable environment while they are working together with their partners. From definitions above it can be concluded that collaborative writing is a social process that encourages students because it involves students’ social interaction when they work together in a group.

## **1. Procedure of Collaborative Writing Strategy**

According to Elizabeth, there are several procedures that should be done to implement collaborative writing strategy in teaching writing. The procedures of teaching writing are as follows:

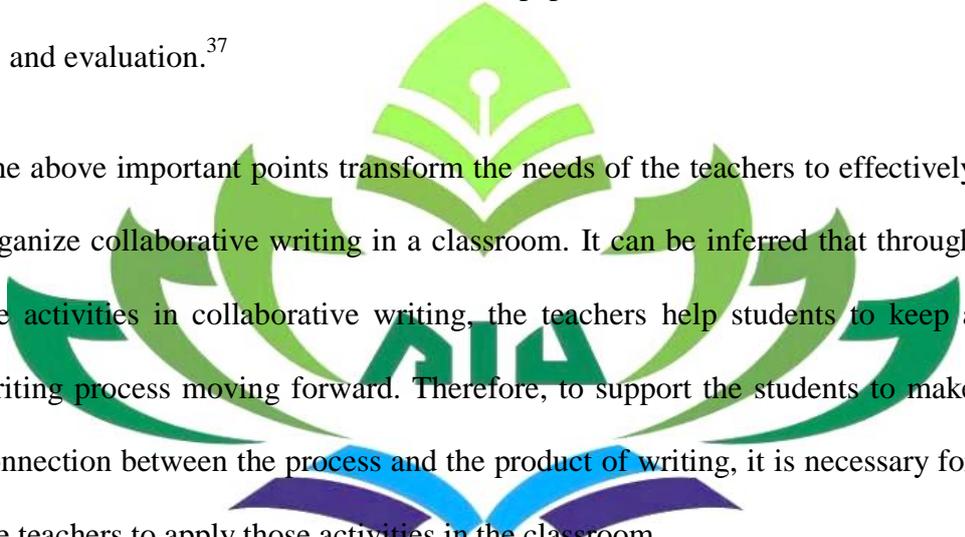
- a. The teacher divides the students into pairs or triads.

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<sup>35</sup> Sukirman, *Using Collaborative Writing in Teaching Writing*, Vol. 2, (Langkawi: IAIN Palopo, 2016), p.33

<sup>36</sup> Dale, Helen. *Co-Authoring in the Classroom: Creating an Environment for Effective Collaboration*. (Illinois: Viepoints 1997), p.11.

- b. The teacher asks the students to write a recount text based on the topic.
- c. Students organize their ideas and create an outline.
- d. Students selecting parts of the selections for each student to write initial drafts individually.
- e. Team combine individual sections into a single paper.
- f. Team revises and edit their work, checking for content and clarity as well as grammar, spelling and punctuation.
- g. After the final edit, teams submit their paper to the teacher for assessment and evaluation.<sup>37</sup>



The above important points transform the needs of the teachers to effectively organize collaborative writing in a classroom. It can be inferred that through the activities in collaborative writing, the teachers help students to keep a writing process moving forward. Therefore, to support the students to make connection between the process and the product of writing, it is necessary for the teachers to apply those activities in the classroom.

## **2. Advantages and Disadvantages of Collaborative Writing Strategy**

### **a. Advantages of using collaborative writing Strategy**

Collaborative writing has many advantages as a functional unit of collaborative learning. Sherman states that in collaborative writing, the students are relying on peers for learning.<sup>38</sup> It means that students work

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<sup>37</sup> Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major. *Collaborative learning techniques*. (Jossey-bass : 2005), p256

<sup>38</sup> Sherman. *Constructivist Pedagogy for Teaching Educational Psychology*, Available at: <http://www.users.muohio.edu/shermalw/aera91aa.html#dec>.

together to teach one another, and they alternate between the roles of students and teacher. This strategy combines elements of both motivation and cognitive approaches to collaboration. The strategy also promotes cognitive processing of material using activities that are strongly linked to achievement.

Based on that statement, it can be concluded that collaborative writing strategy has some advantages such as : (1) It can promote effective learning; (2) It can combine both motivational and cognitive approaches to collaboration; (3) It can promote cognitive process through a structured approach to teaching and learning within a tutoring context; (4) It can promote the students' achievement and the students' self confidence.

#### b. Disadvantages using Collaborative Writing Strategy

There are some disadvantages of collaborative writing.

- 1). May not clearly represent group's intentions and less consensus produced.
- 2). Lose sense of group, subsequent writers may invalidate previous work, lack of consensus, version control problems, inefficient, and one person bottle necks.
- 3). Writers can be blind to teach other's work, redundant work can be produced if poorly planned, stylistic differences, potential information overload, and does not recognize individual talent differences well.<sup>39</sup>

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<sup>39</sup> Sukirman. *Using Collaborative Writing in Teaching Writing*, (Palopo : State Islamic University Palopo : 2016) P.13, Available on <https://media.neliti.com/media/publication/223665-using-collaborative-writing-technique.pdf>.

Based on the explanation about the researcher concluded the advantages of collaborative writing are: (1) Not clearly represent group (2) a conflict with personal learning style. (3) Issues of fairness.

### c. Teaching Recount by Using Collaborative Writing

This is some step to teaching writing recount text by using collaborative writing can be implemented through the following procedure which is modified from Dale's theory of using collaborative writing:

#### 1). Forming Group

Teacher asks the students to make a group consist 4-5 members or pairs

#### 2). Providing Time

Students have time to discuss what the topic and detail information that they will write.

#### 3). Primary- Writer System

Together, students organize their ideas and create an outline. After having a brainstorming they put their ideas into an outline or draft to ease them in developing those ideas.

#### 4). Assignments

Teacher asks the every group start to write and every group write with different topic.

#### 5). Focus on Process

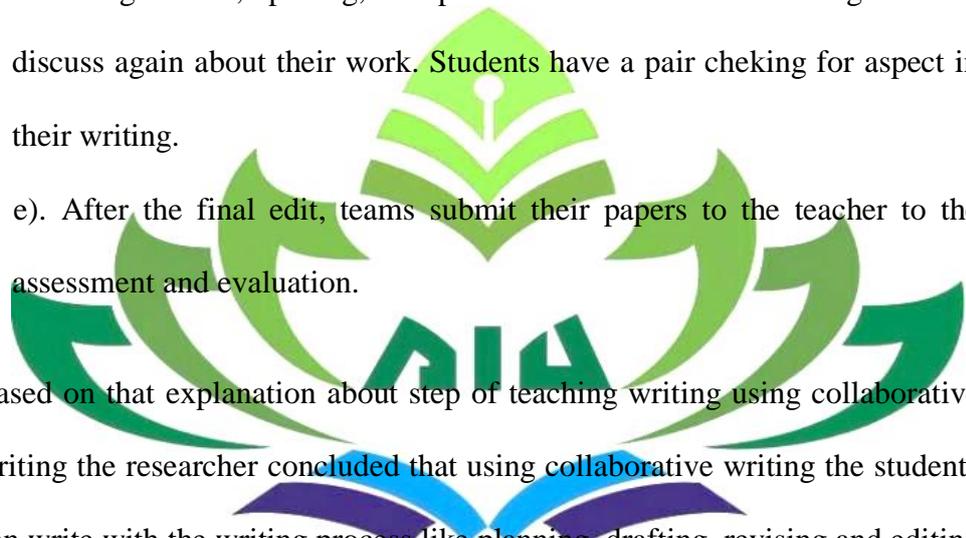
a). Students divide up to the outline, selecting or assigning sections for each student to write initial draft individually. After dividing the outline.

b). Teams read first draft and discuss and resolve any significant disparities in voice, content, and style . each member share their opinion and give feedback to improve their work.

c). Teams combine individual section into a single document. After having a discussion then students combine their individual work a single document.

d). Teams revise and edit their work, cheking for content and clarity as well as grammar, spelling, and punctuation. In the final editing students discuss again about their work. Students have a pair cheking for aspect in their writing.

e). After the final edit, teams submit their papers to the teacher to the assessment and evaluation.



Based on that explanation about step of teaching writing using collaborative writing the researcher concluded that using collaborative writing the students can write with the writing process like planning, drafting, revising and editing in order to produce a desired writing.

#### **E. Definition of Expository Strategy**

Expository strategy is one of learning strategy is used in the classroom, where the teacher focusses to explain the material, in other words the teacher is

talkative.<sup>40</sup> It means that Expository strategy is learning strategy where teacher only focus to material. Further, expository strategy is one of learning strategy that emphasize to order material through oral from the teacher to the students.<sup>41</sup> It means that the expository strategy is a strategy where the teacher is the most important role there and the focus material only from the teacher.

Wina Sanjaya stated that the teacher holds the most important role, because expository strategy is the manner of presentation lesson which done by the teacher with the verbal explanation directly.<sup>42</sup> It can be inferred that expository strategy is one-way communication with the students. It means that the students have limited knowledge because the students just focus on the teacher gives.

Based on the explanation above, the researcher concludes that expository strategy is the strategy with emphasize the material is given by the teacher with explanation to students directly. The basic teaching of expository strategy is the dissemination of teachers' information which the teacher holds the most important role.

## 1. Procedure of Expository Strategy

There is procedure of teaching recount text writing through expository strategy:

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<sup>40</sup> Skripsi: Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository* (Semarang: IKIP Veteran, 2005), p.59

<sup>41</sup> Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006), p.179

<sup>42</sup> *Ibid*, p. 179

- a. The teacher prepares the material that related with recount text for the students.
- b. The teacher presents the material recount text and gives an example for the students.
- c. The teacher explains about recount text with general features.
- d. The teacher asks the students to make recount text.
- e. Then the teacher gives conclusion in the end of material.

Based on the explanation above, it can be inferred that the procedure of teaching recount text writing through expository strategy start from the teacher prepares until the teacher closes the material. In the procedure of teaching recount text writing through expository strategy the teacher is talkative where the teacher is the most important role there and the focus material only from the teacher.

## **2. Advantages and Disadvantages of Expository strategy**

There are some of advantages and disadvantages of using expository strategy, they are as follow:

a. Advantages of Expository Strategy as follows:

- 1). Through this strategy the teacher can control the material and this strategy can be used of the total students, in another word in the large class.
- 2). Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.<sup>43</sup>

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<sup>43</sup> Skripsi: Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository* (Semarang: IKIP Veteran, 2005), p.59

Based on the explanation above, it can be inferred that the expository strategy has advantages for the students through oral by their teacher. The teacher also can control the material.

#### b. Disadvantages of Expository strategy

1). This strategy only can be done for students that have good listening ability and give good attention. Students that do not have good listening ability, need another strategy.

2). Because this strategy was given by talkative teacher. So that, it is difficult to increase students' ability in socialization, interpersonal related, and critical think ability.

3). So that, this strategy happened in one-way communication, then the opportunity for controlling the students to understand about the material is limited.<sup>44</sup>

Based on the explanation above, it can be inferred that the expository strategy has disadvantages for the students. Expository strategy can't appropriate for students that they do not have good listening ability because the teacher is talkative.

#### **F. Frame of Thinking**

English is a foreign language that must be taught starting from elementary school up to the senior school even if in university. It means that the students

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<sup>44</sup> *Ibid*, p.191

who learn English at the school as compulsory subject. Writing is not only moving the pen on paper but in writing we have to pay attention to the rules of writing, like the choice of words that are fit or not, the arrangement has been arranged with the correct sentence or not, the coherence between paragraphs one another mutually sustainable or not, etc. to improve students' skills in writing, especially make announcement text should choose an appropriate strategy to solve the problem.

Collaborative writing is a teaching writing strategy by involving students writing groups, reading and talking about writing and giving evaluation to the writing. By using collaborative writing strategy can make students easier in writing recount text. Students can interaction and shared decision making between members of a group using a common set of tools. furthermore, collaborative writing strategy is helping the students to write recount text easier. Therefore, it is expected that by using collaborative writing strategy, it will improve the students' ability in recount text.

## **G. Hypothesis**

Based on the frame of thinking above, the researcher formulates the hypothesis as follows:

H<sub>a</sub>: There is a significant influence of using Collaborative Writing strategy towards students' recount text writing ability at the eighth grade of SMP 14 Bandar Lampung in the academic year of 2018/2019.

H<sub>o</sub>: There is no significant influence of using Collaborative Writing strategy towards students' recount text writing ability at the eighth grade of SMP Bandar Lampung in the academic year of 2018/2019.



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