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ENDORSEMENT SHEET

The “skripsi” (scientific paper) entitled “IMPROVING STUDENT’S NARRATIVE WRITING THROUGH COLLABORATIVE LEARNING” (A Classroom Action Research for Grade IX of SMP Labschool Kebayoran Jakarta) was written by Gusrini, student’s registration number 205014000363, was examined at examination session of the Faculty of Tabiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta, on August 06th, 2010. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the Degree S.Pd. (Bachelor of Arts) in English Language Education in the Department of English Education.

Jakarta, August 06th, 2010

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dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 14 Juli 2010

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ABSTRACT

Gusrini. “Improving Student’s Narrative Writing Through Collaborative Learning”. Strata I (S1). English Education Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta, 2010

English language is a compulsory subject in Indonesian junior high school’s curriculum. Some of its aims are for the students to be able to use it, to gather information, and to practice it. Skills such as Listening, Reading, Speaking, and Writing are in the content of curriculum.

This research is to study writing as one of the productive skills to be implemented within social interaction activities between students which is called collaborative learning. It is to find out students’ attitude and level of achievement in writing narrative by learning collaboratively or how well they get if it is learnt collaboratively. The students are getting to work with their peers. The teacher role is to help and assist them. It is also to find out how well the students use their ZPD (Zone Proximal Development) by collaborative study with friends.

Based on writer observation in SMP Labschool Kebayoran Baru Jakarta, the students in majority are still anxious and seem lost to initiate writing. They feel they do not have enough good ideas and confused at the time to start writing according to the teacher during the interview. In consequence, the teacher needs to create a supportive and encouraging environment to stimulate students to pour in ideas and motivate them to write. In this matter, the writer suggests low tension activity and enjoyable learning in order to ease them in expressing themselves. The techniques suggested is collaborative writing as described by Kenneth A. Bruffee as a process of communication with their peers that is believed best for students to gain certain knowledge.

The writer only researches on writing narrative using collaborative learning technique in SMP Labschool Kebayoran Jakarta. The purpose of the research is to find whether collaborative learning motivates students to learn and improve their narrative writing.
ACKNOWLEDGEMENT

In the name of Allah the most Beneficent and the most Merciful. All praise are to Allah the Lord of the world, He always gives strong and favor in completing this “Skripsi” by the title “Improving Student’s Narrative Writing Through Collaborative Learning”. Blessing and salvation be upon beloved prophet Muhammad PBUH, his families, companions, and followers.

This work is completed due to helping of others. In this opportunity the writer would like to say the greatest thank to her beloved parents who always give support, motivation, love, and encouragement to finish her study.

The writer would like to address her appreciation and thank to:

1. Dr. Fahriany, M.Pd as the writer’s advisor for her time, guidance, kindness, patience in correcting, guiding and helping her in finishing “Skripsi”.
2. Prof. Dr. Dede Rosyada, the Dean of Faculty of Tarbiyah and Teachers’ Training.
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Despite all the imperfection, hopefully the readers and related parties could use the “skripsi” maximally to enrich the study of English language teaching.

Jakarta, July 24, 2010

The Writer
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CHAPTER I
INTRODUCTION

A. Background of Study

Classroom is a place where teachers and students are the participants in teaching and learning activities. In the classroom, teacher delivers lesson, drills students with the material, and scores students’ work. In the other side, students learn by listening to the teacher’s explanation, doing assignments and tests, and so on. But each student’s prior knowledge and learning ability are not the same to each other; whether they learned or acquired the knowledge inside or outside the classroom or their learning behavior inside the classroom. Teaching and learning activities are meant to develop students’ knowledge and also to work on the gap of knowledge between them. But sometimes the gap between them is still or even broadens.

In that case, the factors such as students’ mental, psychological, and social capacities are taken into account in order to achieve the objective of learning. Students are human that are described as unpredictable, inconsistent, and inefficient processor as Michael P. Breen wrote it, that they always leave the question of which selected part of linguistic data is meaningful and worth to act upon.¹ In the following notion Wundt in Breen associated a classroom

as a laboratory which is ineffective. He strongly believed that the higher mental processes of reasoning, belief, thought, and language were rooted as within authentic social activity. A classroom is a place to conduct a formal teaching and learning activity, but the case is how to make the activity effective and successful.

To achieve such purpose, some ideas are worked to transform classroom into active environment. White and Arnt said that teaching and learning are joint enterprises involving both teacher and students in a partnership where the participants have complementary roles and similar status. It means that the teacher, instead of being cast merely in the role of linguistic judge, now becomes reader, responding to what the students have written. The students, rather than merely providing evidence of mastery of linguistic forms, proffer experiences, ideas, attitudes, and feelings to be shared with a reader.

Collaborative learning is another way to construct more conducive learning environment by using social interaction. Rebecca Oxford defined collaborative learning as it “… views learning as construction of knowledge within a social context and which therefore encourage acculturation of individuals into a learning community.” In this case, teacher creates communicative atmosphere to gain low tension learning environment for

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every single student. The idea of social acculturation is supposed to make
class to be interactive community not just silent individuals. This will result in
low tension environment is then designed to support students learning of the
skill that “tends to be formal, edited, and non-interactive, with writer and
reader separated” that is writing.

In writing, students have to apply their formal knowledge of
vocabulary, grammar, spelling, and punctuation. But in turn, according to
Cox, they also need to be accustomed to make and receive meanings using a
variety of forms depending on audience and purpose. In knowledge that
involves judgment such as writing, Kenneth Bruffee underlined the
significance of the process of interaction and discussion with other peers to
improve students’ ability. He pointed out the basic idea of collaborative
learning is that students gain certain kinds of knowledge best through a
process of communication with their peers. He formulated several ways of
conducting collaborative learning that are described later in this paper.

It is the primary task of a teacher is to help discover the purposes and
uses of writing as stated by Michael Rosen. It is beyond induction of text
form only. In order to achieve that there are several actions should be taken to
motivate them:

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5 Brian Cox, “Writing”, in Susan Brandley, ed, Teaching English, (London: The Open
6 Brian Cox, “Writing”, in Susan Brandley, ed, Teaching English, (London: The Open
University, 1994), p. 171.
7 Kenneth A. Bruffee, A Short Course in Writing, (Massachusetts: Winthrop Publishers,
8 Michael Rosen, “School Students’ Writing: Some Principles”, in Susan Brindley, ed,
• connecting with students’ lives as led and their actual dreams and fantasies,
• creating an atmosphere of generosity to others’ feelings and performances,
• fostering curiosity about all kinds of writing, and
• creating appropriate audiences for students’ work – peers, parents, younger children or whoever – are all more important processes to gear up than introducing literary forms.

In Indonesian schools, teachers have important task to introduce the standard and types of texts that each serves unique purpose. As in Indonesian junior high school, the curriculum comprises numbers of text types which is the 9th grade, there are three text types: Procedure, Report, and Narrative, which the latest shall be described later on here. In this research, the writer acted as research collaborator to the class teacher.

The constraint upon writing activity is visible and more audible during the class. Some students feel pressured and clueless when they are about to write paragraphs that they asked friends. That situation annoys friends since they need to concentrate as well. How should the teacher create an atmosphere that assists less independent students and support more independent ones and give more creative insight to all? The Narrative writing annual project is coming up and it demands original work from all students who in majority, acknowledged by the teacher, still show low quality of writing.
B. Identification of the Problem

Based on the Background of Study about improving students’ ability in narrative writing by using collaborative writing methodology, the writer specifies identification and focus of the research into:

1. Learning narrative writing in SMP Labschool Kebayoran Jakarta needs new outbreak.
2. The teacher should find the suitable and better strategy to increase student’s motivation in writing narrative.
3. Low learning quality of writing in majority of students.
4. The students feel pressure in writing English.

C. Limitation of the Problem

Based on the Identification of the Problem, the writer clarified and limited the problem by discussing how to improve narrative writing activities by using collaborative writing methodology at the ninth grade of SMP Labschool Kebayoran Jakarta as the focus that should be overcome as soon as possible.
D. Research Question

In the Background of the Study, the author specified the research in improving narrative writing activities by using collaborative strategy in SMP Labschool Kebayoran Jakarta, then the formulation of the problem which the writer was researching in SMP Labschool Kebayoran Jakarta was “How is Collaborative Learning improves students’ ability on writing narrative text in the ninth grade of SMP Labschool Kebayoran Jakarta?”

E. Significance of the Research

The result of this research is expected to be useful in terms of:

1. To fulfill one of the requirements of having strata degree from State Islamic University Syarif Hidayatullah Jakarta of English Education Department.

2. To give information to the English teacher about the activity to improve writing ability of the students in the classroom.

3. As an input for the English teacher in SMP Labschool Kebayoran Jakarta about the students’ interest in learning writing.

4. To motivate the students by experiencing exciting learning activities.

5. To improve students’ writing ability through enjoyable learning.
A. Writing Skill

1. The Nature of Writing

Writing can refer to two things, the written product and the process of writing. The examples of product of writing are book, magazine, and manuscript, as for the process of writing is a series of process which starts from imagining, drafting, editing, reading, rereading, until the final writing. According to Ron White and Valerie Arndt in Jeremy Harmer that process writing is an interrelated set of recursive stages which include: drafting, structuring, reviewing, focusing, generating ideas and evaluation.\(^1\) The process should be carried out with improvement through the way.

There are several aspects of writing such as\(^2\):

- Definition; writing is a *physical* and a *mental act*. It is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. Or in the other hand, writing is the mental work of inventing ideas, thinking

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2 Maggie Sokolik, “Writing”, in David Nunan *Practical English Language* ..., p. 88
about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

- **Purpose:** writing is to *express* and to *impress*. Writers have two masters that are themselves and their own desires to express an idea or feeling and readers, or audience who need to have ideas in certain ways.

- **Description:** Writing is *a process* and *a product*. It is a process because writer imagines, organizes, drafts, edits, reads, and rereads in cyclical way or not. It is also a product such an essay, letter, story or research report.

She also stated that the urgency of expressing what on writer’s mind has also social goal, which is to impress the reader. Writer should try to satisfy two parties, his/herself and the audience. Even though writing is one of four skills in language which is used for communication, it also has cognitive function as to clarify and support thought.

As the term ‘writing’ can refer to the process of writing or to the written product, Brian Cox described the aspects that also refer to writing as composing or secretarial. In school, the secretarial works should not be allowed to predominate in the assessment while the more complex aspects, as of composition, are ignored. In larger context, the process of writing is all about putting the ideas together in comprehensible set of letters, words, or sentences. In the other hand, according to Merriam-Webster dictionary, secretarial work is about doing correspondence and keeping records.

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According to recommendation made in 1988 by the acknowledged committee on English teaching in England and Wales, Kingman Report, stated clearly the importance of language use. Not to mention all over again about the era of globalization that unites the world as one big giant community. The committee, chaired by Sir John Kingman, related the ability to produce linguistic discourse as “genuine participant” of democratic society who “may take effective action on the basis on their understanding”.  

2. Narrative Writing

Narrative writing tells a story or part of story. It is a story containing specific elements that work together to create interest for not only the author but also the reader. This type of writing makes the reader feel as if her or she were part of the story, as if it was being told directly to him or her.

Narrative is categorized as a genre which means that in writing the narrative, the writer uses certain forms and structures. But as mentioned above writing is not all about the forms, so that the content and reader’s interest are also accounted.

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5 Brian Cox, “Writing”, in Susan Brindley Teaching English..., p. 173.
3. Learning Writing

Students need a purpose of the activity. If the students do not understand what they are supposed to do they may not get full advantage from an activity. Nowadays, many instruments are available that intrigue students to practice writing in their daily basis. It is quite beneficial even though their applications are still skin deep when they are asked to generate correct spelling, grammar, and content academically. In the other hand, they tend to take it lightly to study at school because they think of having many more years to learn.

As Paul Mills wrote in his book Routledge Creative Writing Coursebook, he pointed out 4 things that produce powerful impact for readers and writers; these are voice, world, image, and story. As he put it “… the voices that most hold our attention are those that tell stories, generate images, make their world as real to us as our own.”

Teacher has primary role in writing activities as an organizer. Jeremy Harmer highlighted teacher’s role to engage, instruct, and initiate students, and also to organize feedback for them. Here comes necessary plot made by teacher to initiate writing, in the same time to encourage

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8 Jeremy Harmer, The Practice …, p. 58.
them to feel free pouring words on papers, as they have their own time on
doing prewriting and rewriting in order to make sense of their works.\textsuperscript{12}

In development of teaching writing, there are three major
approaches known. Each approach underlines the focus during the writing
activity. The three approaches described by Christopher Tribble are:\textsuperscript{13}

- Text-based approach; teacher focuses on form and present
  authoritative texts for students to imitate or adapt. He tends to see
  errors as something that they have a professional obligation to correct
  and eliminate.
- Process approach; lays particular stress on a cycle of writing activities
  emphasizes on how a piece of writing was carried out.
- Genre approach; is more socially oriented and focuses on the ways in
  which writer and texts need to interact with readers. It emphasizes
  knowledge about the context and content of a piece of writing.

In order to make the writing successfully communicated to the
reader, Tribble also summarized range of knowledge that a writer must
have to achieve such goals:\textsuperscript{14}

- Content knowledge; knowledge of the concepts involved in the subject
  area or about the topic itself.
- Context knowledge; knowledge of the context in which the text will be
  read.

\textsuperscript{12} Shirley Brice Heath, “Literacy Skills or Literate Skills,” in David Nunan (ed.),
\textit{Collaborative Language Learning} ..., p. 50.
\textsuperscript{14} Christopher Tribble, \textit{Writing}, ..., p. 43.
• Language system knowledge; knowledge of those aspects of the language system necessary for the completion of the task, for example grammar, vocabulary, and so on.

• Writing process knowledge; knowledge of the most appropriate way of preparing for a specific writing task.

To achieve maximal development in writing and to keep activities on track, students need guideline to do the activities. Here are some important characters in writing as quoted from R. Culham in 6+1 Traits of Writing. They are:

• **Ideas**; they make up the content of the piece of writing as the heart of the message.

• **Organization**; it is the internal structure of the piece, the thread of meaning, the logical pattern of the ideas.

• **Voice**; it is the soul of the piece. It’s what makes the writer’s style or feelings and convictions come out through the words.

• **Word Choice**; it is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader.

• **Sentence Fluency**; it is the flow of the language, the sound of word patterns – the way the writing plays to the ear, not just to the eye.

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• *Convention;* they represent the piece’s level of correctness – the extent to which the writer uses grammar, spelling, and punctuation with precision.

The activities should be arranged to cope larger audience. It should satisfy not only him/herself as a writer, but also fellow students, teachers and community whether it might be still limited. In this case, students should be engaged in numerous times of drafting, revising, rewriting. Reinforcement came from repeated practices, discussions, and remarks or questions from other persons.

The program of study should be in accordance with the purpose of learning that is beyond school. There lies teachers and school’s task of establishing programs that prepare students for their future endeavor in community or education. They also will be more trained by organizing thoughts and exercising their cognitive skill over the writing process as well as to develop more confidence on themselves.

As Brian Cox suggested that the programs of study should enable pupils to exercise more conscious and critical control over the writing process. Numbers of strands which should feature in students’ development as writers:¹⁶

- Write in different purposes and audiences.
- Write coherently about a wide range of topics, issues, ideas, incidents, and organizing different kinds of text in ways which help the reader.

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• Craft writing which is significantly different from speech, showing a developing control of grammatical structure and of differentiated vocabulary; and write in a style which is appropriate for the purpose, audience and subject matter.

• Know when and how to plan, draft, redraft, revise, and proof-read their work.

• Understand the nature and functions of written language.

In this level of study students have been introduced to several types of text. It means that they are expected to be able to identify characteristics of each text type. They need to decide kinds of vocabulary, diction, and grammar type should be used in their writing for their potential readers could easily comprehend. Those language items have been developed through out years of studying and practices which have become individual knowledge. They will appear during the activities and make information gaps between students.

The aims of teaching writing in broader scope have been developed in The United States. They are represented by the founding of National Writing Project by James Gray; a teacher educator and former high school teacher, and colleagues at the University of Berkeley. The aims of the project are:¹⁷

In cognitive development, students retain more with writing activities. Writing is also believed as one effective way to make learners smarter as believed by Stephen Krashen, especially if there is a problem to solve. He cited five stages in thinking and creating new ideas which he reformulated from Graham Wallas’s *The Art of Thought*. Those stages are:

- **Gathering ideas**, this happens at reading and listening or as result of the whole process.
- **Preparing ideas**, it is where learners prepare, or clarify the current ideas and the problems at hand in order to come up with new ideas.
- **Incubation**, in this phase mind works on solving the problem subconsciously and automatically.
- **Illumination**, the emergence of a new idea as a result of incubation, a sudden insight.
- **Verification**, new idea from incubation is easily forgotten. To make it long lasting memory, it needs confirmation by noting that different sources have the same ideas through reading or listening.

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4. Collaborative Learning

Collaborative learning came from the theory of social constructivism.\textsuperscript{20} It means that knowledge or social phenomena refers to an individual's making meaning of knowledge within a social context.\textsuperscript{21} In this case, the knowledge is constructed by peer collaboration or community agreement. Students as part of community should not do isolated work in the process of learning. In a matter of fact, according to Dewey that they need all support and help to make their knowledge learnt meaningful for themselves, community, and/or the world.\textsuperscript{22}

It is John Dewey, American philosopher and educator, who was among the first to introduce the concept of learning as social activity. He suggested that students as learners do not learn in isolation, but they are part of triangular relationship for the \textit{social construction of ideas} among the individual, the community, and the world. This idea has also become the source of student-centered learning activity. This student-centered view has also shifted the focus of classrooms' concentration, from grammar facts and discourse modes to the motivations of individual readers and writers, to Learner-Centered stances.\textsuperscript{23} The main purpose of learning activities is to make it meaningful for the students. In order to achieve it, they need teacher and school to create the environment possible

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to them. Dewey defined meaningful ideas as part of acceptable theory, instrumentally useful for creating positive action, constructed by participants in society, and related to the guideposts or reference points provided by society.\textsuperscript{24}

In turn, Johns, quoted Silva, states that Student or Learner-Centered view which falls under Psycholinguistic-Cognitive rubric has revolutionized the teaching of literacy for decades from a Traditionalist study of isolated text forms to classrooms that provide a “collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing processes.”\textsuperscript{25}

In doing so, peers should work together during the learning process in order to construct meaningful knowledge. They should talk or communicate about the task at hand resulting in sharing knowledge where teacher acts as facilitator and instructor. In this stage, students should make their thoughts understandable to others which results in making meaning for all. They might get fresh new ideas from friends by reformulating ideas after reasoning their friends’ questions or criticism.

In that way, it is clear that there is a potential span of learners to develop that is achieved by process of communication between peers and teacher. Lev S. Vygotsky, a Russian psychologist, introduces the concept of Zone of Proximal Development (ZPD) that is the realm of potential learning that each learner could reach within a given developmental span

\textsuperscript{25} Ann M. Johns, \textit{Text, Role, and Context...}, p. 11.
under optimal circumstances and with the best possible support from the teacher and others in the environment. He stated in his book Mind in Society which is quoted by Peter Jarvis the definition of Zone of Proximal Development (ZPD):  

… the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

With this theory, Vygotsky wants to determine two different developmental levels: the actual developmental level and the zone of proximal development. The actual developmental level is the level of the child’s mental functions which have already been completed. Actual developmental level equated mental age. But ZPD is what the children do

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28 http://www.google.co.id/imglanding?q=zpd%20picture&imgurl=http://www.learningandteaching.info/learning/graphics/zpd.GIF&imgrefurl=http://www.learningandteaching.info/learning/constructivism.htm&h=210&w=300&sz=9&tbm=ENER23W8rD7ziM.&tbnid=ENER23W8rD7ziM.&tbnh=81&tbnw=116&prev=/images%3Fq%3Dzpd%2Bpicture&hl=id&usg=__2GgytBTdjXp-EpWH7vYyA4XgX3U=&sa=X&ei=5KhiTPupK4qQvQOt_JyeCg&ved=0CBYQ9QEwAA&start=0#tbnid=sRuUX-mU6N0lDM&start=1
with the assistance of others might be an even better indication of their mental development than what they achieve by themselves.\(^{29}\)

In that case, teacher is not supposed to draw inferences from what children do independently. Teacher needs to try to see students’ potential, which can be spotted in teamwork and through guidance and coaching, rather than achievements. Even though their ZPD size and potential are different

Later in his book, Jarvis explains Vygotsky preference of the value of collaboration rather than total independence while learning. Vygotsky points out potential rather than achievement because potential is a much more dynamic concept than achievement. It leads to the notion that “imitation is a significant element in learning” that means people can only imitate what is within their developmental level; they cannot imitate things that are beyond their ZPD, at any time. In this case, Vygotsky concluded that ‘human learning presupposes a specific social nature and process by which children grow into the intellectual life of those around them’. Children need support systems (scaffolding) in order to undertake tasks within their ZPD.

In a much descriptive way, Gill Nichols compared between Cooperation and Collaboration\(^{30}\) as two children working on a computer joint project. As in Cooperation, the two pupils individually examine the problems, do not really discuss the issues of the problem but try to solve it

\(^{29}\) Peter Jarvis et al, *The Theory Practice* ..., p. 34.

through their own individual thinking, and share the computer. The pupils are addressing the problem individually but are cooperating in the resource (the computer) to perform the task. Social interactions are maintained at a distance and only for practical convenience. As in Collaboration: the two pupils examine the problem together, discussing the issues, identifying strategies and possible solutions. They work jointly to establish a means of solving the problem. The computer is used to stimulate a further discussion and alternative approaches. Dialogue leads to the joint ownership of the project.

a. Collaborative Writing

The idea of collaborative learning dated back in 1981 by Stephen Krashen who stated that language is best acquired when learners are in a low affective filter environment in which comprehensible input is introduced\textsuperscript{31}. In that matter, the educators should facilitate a low tension situation that is conducive enough for students to learn within their social interaction with peers or teacher.

In turn, social interaction leads students to communicate and collaborate. They shape their mind and thoughts during that process. Kenneth A. Bruffee wrote that by a process of communication with peers is the best for students to gain certain knowledge,\textsuperscript{32} which is also the basic


\textsuperscript{32} Kenneth A. Bruffee, A Short Course ..., p. 103.
idea of collaborative learning method. Students will continually shape their skills to make judgment in their writing to suit themselves, the readers, or the silent authority who “keep harping on making the expressions made ‘correct’ and ‘appropriate’ to the subject matter.”

Aspect that should be accounted in the writing process is: the ways in which social interaction is part of the process; the effect of intertextuality (other texts) on the invention process; the negotiation of different points of view; the relationship between talk and text.

In collaborative writing, writing is not only seen as activity for performance or information, but for meaning. Student do the learning by themselves, teacher only facilitate or guide them when it is necessary. Based on writer’s observation it is usually concerning language structure, difficult vocabulary, or sometimes ideas. They focus primarily on what each other has to say and on the way other students and they themselves apply their own values in the process of making judgments and arriving at decisions. In collaborative writing, the teachers’ roles are:

- First, to design judgmental tasks so that students will learn through this exchange,
- Second, to organize the community of students so that exchange can occur effectively,

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33 Kenneth A. Bruffee, A Short Course..., p. 104.
35 Kenneth A. Bruffee, A Short Course..., p. 104.
• Third, to help students negotiate among themselves to resolve differences of opinion and judgment, help students to understand why such differences occur, and supply information and experience to improve the quality of the judgment finally arrived at,

• Fourth, to evaluate the quality of student’s development during this process and their contribution to each other’s learning.

Collaborative writing was essentially a social process through which writers looked for areas of shared understanding. To reach such an understanding, participants function accordingly to several social and interactive rules36:

• Common goal
• Information gap or differential knowledge
• Determination of audience’s knowledge
• Group interaction
• Distance from the text

In the part of teachers, they act, as Lev Vygotsky proposed, as facilitator or guide and the provider of assistance, that include a hint or clue, a word of praise, a suggestion, a learning strategy, a grammar

36 Denise E. Murray, *Collaborative Writing as a Literacy Event: Implications for ESL Instruction*, in David Nunan (ed.), *Collaborative Language Learning…*, p. 103.
reminder, or an intensive reviews – anything that students need at the
given time.\textsuperscript{37}

b. Activities in Collaborative Writing

There are several settings of conducting Collaborative Writing. There are techniques introduced by Denise E. Murray and by Kenneth Bruffee.

Two types of Collaborative Writing by Denise E. Murray are: \textsuperscript{38}

- The majority of the interaction occurs on paper. It’s in the review of books or articles. The reviewers make notes on the writer’s draft and write additional comments that usually take two forms: surface editing for spelling, infelicities of grammar, etc. and global comments on content.

- The majority of the interaction occurs through oral discussion which is called as a literacy event. The event as described by Brice Heath “… [has] social interactional rules which regulate the type and amount of talk about what is written, and define ways in which oral language reinforces, denies, extends, or set aside the written material.”


Four techniques in Collaborative Writing by Kenneth Bruffee: 39

- Paired Interview
  - Teacher asks students one by one to explain to the class the topic he or she has chosen to write on and to state a tentative proposition.
  - Teacher allows class time for students to interview each other in pairs. In the interview, students should:
    - Tell what they are going to write about and what they’re going to say about it (topic and proposition),
    - Ask what their partners know about the topic that they can use in the essay,
    - Ask what their partners want to know about the topic.
  - The writer used this technique considering limitation of time in Grade 9th and suitability with the focus of writing.

- Reading Aloud
  - It is conducted at the first half of a writing course. The class hours on the day essays are due should be devoted entirely to hearing what writers have written.
  - All writers should read their first couple of essay assignment aloud. They should read it slowly and clearly, indicating the beginning of each new paragraph.

39 Kenneth A. Bruffee, A Short Course..., p. 105-120.
- Writers read their own work aloud to themselves while writing and revising.

- The class should try reading fewer papers aloud and to go into each paper more thoroughly.

- Collaborative Group Work

  - The teacher defines the tasks to be done collaboratively.

  - Teacher divides the class into groups of four to seven members. They choose a group recorder to take notes on every decision of the group.

  - The recorder of each group report the group’s decisions to the other groups and to the class as a whole. Class members should take notes on the reports and formulate questions to ask members of other groups.

  - When every group has reported, teacher leads the class as a whole in a discussion to resolve differences among the groups’ views.

- Peer Criticism

  - It contains four operative terms in discussing it: learn, write, helpful, and each other’s.

  - First, students should only describe each other’s essay objectively.
Second, they should describe accurately the rhetorical form of each other’s essay.

Students discuss content. The main questions students should answer:

- Whether or not they agree with the views expressed in the essay and why.
- Whether or not the author has made the best possible argument for those views, and what might be added to strengthen the argument.

The author reevaluates the essay and the criticism received and makes comment on the process.

The author revises the essay and turn in the revision, along with the original version, the critiques, and the author’s responses, for the teacher’s final evaluation.

5. Purpose of Learning Writing at SMP Labschool Kebayoran Jakarta

Since 2006, the government of Indonesia has renewed the curriculum to be based on school resources. Kurikulum Tingkat Satuan Pendidikan (KTSP) was launched to accommodate school’s unique potential and apparatus. The government still provides reference to guide school to form its own model of teaching and learning activities. Here is the lawful guidance concerning writing activities on 9th grade that are composed of Standar Kompetensi (Standard of Competencies), the more
philosophical definition, and Kompetensi Dasar (Basic Competencies), the more detailed in practice. They are:

- **Standar Kompetensi** (Standard of Competencies):
  12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk **narrative** dan report untuk berinteraksi dalam konteks kehidupan sehari-hari. (To express meaning in functional writing and casual short essay in narrative and report for daily life and interaction).

- **Kompetensi Dasar** (Basic Competencies):
  12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari. (To express meaning in short casual written text using variety written language form accurately, fluently, and reciprocally to interact in daily life context).
  12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk **narrative** dan report. (To express meaning and rhetoric in short casual essay by using variety written language form accurately, fluently, and reciprocally to interact in daily life context in narrative and report).
Writing has thirty percent of total curriculum in the ninth grade, but it is also undisputable factor in final examination. But it doesn’t end there since the skill hopefully will flourish in the future in which way the theory of collaborative learning is beneficial.

B. Narrative Text

Man narrates and communicates in a form of narrative. According to Walter R. Fisher, man communicates in a form of storytelling. He defines narratives as symbolic actions, words, and/or deeds that have sequence and meaning for those who live, create or interpret them. Since the time of the first prophet until today, human’s history is colored by narrative stories taken from life.

In national curriculum of English language teaching, narrative is one of five genres to be taught in junior high school and among three genres in grade 9th. Genre shapes the text in communication as stated by Christopher Tribble, a text is nothing more than a product of the categories of social interactions that are realized by genres. Each genre has its own communicative purpose that goes with its generic structure so that the text can be communicated effectively and properly to the reader. The genre itself described by John Swales in Tribble:

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Genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.

Narrative is also one form of literature. In the introduction of Choosing and Using Literature of Curriculum Corporation in 1995, Jenni Connor writes about the special place of literature in the English curriculum.43

Stories offer us images to think with, other worlds to describe...The capacity to deal in images, in metaphor and symbol is at the heart of being human. In a literary society, books remain a major source of the rich heritage we can offer our children. Literature engages the mind and the heart, extending the life experience of everyone.

1. The Nature of Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than provide entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.44

Writer can use one of two types of person to tell narrative; they are first person by using ‘I’ or third person by using ‘he’, ‘she’, or ‘they’ throughout the story.45 The use of the first and third person as described by Brereton is as follow: the first person is used if the person who experiences the events tells the story from his or her point of view; and the third person is used if the events did not happen to the writer but to the

44 Mark and Kathy Anderson, Text Types in English 3, (South Yarra: Macmillan Education Australia, 1998), p. 3.
45 Mark and Kathy Anderson, Text Types..., p. 3.
person being spoken about. The example of first person is autobiography, and biography is written in the first person.\textsuperscript{46}

There are some features of in constructing narrative text. According to Andersons the schematic structure and grammatical features of narrative are described below. \textsuperscript{47}

The schematic structures of narrative text:

- an orientation in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- a complication that sets off a chain of events that influences what will happen in the story.
- a sequence of events where the characters react to the complication.
- a resolution in which the characters solve the problem created in the complication. It is described as a concluding paragraph that function as a change to tie everything together, to tell what impressions got from the events, what decision to do, and what experience meant.
- a coda that provides a comment or moral based on what has been learned from the story.


\textsuperscript{47} Mark and Kathy Anderson, \textit{Text Types...}, p. 3.
The grammatical features of narrative text:

- Nouns that identify the specific characters and places in the story.
- Adjectives that provide accurate descriptions of the characters and settings.
- Verbs that show the actions that occur in the story. The tense used in general is past tenses. For example: simple past tense, past continuous tense, past perfect tense, etc.
- Time words that connect events, telling when they occurred. For example: first, then, next, while, late, afterwards, finally, after, during, before, at the same time, earlier.

2. Purpose of Narrative Text

As mentioned earlier that through writing people are able to share ideas, arouse feelings, persuade and convince other people, in term of narrative, it functions generally to entertain, amuse, or instruct people. There are at least five ways to reach the purpose:48

- *Tell an exciting story.* It is to entertain or interest the audience. What makes for an exciting story? Danger, suspense, the unusual are all possibilities.

- *Illustrate a point about human nature.* Fairy tales and fables are fascinating to children (and adults too) because they seem to speak about eternal truths.

• **Make people laugh.** Real humor is probably the rarest talent. If someone can tell a funny story, he can write a good narrative essay.

• **Show how an experience dramatically changed someone’s life.** All people have certain illuminating experience, occasions when they learn something very important about themselves, other people, or the world around them. A narrative tied to such a learning experience can fascinate others.

• **Get to the heart of a common and everyday occurrence.** If someone runs out of exciting events and illuminating experiences, he can still examine what happened on a certain undramatic occasion and tell what the experience meant. The most commonplace situations often give rise to such narratives; the interest lies not just in what happened, but also in reaction, how someone felt and thought. The writer will be putting the reader in writer’s place, describing writer’s own feelings exactly.

3. Improving students’ writing on narrative text through collaborative learning.

The process of writing needs variety of knowledge. Ann M. Johns defines this vast range of knowledge beyond process solely by the term Literacy.49 By the term she means the writer has to be able to read, since writing and reading influence each other. He needs to know particular content, language, and practice in order to understand, discuss, organize,

and produce the text. It relates also to social context in which the discourse is produced and variety of previous experiences not only with texts but with other persons who are literate.

In the other end, reader needs to comprehend the discourse. Basically, people have the same innate ability to ability to determine the narrative rationality (interpreted value) of the stories based upon two aspects;  

- **the narrative coherence** and (if the story holds together and makes sense in our world), and
- **the narrative fidelity** (if the story matches our own beliefs and experiences and, hence, portrays the world we live in).

Considering many features consisted in narrative writing, let alone writing itself, the collaborative method is expected to minimize or, if possible, eliminate students’ anxiety of messing up, not knowing what to do, or feeling lack of confidence. The stages to be performed are maintained not to make them under more pressure as suggested by Bazerman in Johns that the learning occurs within the students, but it is within the teacher that the learning situations are framed.  

Writing a narrative is stated clearly in Standard of Competencies or *Standar Kompetensi* No. 12: “*Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari*” (To express

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meaning in functional writing and casual short essay in narrative and report for daily life and interaction), and Basic Competencies or Kompetensi Dasar No. 12.2: “Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari,dalam teks berbentuk narrative dan report.” (To express meaning and rhetoric in short casual essay by using variety written language form accurately, fluently, and reciprocally to interact in daily life context in narrative and report).

The process to develop literacy is made into steps. As mentioned in Standard of Competencies (Standar Kompetensi) of SMP, students need to be introduced to various activities to sharpen their skills. Students are to be guided to comprehend, analyze, discuss, and express their thoughts that during the activity they use not only one but their integrated skills. In time, this will help to internalize their knowledge too.

As described on the Standard of Competencies of SMP, based on Kern’s models, the skills are extended into four which are equally linked to each other. They become un-separated factors in language learning.

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Collaborative learning is aimed to break the deadlock or confusion in expressing and arranging ideas during the process of writing. By communicating ideas and knowledge between peers, it is expected to create low tension atmosphere that eases the process of pouring and arranging ideas that will enrich students writing.

Students are able to process their thoughts by communicating with friends. They assess ideas with the potential readers of their work. Through this activity they are challenged to arrange their thoughts and ideas to be understood by others. The other peers give feedback about the work. By doing collaborative learning, the communication of ideas results in enrichment on writing and in the mind of students, that they get their ideas assessed and new knowledge acquired whether in the form of correction of their ideas or new shared knowledge.
CHAPTER III
RESEARCH METHODOLOGY

A. The Purpose of the Research

Since the late nineteenth century the researchers and practitioners in education have also realized the mismatch or gap between what is planned for the classroom and what is actually happens; they can be said to arise from intersection of theory and practice. In this case, a strong tendency to overcome the problems in educational practices has been through classroom inquiry. As John Dewey in Anne Burns proposed about the uniqueness of educational practices compared to other scientific knowledge:

The answer is that educational practices provide the data, the subject matter, which form the problems of enquiry. These educational practices are also the final text of value and test the worth of scientific results. They may be scientific in some other field, but not in education until they serve educational purposes and whether they really serve educational purposes can be found out only in practice.

The writer chose action research as assigned by the department and to try to implement such notion. In turn, she used action research in effort to validate classroom her research and observation. It will help to shape her ideas as novice teacher-researcher and to challenge her to rethink many issues as

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1 Anne Burns, Collaborative Action Research for English Language Teachers, (Cambridge: Cambridge University Press, 1999), p. 53
well as the value of asking her students opinions and her own judgment\textsuperscript{3} to be part of her experience in years to come.

Action Research is a quite straightforward practical approach to tackling issues of substance that it is within the capabilities of teachers or practitioners to research their own teaching and conduct projects within their own classrooms.\textsuperscript{4} It gives teacher who knows precisely condition of every aspect in the class a special position. It can also improve the quality of teaching and learning activity in the classroom by empowered teacher when they experience research as part of their teaching role.\textsuperscript{5}

In this case, the writer implemented classroom action research at Grade 9F SMP Labschool Kebayoran Jakarta. The writer focused in researching students in their writing, especially to improve them in that productive skill through Collaborative Writing. The writer has several purposes in the research which she was researching, there are:

- To collect the information about the strategy to improve narrative writing skill through collaborative writing.
- To see whether there is an improvement or not in learning writing collaboratively.
- To find out what learners claim to have learned from the lesson or “the Uptake”.\textsuperscript{6}

\textsuperscript{3} Anne Burns, \textit{Collaborative Action Research …}, p. 11.
\textsuperscript{4} David Kember, \textit{Action Learning and Action Research: Improving the Quality of Teaching and Learning}, (London: Kogan Page Limited, 2000), p. 27.
\textsuperscript{5} Anne Burns, \textit{Collaborative Action Research ….}, p. 16.
B. Place and Time of the Research

1. Place of Research

The writer performed this research at SMP Labschool Kebayoran Jakarta.

2. Time of Research

This research was started from January 2010 to March 2010.

C. Cycles of the Research

There are series of steps in action research that are described by David Kember. Action Research is a cyclical or spiral process involving steps of planning, acting, observing, and reflecting.\(^7\)

1. Planning. The writer together with the class teacher prepared plan of action for gathering data, along with lesson plans, and selected technique. Plan is set based on actual condition of students. The issues are the schematic structure of narrative text and the confusion at the beginning of writing whether it is about arranging and selecting the ideas or because there is no idea at all. How can the teacher/research collaborator provide retaining knowledge and stimulate students’ confidence?

2. Acting. During this period, the procedures selected for collecting data are developed and put into action. In this stage, the procedures were implemented and data were collected. Students made first draft in order to

\(^7\) David Kember, *Action Learning*, p. 25.
identify in advance the significant elements of the passage and get the
general outline from existed writing. Time is provided to share knowledge
with the class and pair-interview.

3. Observing. In this stage, class teacher and research collaborator observed
the teaching-learning activities, students’ active behavior, and students’
ability in group discussion. In this stage the research should go deeper to
the addressed issues. The writer kept a diary and taped in video.

4. Reflecting. In this stage, the writer used the journal and video taped during
acting and observing stages. During reflecting stage, the journal and the
video were used for reflective thinking and data source. The journal
contains personal thoughts and insights about everything that was going on
in the classroom.

At the end of the reflecting stage, the writer was to compose a report
by articulating the activities, data collection, and results that have co me out of
the research process. The final reporting shall ensure responsibility,
confidentiality, and negotiation. Confidentiality ensures that the identities of
those involved in the research are not made public. It is also important for
researchers to negotiate what access to their data is made available, giving
those who are subjects of the research the right to veto release of the data.

Below is Kemmis and McTaggart’s adapted model of action research along with the writer’s description of each phase of the study conducted.

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8 Anne Burns, Collaborative Action Research ..., p. 41.
9 Anne Burns, Collaborative Action Research ..., p. 71.
10 Anne Burns, Collaborative Action Research ..., p. 33.
The students think they don’t have fresh ideas and tend to be withdrawn at the beginning of writing activity. How can teacher stimulate their interest and motivation? Change the assignment? Settle on assignment strategies. Shift individual assignment to collaborative in order to encourage students to explore.

Try activity which let students express what they mean and what interest them.

Continue general aim but reduce the number of group member and each student should make individual report.

Stick with the pair work and try to stimulate their imagination by unfinished story. Involve them in deeper discussion to complete the plot of the story.

Tape students’ behavior on video and observe the discussion.

It is needed to find out more on students’ individual contribution. It means lesser member in a group.

Tape students’ behavior and acceptance during the first cycle to see what is happening. Keep notes and impressions in a diary.

Students are active to contribute and responsible to their own writing assignment. But how they construct their own ideas? Will they collaborate and overcome differences?

Observe students’ behavior to see if there is any change in attitude.

The involvement of each individual arises.

Figure 3.1. The Cycle of Action Research
D. Subject / Participants of the Research

The subjects or participants in this research are the students of Grade Ninth F (9\textsuperscript{th} F) of SMP Labschool Kebayoran Jakarta. This class is also known as Acceleration Class. The class teacher and the writer selected 3 (three) subjects representing three levels of capacity of students in the class in order to get clearer view about the outcome of the research. They are:

- **Subject 1**
  He is a talkative student in case of joking but less focus on lessons most of the time. His grade is lower compared to most of his classmates. He has a hard time cooperating with others also hard to express himself most of the time.

- **Subject 2**
  He is active and likes to have a voice during the class. He doesn't try to predominate in the class but has a significant work contributions and good in collaborate with others. He is a calm student while teacher explains the lesson or works on his working sheet. During presentation, he always does the best. He writes with good efforts but quite poor in grammar and but good in content.

- **Subject 3**
  She is a bright student, active, and a diligent one. She often leads in class activities and overall scores. She writes excellently and has genuine ideas.
E. Role and Position of the Researcher

In the research, the writer acted as planner, research collaborator to the class teacher. The writer made lesson plans, prepared teaching tools, observed, collected the data, and reported the results.

F. Type and Source of Data

Types of data:
1. Quantitative: scores of the test after learning process.
2. Qualitative: observation, questionnaire, interview.

Sources of data are students, teacher and research collaborator.

G. Instruments of the Research

The writer used several instruments:
1. Class Observation

The observation is conducted during the teaching and learning activities on students’ general behavior and classroom situation prior to the research. It supposed to give clearer view concerning students learning behavior, classroom interaction, students’ performances, and teacher’s strategy of teaching.

2. Practicing Collaborative Writing model

This is the implementation of collaborative writing technique through action research cycle. The steps conducted were adjusted to the school’s actual program and teaching-learning condition in the classroom.
3. Ongoing-Test

This test is used to find out the improvement rate of students’ narrative writing skill during the treatment.

4. Questionnaires

The questionnaires were distributed at the end of the study to students of 9th SMP Labschool Kebayoran to find out their opinion about the collaborative writing activities conducted, to get the feedbacks on the strength and weakness of the activities in the classroom.

5. Interview

The interview was held in the last cycle in order to capture direct responses from students on the activities. It is to strengthen questionnaires’ results.


This is the product of students’ writing at the end of semester. It is an individual narrative writing project.

7. Teacher evaluation sheets.

The score achieved by students on the second semester. The scores achieved by students throughout the research were added into their final score.

8. Recorded situation.

There are some video shoots and photographs taken during research.
H. Technique in Data Collection

1. **Observation.** The teacher and researcher observe all social interaction and events relating to the issue being studied in the classroom. The observers have to be in the direct contact with subjects observed. Aspects of observation include students’ general behavior and classroom situation. The data are qualitative.

2. **Questionnaire.** It is used to involve the students in process of evaluation. In this case, it is to encourage students to monitor the usefulness of class activities, their own learning in and out of the classroom and the reasons.

3. **Interview.** This is to triangulate the data. The interview is conducted with the class teacher who has good knowledge, understands the situation and has representative information to answer the focus of research.

I. Trustworthiness

In this research, the writers used data from other sources, such as questionnaire and interview to triangulate the data collected by the writer. The triangulation involves data gathering from a number of different sources so that the research findings or insights can be tested out against each other.\(^\text{11}\) The questionnaire was distributed to students, while the interview was conducted to the class teacher.

\(^{11}\) Anne Burns, *Collaborative Action Research* ..., p. 25.
CHAPTER IV
FINDINGS AND DISCUSSION

A. Data Description

In this chapter, the writer described the data acquired from the process of research implementation. They are acquired from the beginning to the end of the cycle that is Planning, Action, Observation, and Reflection.

The observation had been conducted since November 2009 while the research itself was realized on January until March 2010. The writer observed the teaching-learning activities in the classroom, students’ behavior towards the materials, teaching style and strategies. Based on the observation and teacher recommendation, the writer selected 3 students to become the subjects of research. The three students represent 3 level of capacity in the class in general.

In preparation process, the writer prepared some work papers such as Lesson Plans, lesson materials in forms of short stories, and movie. Lesson plan contains learning objective, lesson materials, step by step activities, lesson source, and scoring.
B. Data Findings

1. Pre Cycle

Before the time of research, students were introduced preliminarily to narrative text structure. They are assigned to identify factors in narrative text. The activity was named ‘Dig the Story’. In this assignment, the students should find the Main Characters, their Characteristics, the Plot, and the Moral Lesson of the story.

For main characters, students should recite the characters’ full name, their personal characteristics, and page number where they found it stated. They also had to rewrite the plot with their own words. They used a compilation book of short stories of student’s best works from last year. The title of the book is Ranier de Janvier. This book has become compulsory for every 9th grade students to have a copy of their own for further learning, assignment, and reference on writing works.

In this assignment, students were allowed to select two stories from the book to be analyzed. After reading it, they identified main characters and their characteristics. They supplied the information with quoted sentences from the story and stated the page number. The plot was written after for minimal 3 paragraphs. The moral lesson was the closure. The assignment was to be made individually. The teaching of Past Tense and Past Perfect Tense for the 9th grade was completed by the time of research.

The activities to be conducted in the research were aimed to bridge students to their own narrative writing. Based on the works submitted,
there were some considerations including the number of grammatical errors, the consistency of tenses, diction, and vocabulary that need further works. Included are factors important in writing such as content, ideas, and coherence.

2. Cycle

2.1 Cycle 1

a. Planning

The writer prepared several lesson plans to be conducted. The plans were consulted with the class teacher. The skills targeted are integrative skills. It means that in every lesson, the objective skill is not only a single skill, but the combination of two skills. The types of narrative text are also considered carefully in order to make students familiar with vast range of texts. Three lesson plans were chosen to be implemented. It covered the skills and narrative types in turns. The plans are as follow:

- The Lesson Plan I
  
  Integrated Skills : Reading – Writing
  
  Type of narrative : Folklore

- The Lesson Plan II
  
  Integrated Skills : Listening – Writing
  
  Type of narrative : Fable

- The Lesson Plan III
  
  Integrated Skills : Listening – Writing
  
  Type of narrative : Fiction
For the first meeting, the writer prepared two narratives. They are two short folklores titled Maling Kundang and Pocahontas. They were chosen as representatives of Indonesian and Western cultures. In this lesson, each group should rewrite the story into paragraph. In this activity, they should identify 5 components in the story that are: **what** does the text tell us about, **when** did the story occur, **where** did the story take place, **who** are the participants in the text, what are the **characteristics** of each participant. Also the evaluation on paragraph and structure that are **content** (one clear idea or focus), **coherence** (the logical, orderly, esthetically consistent relationship of parts), **grammar** (form of tenses or spelling that may distract the reader from the content.), **vocabulary** (vivid words and phrases selection with accurate and natural placement), and **penmanship** (paper is neatly written or typed with no distracting corrections.). The criteria, also called Rubric, are used regularly by the teacher in scoring students work and can be found in education site in the internet.73

b. Action

*Short story assignment on February 8th, 2010.*

The students entered the class, followed with the routine greeting. The teacher refreshed student’s memory about narrative, such as generic structure and grammar. After that, teacher grouped students into four groups. Each group had 4 -5 members. Two groups were given a story of

73 http://rubistar.4teachers.org
Malin Kundang, the other two a story of Pocahontas. Each group had a copy of the story. They were assigned to make a summary based on Malin Kundang or Pocahontas in their own sentences. They had to hand in written work. They first read the story one by one and started the discussion. Each group appointed a leader and a recorder.

Starting the activity, Subject 1 was excited. He looked energized knowing they were going to do a group work. In the other hand, during the group discussion, Subject 1 didn’t involve much in the group. He waited much while his group discussing. Once he went to other group to eavesdrop. The group was less vivid than Subject 2 and Subject 3’s groups. During the preparation before the presentation, he seemed over excited that he left his own groups several times to see other groups worked while his group was working on the assignment. He didn’t make much contribution for the group. He was often scolded by his friends in the group for that behavior.

In case of Subject 2, he soon gathered with his friends in a group. He mingled with the rest of group members. He was not the leader or prominent person in the group, but he contributed actively in the group. He was between other few who directed the group work. This was quite a solid group that nobody from the group walked around so often ‘checking’ other group’s progress.

As for Subject 3, she soon led the pack. She grabbed the pencil and a paper and started to organize her friends about the inputs and
commentaries on the text. She actively poured down many ideas to be discussed and asked her colleagues to share. She went to other group once to share information. She acted as the writer and clearly as the leader of the group. At this time, she even started to plan displays for group presentation.

c. Observation

At the beginning of the activity, they already asked to be grouped with different members from the previous class assignment. After getting the story, they soon gathered with their group members and discussed. One of the student asked whether the summary should be made into form of list or paragraph. Teacher replied by ordering it to be made into paragraph. During the discussion, each group showed its own characteristic. They selected independently the leader and writer of the group and in turn supporting the persons appointed. In general, students are involved and were intense in their group discussion. The group of Subject 3 even made images to support their presentation.

Their initial reaction was excitement, especially groups that got Malin Kundang story. Each group prepared presentation not only for reading it but for a live performance by all members of the group too. The group of Subject 1 performed the story of Pocahontas. Subject 1 got the part which didn’t need much speaking or acts. Clearly, he was just adjusting with his friends doing the play. The group of Subject 2 performed an interesting presentation with dramatic play and humor. Two
members of the group narrated the text, and the rest of the members performed the play comically. It caught their friends’ full attention. The group of Subject 3 made a standing presentation, it was puppets play. It showed clearly that Subject 3 was the leader of the group.

At the end of the presentation, teacher gave a high appreciation and remark that those were excellent presentations. They made creative live performances of their summaries even when it was not assigned. It was interesting. The teacher and writer were surprised and very glad.

d. Reflection

It is significant to find out students knowledge of the basic factors to write narrative. Even though they answered almost all correctly about mentioning 5 indicating factors (of what, when, where, who, and characteristics), but their writing were still simple in the case of other indicators of content, coherence, grammar, vocabulary, and penmanship). Next assignment was to be arranged on higher difficulty level such as longer input and narrative. The evaluation was still on the same indicators. The member of the group was going to be limited not as big as the first cycle.

Working in group gave some students excitement and courage to speak and share their ideas. They gave input on words selection or sentence making. All members were involved in the discussion and tried to contribute more to the group. But there were other groups whose members were silent. Most of the group members waited for certain friend to start
giving ideas. One of the group members sat far from her group reading the story alone. After that, she started directing all her friends.

In this activity, teacher gave students opportunity to work independently with their peers, of course still with the guidance of the teacher. Since they are accustomed to give presentation, this time they prepared a play in order to include all members of the group. It was not just reading the text in front of the class. They came up with awesome performances that were beyond teacher’s expectation. In this case, the text had been made into lively discourse in the form of live performance.

2.2 Cycle 2

a. Planning

Based on previous assignment that integrated reading skill with writing, the writer prepared for a change. This time, the activity was focusing on listening and writing skill. The writer prepared movie to be played titled ICE AGE 3: The Down of The Dinosaurs. The characters are animals or Fable. The considerations of choosing this movie were because it contains good moral values such as friendship, cooperation, unyielding, among other things including good humor and great animation. In this assignment, students’ writing should answer just about the previous assignment’s questions of **what** does the text tell us about, **when** did the story occur, **where** did the story take place, **who** are the participants in the text, what are the **characteristics** of each participants, but also to supply
the standard **content, coherence, grammar, vocabulary, and penmanship.**

b. **Action**

*Movie assignment on February 22nd, 2010*

Students watched movie ICE AGE 3: The Down of The Dinosaurs. The class began with the same routine. The teacher grouped the students to work by group. They could stay on their seats because every two seats have one computer monitor as a screen. During the play, students were free to discuss or comment. The writing assignment was to be made individually.

At the beginning of the lesson, all students were enthusiastic even though they knew it was not a new movie. Some changed seat to be next to their partners; but some had to move due to the monitor condition or already comfortable with their own seats. Subject 1 sat in his regular seat with his partner. Subject 1 reacted positively about watching the movie. He actively commented on the movie. He was very excited about the activity and always commented or laughed hard during the movie playing. Sometimes he commented out of context of the movie.

In the other hand, Subject 2 was quite serious during the movie playing. He also remained on his seat. He was excited about the activity too but he was more to himself. He went with the flow with his friend and talked with his partner.
Subject 3 changed her seat due to broken monitor on her table. She was very active on commenting each scene which showing her comprehension about the discourse in the film. She was the first to react to the movie scenes whether when it was funny, sad, or tense. She helped any friends who asked question such as the dialogue that was fast uttered.

The situation of this activity generally was more as a class. They enjoyed the movie together, supplied each other with information, especially if there were questions even from friends of other groups. In this activity, time of lesson was dedicated all for watching movie since the students were apt to do the discussion and writing after the class and made the written work as homework. Because of the limitation of time, the movie playing had to be stopped and continued the next day. It was anticipated by teacher and writer and expected or requested by the students.

c. Observation

During the movie playing, the students seemed to remember the characters. It was natural because the movie was a hit and popular among teenagers even though it was released a couple years a go. Students talked about the movie as a class, not as a group. Most of the students laughed out loud when the scenes were funny, for example about squirrels who constantly in battle using unusual strategies, or when the hero characters mumbled strange things relentlessly after being poisoned with laughing
gas. It spread to other students. They discussed literally with the whole class, not only with their pair.

d. Reflection

The use of movie for lesson lessens students’ tension. In addition, they felt no pressure during the discussion or sharing opinions. They even worked as a class, even though they should work in group and make the report individually. After breaking out the news about the day’s learning material, there was a sudden excitement, especially when they had it after scrutinizing questions of UN preparation test. They accepted the lesson with excitement knowing that it would be an entertaining lesson and release the tension of previous activity. Before, during, and after the movie playing, the students were enthusiastic. They shared opinions and information vividly. They were also eager to find more information about the movie.

The duration of movie that was longer than teaching time in the class dedicated for this activity forced which the teacher to make the decision that the students had to write the final composition at home. They submitted their writing with many illustration and creative style. They used internet for their writing assignment so most of them made perfect description about the characters and scene locations.

On the next assignment, the teacher and the writer were going to dig more about the content, coherence, grammar, vocabulary, and
penmanship of students’ writing. The duration of the activity would be set sufficient for one day.

2.3 Cycle 3

a. Planning

The writer prepared a short story about adventure horror. The title of the story was The Howling Halloween. In this lesson, they should again describe the 5 standard components in the story as the previous activities that are: what, when, where, who, characteristics of participants. In this activity, the focus was more on these subjects of content, coherence, grammar, vocabulary, and penmanship.

b. Action

*Completing story assignment on March 1st, 2010.*

In this activity, the class chose to conduct the activity in the plaza; it is a hall after the entrance to the school complex. The place is more spacious so students are able to discuss and work with their pairs conveniently on the floor without chairs or desks. Before the reading, teacher made group consisted of two to three persons so they could sit closely together. After reading the title, teacher asked whether they knew the meaning of the word ‘howling’. Some of the students knew and were asked to perform the word. Then some of them howled. Then the teacher told the meaning of the word. Subject 1 was very excited about the
activity. Then the teacher continued reading the story and the students listened. The teacher checked students’ comprehension by asking the characters of the story, where the story took place. In this occasion Subject 1 asked the spelling of the name ‘Paul’.

Teacher read until the complication stage of the story and students were to finish it with their own version of resolution. The students were allowed to choose their own partner but they chose to work with friend who already sat closest to them. As soon as the time to write began, they started to discuss with their partner. They negotiated their ideas, justified their understanding of the story with their pair.

Subject 1 was paired with another student that has tendency to be silent. At first, Subject 1 was eager to start the work. During several time, they didn’t seem actively talk to each other. They discussed a bit but more of the time they were depth in their own thoughts. They just smiled when the writer asked them whether there were difficulties on their work or if they wanted to ask something.

After the reading, Subject 2 began the discussion with his teammate. They were busy discussing to each other and wrote the important parts of the discussion. They shared the opinions even though his friend was not too standing out in English subject. Subject 2 acted as the writer. Subject 3 paired with her pal who is also on the top of the class. Subject 3 naturally became the writer and still poured most of the ideas. They worked seriously and the first who handed in the work to teacher
with good quality of writing. She asked once or twice about the word translation.

Naturally, just as the first cycle, students were automatically preparing for their live presentation. Subject 1 performed not too smooth with too much reading by his friend while he was just standing waiting for clues to act. Much different with Subject 2’s group where he conducted vivid performance that made their audience friends laughing and cheering at them. At the end of assignment no. 3, Subject 2 suggested if teacher and writer could prepare a drama assignment for the class.

c. Observation

Starting the activity, the students were enthusiast with excitement but still with full anticipation. After several activities, they tended to expect another one. During the group formation, the teacher gave them freedom to select their own partner. Almost all chose the closest friend they sat with. But in case of Subject 1, he seemed confused at the beginning because he got a silent partner. He didn’t do much initiative. They both were about the same. His friend acted as the writer. They did the assignment in a low intensity.

In case of Subject 2, they worked actively together. They worked closely and kept on their own. They didn’t talk much to other friends. This intense work also happened to Subject 3’s group. They were busy working on their work even though once or twice they were still joking around with
friends or asking word translation. In natural, Subject 3 had become the leader once more.

d. Reflection

The changing of activity gave students sense of anticipation. After several time doing various collaborative activities, they were accustomed in working in group and in adjusting with different type of friends.

During the lesson, the activity of listening to the story read by teacher caught all their attention. A small team also made them more involved in their task even thought less variety of ideas.

3. Post Cycle

At the end of the semester, the teacher assigned students to write a narrative story. This assignment has been done annually, and the last year’s assignments were compiled into a book titled “Ranier de Janvier” that has been in possession to each 9th grade student. The book becomes compulsory to the student since the book become one of several references for lesson assignments, especially writing.

The assignment has been started prior to the research. It was designed to go on stages. From the first stage that was to identify factors in narrative in the book “Ranier de Janvier”. Students were at last assigned to make their own story individually as the final assignment.
4. Questionnaire

The writer distributed the questionnaire to all students of 9F (Acceleration Class). The purpose is to get students’ perception about the conducted activities reflected on their studies, minds and attitudes. All the questions are to be answered openly in order to get the clearer understanding and more expressed feelings of the students.

5. Interview with Teacher

The class teacher has been teaching 9th grade for about 6 years. She has taught all 9th grades that are 6 classes.

Concerning the technique, she used collaborative works before besides games, and problem based tasks. In games, each student supplied one sentence to construct a story. In problem based tasks, students are given problem to solve collaboratively.

The difficulties that are often encountered by students are grammatical problems, most of the time. Treatment is by clues, pictures, and other supporting ideas. They also tend to run out of ideas. In consequence, they like to enlarge the sentences because they are lack of diction or vocabulary. They hesitate of choosing the vocabulary. They are most of the time not confident with it.

Students’ achievement in writing is Average, generally good. From 20 students in Acceleration class, 1 to 5 students are very good. They are able to express their mind in very good vocabulary and grammar. Others
are good. In overall, they are good in expression but a little hold in grammar/structure and vocabulary.

Before teaching writing, the teacher plan to find out something inviting, for example: games, pictures, songs, and movies. Teacher should involve students in interesting activities that attract them to write. Handbook’s function is only to introduce them to the structure or type of texts. Then followed by another activity.

Collaborative writing actually have been conducted several times in 9th grade about 2 years ago. It meant it was conducted to the seniors, never before to the today’s 9th grade students. It was conducted especially in teaching Narrative and Report texts. In Report text, students worked in groups. They visited interesting places, such as museums or historic places. They had to write about the place. They did the task for English and History subjects. They discussed. They had two scores for the task.

The students responded well to the learning method. Writing is not difficult as long as teachers can adjust with their moods, before the discussion. The teacher agrees that it enhances their imagination and enables them to elaborate ideas.
CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the cycles conducted, such as Pre cycle, Cycles (1,2,3), Post Cycle, and also the collection of data, the results are described as follows:

1. Collaborative learning caught students’ interest and enthusiasm because they experienced working with the various types of friends and activities.

2. The texts used in the study are familiar to the students. In this case, they didn’t have difficulty of understanding the text so that they could think of making it into a creative interpretation of the story.

3. Collaborative learning enhances students’ creativity. The students are able to formulate ideas from peers while sharing and discussing. They can inference from it too to be used in their own writing.

4. Collaborative learning improves students’ ability to write. Firstly it lessens students’ tension by working collaboratively with their friends; they can also discuss language features such as vocabulary, grammar, and spelling.
B. Recommendation

As stated above, the research proves that collaborative writing gives a positive influence on students’ achievement in narrative writing. Collaborative learning can be used as an alternative way to teach narrative writing because it lowers students’ tension by discussion and sharing ideas. It provides space for students to assess their ideas without being afraid of making mistakes. English teachers should consider using Collaborative Learning in teaching, especially in teaching writing.
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APPENDIX 1 – STANDAR ISI KELAS IX

**STANDAR ISI**
Kelas IX Semester II

<table>
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<tr>
<th>Menulis</th>
<th>12</th>
<th>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <em>narrative</em> dan <em>report</em> untuk berinteraksi dalam konteks kehidupan sehari-hari.</th>
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<td>12.1</td>
<td>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.</td>
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<td>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari, dalam teks berbentuk <em>narrative</em> dan <em>report</em>.</td>
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## APPENDIX 2 – STUDENTS’ SCORE ON ENGLISH

### THE STUDENTS’ SCORE ON ENGLISH SUBJECT

**CLASS : AXL.2**

**SEMMESTER 2 (2009-2010)**

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<thead>
<tr>
<th>Student</th>
<th>Subject</th>
<th>PRACTICE SCORE</th>
<th>UUB Mean</th>
<th>REAL SCORE</th>
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## APPENDIX 3 – SCORING RUBRIC

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<th>NO</th>
<th>Item</th>
<th>Score 2</th>
<th>Score 1</th>
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<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information</td>
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<td>2</td>
<td>Coherence</td>
<td>A variety of thoughtful transitions are used. They clearly show how ideas are connected.</td>
<td>Some transitions work well; but connections between other ideas are fuzzy.</td>
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<tr>
<td>3</td>
<td>Grammar</td>
<td>Writer makes no or up to 4 errors in grammar or spelling that distracts the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.</td>
<td>Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.</td>
</tr>
<tr>
<td>5</td>
<td>Penmanship</td>
<td>Paper is neatly written or typed with no distracting corrections.</td>
<td>The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.</td>
</tr>
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Source: http://rubistar.4teachers.org
APPENDIX 4 – LESSON PLANS

LESSON PLAN (1)

The School : SMP Labschool Kebayoran
Subject : English
Grade/Semester : 9 / 2
Terminal Objective : 1. Comprehend a text and a short essay of narrative.
                   2. Conduct a comprehensive monologue of narrative.
Basic Competence : 1.1. Able to respond comprehensively to the meaning and rhetoric of a narrative.
                   1.2. Able to conduct a comprehensive monologue of narrative.
Indicator : a. Identify detail information
            b. Identify the main characteristics in the text.
            c. Convey the meaning of narrative with correct grammar and word choice orally.
            d. Conduct a presentation
The Text : Narrative Text
Skill : Integrated skills of Reading – Speaking
Duration : 4 x 40 minutes

1. Enabling Objectives :
   At the end of the lesson, Students are able to:
   a. Identify some details information of the text.
   b. Identify the main characteristics of text.
   c. Use the correct tenses and word choice in context.
   d. Formulate the summary as a group.
   e. Present the summary fluently.
2. Materials

a. The narrative text:

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. He usually went to sea to catch fish. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. The merchant was so happy and thanked to him. In return, the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

The Technique : *Three-phase technique*

3. The Activity (Modify the activity):

a. Opening
   1. Call the roll.
   2. Review and brainstorm with Students about narrative.
   3. Explain the purpose of today’s activity.
   4. Group Students into 4 groups.

b. Learning Activity
   5. Give Students handout for reading and speaking
   6. Give Students time to read through the passage and find out the theme.
   7. Check and discuss with Students about the difficult words.
   8. Practice the language focus and vocabulary.
   9. Students work in group to identify the characteristics of the assigned texts which are main characters, person characteristics, the plot, and moral lessons.
   10. Student group representative presents the summary to the class orally.
   11. Monitor the activity but do not interrupt Students’ fluency.
   12. Make a note of any common language difficulties to go over with the class afterwards.
   13. After Students’ presentation, invite other groups to comment.

c. Closing
   14. Ask Students’ opinion about the lesson.
   15. Conclude the material
   16. Ask Students to use the material in the real situation

4. Sources

a. Challenges 4 Students and Workbook (Longman)

b. Sample narrative texts
5. The Scoring
   a. The Technique : Students compose summary and present it orally.
   b. The Instrument : Speaking presentation
   c. The Tests :
      I. The discourse should contains :
         1. What : What does the text tell us about?
         2. When : When did the story occur?
         3. Where : Where did the story take place?
         4. Who : Is/are the participant/s in the text?
         5. What : What are the characteristics of each participant/s?
      II. It should comply with the Content, Coherence, Grammar, Vocabulary, and Penmanship.
   d. The scoring computation :
      1. For Roman I, each true answer has 2.
      2. For Roman II, see scoring table below
      3. Total score: I 5 x 2 = 10
         II 5 x 2 = 10 + 20
      4. Maximum score = 100
      5. The score = Total Score : Maximum Score x 5
   e. Scoring table :

<table>
<thead>
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<th>No.</th>
<th>Description</th>
<th>Score</th>
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<td>Each item contained in the text</td>
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<tr>
<td></td>
<td>Each item is wrong/not contained in the text</td>
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<tr>
<td>II</td>
<td>1. Content</td>
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<td>2. Coherence</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3. Grammar</td>
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<td></td>
<td>4. Vocabulary</td>
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<tr>
<td></td>
<td>5. Penmanship</td>
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Approved by :

English Teacher          Research Collaborator

Shelma Shakira Bhakti, S.Pd    Gusrini
LESSON PLAN (2)

The School : SMP Labschool Kebayoran
Subject : English
Grade/Semester : 9 / 2
Terminal Objective : 1. Comprehend a text and a short essay of narrative.
                     2. Conduct a comprehensive monologue of narrative.
Basic Competence : 1.1. Able to comprehend a text and a short essay of narrative.
                     1.2. Able to conduct a comprehensive monologue of narrative.
Indicator : a. Able to identify narrative characteristics through listening.
            b. Able to comprehend narrative rhetoric through listening.
            c. Able to convey the meaning and rhetoric of a narrative.
            d. Able to express thoughts clearly with correct language focus and grammar.
The Text : Narrative Text
Skill : Integrated skills of Listening - Speaking
Duration : 4 x 40 minutes

1. Enabling Objectives :
At the end of the lesson, Students are able to:
   a. Comprehend a narrative through listening.
   b. Identify the characteristics and structure of narrative through listening.
   c. Convey the meaning and rhetoric of a narrative.
   d. Use passive voice comprehensively in speaking.

2. Materials
   a. The narrative text : Movie Ice Age 3: The Dawn of Dinosaurs.
   b. The vocabulary : herd, pack, dinosaur, low standard, surface, mammals.
   c. Grammar : Verb: Simple Past Tense
The Technique : Three-phase technique

3. The Activity (Modify the activity) :
   a. Opening
      1. Call the roll.
      2. Explain the purpose of today’s activity.
      3. Brainstorm and discuss with Students about previous activity.
   b. Learning Activity
      4. Give list of questions for Students to answer after the play.
      5. Play the movie.
      6. Give Students time watch and take notes necessary.
      7. Discuss about difficult words with the class.
      8. Students practice the language focus and vocabulary.
      9. Give Students time to compose the summary.
     10. Monitor the activity but do not interrupt Students’ presentation.
     11. Make a note of any common language difficulties to go over with the class afterwards.
   c. Closing
      12. Ask Students’ opinion about the lesson.
      13. Conclude the material
      14. Ask Students to use the material in the real situation

4. Sources
   a. Challenges 4 Students and Workbook (Longman)
   b. Movie: ICE AGE III

5. The Scoring
   a. The Technique : Students compose a narrative.
   b. The Instrument : Writing test.
   c. The Tests :
      I. The discourse should contains :
         1. What : What does the text tell us about?
         2. When : When did the story occur?
         3. Where : Where did the story take place?
         4. Who : is/are the participant/s in the text?
         5. What : What are the characteristics of each participants?
II. It should comply with the Content, Coherence, Grammar, Vocabulary, and Penmanship.

d. The scoring computation:

1. For Roman I, each true answer has 2.
2. For Roman II, see scoring table below
3. Total score:  
   I \( 5 \times 2 = 10 \)
   II \( 5 \times 2 = 10 \) + 
   20
4. Maximum score \( = 100 \)
5. The score = Total Score : Maximum Score \times 5

e. Scoring table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Each item contained in the text</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Each item is wrong/not contained in the text</td>
<td>0</td>
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<tr>
<td>II</td>
<td>1. Content</td>
<td>2</td>
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<tr>
<td></td>
<td>2. Coherence</td>
<td>2</td>
</tr>
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<td></td>
<td>3. Grammar</td>
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</tr>
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<td></td>
<td>4. Vocabulary</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5. Penmanship</td>
<td>2</td>
</tr>
</tbody>
</table>

Approved by:

English Teacher  Research Collaborator

Shelma Shakira Bhakti, S.Pd  Gusrini
LESSON PLAN (3)

The School : SMP Labschool Kebayoran
Subject : English
Grade/Semester : 9 / 2
Terminal Objective : 1. Comprehend a text and a short essay of narrative.
                   2. Compose a simple composition of narrative.
Basic Competence : 1.1. Able to comprehend a text and a short essay of narrative.
                   1.2. Able to write a simple composition of narrative with correct grammar and word choice.
Indicator : a. Able to identify the meaning and rhetoric of a narrative.
           b. Able to compose a narrative with correct grammar and word choice.

The Text : Narrative Text
Skill : Integrated skills of Listening – Writing
Duration : 4 x 40 minutes

1. Enabling Objectives :
   At the end of the lesson, Students are able to:
   a. Comprehend and identify the meaning and rhetoric of a narrative from audio visual media.
   b. Compose a simple composition of a narrative.
   c. Formulate interesting content of a narrative.
   d. Convey meaning in resolution and coda in a narrative.

2. Materials
   a. The narrative text:

   It was a dark, rainy night at eight o’clock on the thirty-first of October. Andy and his friend Paul were walking home together as usual. But this night was different. It was Halloween. As they were walking along a large, black cat jumped out in front of them and ran off into the night. They looked up into the sky and saw a light shining. It glowed red, then blue then green and gold.

   “What was it?” they wondered.
b. The vocabulary: *jumped out, creepy, howling, whistled, creaked*

c. Grammar: Verb: Simple Past Tense & Past continuous Tense

The Technique: *Three-phase technique*

3. The Activity (Modify the activity):
   a. Opening
      1. Call the roll.
      2. Explain the purpose of today’s activity.
      3. Brainstorm and discuss with Students about previous results.
   b. Learning Activity
      4. Read a narrative story with correct grammar, intonation and punctuation.
      5. Give Students time listen and take necessary notes.
      6. Discuss about difficult words with the class.
      7. Students practice the language focus and vocabulary.
      8. Give Students time to formulate an ending for the story.
      9. Monitor the activity but do not interrupt Students’ writing.
   c. Closing
      10. Ask Students’ opinion about the lesson.
      11. Conclude the material
      12. Ask Students to use the material in the real situation

4. Sources
   a. Challenges 4 Students and Workbook (Longman)
   b. Sample narrative texts

5. The Scoring
   a. The Technique: Students compose a narrative.
   b. The Instrument: Writing test.
   c. The Tests:
      III. *The discourse should contains:*
      6. What: What does the text tell us about?
      7. When: When did the story occur?
      8. Where: Where did the story take place?
      9. Who: is/are the participant/s in the text?
     10. What: What are the characteristics of each participants?
IV. It should comply with the Content, Coherence, Grammar, Vocabulary, and Penmanship.

d. The scoring computation:

1. *For Roman I, each true answer has 2.*
2. *For Roman II, see scoring table below*
3. Total score: I \(5 \times 2 = 10\)
   II \(5 \times 2 = 10\) + 20

4. Maximum score = 100
5. The score = Total Score : Maximum Score \(\times 5\)

e. Scoring table:

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</tbody>
</table>

Approved by:

English Teacher      Research Collaborator

Shelma Shakira Bhakti, S.Pd      Gusrin
APPENDIX 5 – SHORT STORIES

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang’s father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant’s ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

(Re-written from www.st.rim.or.jp)
POCAHONTAS

(based on story as told by Captain John Smith)

Pocahontas was a nickname or byname meaning "playful" or "willful" one. Pocahontas' father was Powhatan, the chief king of the Powhatan confederacy of Algonquin tribes in the Tidewater region of what became Virginia. When the English colonists landed in Virginia in May, 1607, Pocahontas was 11 or 12 years old.

In December of 1607, Captain John Smith was on an exploration and trading mission when he was captured by Powhatan, the chief of the confederacy of tribes in the area. He was saved by Powhatan's daughter, Pocahontas. She began to help the settlers, bringing them much-needed food that saved them from starvation, and even tipping them off about an ambush.

In 1608, Pocahontas served as her father's representative in negotiations with Smith for the release of some natives captured by the English. Smith credited Pocahontas with preserving "this Colonie from death, famine and utter confusion" for "two or three yeeres."

By 1609, relations between the settlers and the Indians had cooled. Smith returned to England after an injury, and Pocahontas was told by the English that he had died. She stopped her visits to the colony, and only returned as a captive.

In 1613, angry at Powhatan for seizing some English captives and also seizing weapons and tools, Captain Samuel Argall worked out a plan to capture Pocahontas. He succeeded, and the captives were released but not the arms and tools, so Pocahontas was not released. She was taken from Jamestown to Henricus, another settlement. She was treated with respect, stayed with the governor, Sir Thomas Dale, and was given instruction in Christianity. Pocahontas converted, taking the name of Rebecca.

A successful tobacco planter in Jamestown, John Rolfe, had developed a particularly sweet-tasting strain of tobacco. John Rolfe fell in love with Pocahontas. He asked permission of both Powhatan and Governor Dale to marry Pocahontas. Both Powhatan and Dale agreed, apparently hoping that this marriage would help relations between the two groups. Powhatan sent an uncle of Pocahontas and two of her brothers to the April 1614 wedding. The wedding began eight years of relative peace between the colonists and Indians known as the Peace of Pocahontas.

(From: http://womenshistory.about.com/od/pocahontas/p/pocahontas.htm)
A HOWLING HALLOWEEN
By Sue Clarke

It was a dark, rainy night at eight o’clock on the thirty-first of October. Andy and his friend Paul were walking home together as usual. But this night was different. It was Halloween. As they were walking along a large, black cat jumped out in front of them and ran off into the night. They looked up into the sky and saw a light shining. It glowed red, then blue then green and gold.

“What was it?” they wondered.

The air felt still and cold. It had stopped raining and everything was creepy. It felt like something was going to happen. Andy and Paul went past a very old house. It was a huge old house which was deserted. The house lay in a big, shadowy garden, surrounded by trees. As they were going past the house they heard a strange noise. It was a long, low howling noise.

"Maybe it’s a dog,” said Paul, trying not to be scared. "It must be in trouble. Let’s go and see,” said Andy.

They passed through the old rusty gates and crept along the path towards the door of the house. It was so dark that they could hardly see. The wind whistled through the trees. Again they heard the low howling sound, coming from the house. Ooooh! Ooooh!

"I don’t think it’s a dog,” said Andy. "You’re just a scaredy cat!” said Paul. "Come on, let’s go inside.”

They went up the stairs and pushed open the front door. It creaked loudly and fell open with a bang. The air felt cool and clammy and creepy. Paul walked into the hallway. An enormous spider’s web hit him in the face and he screamed. "Aaagh!” "It’s only a spider’s web,” said Andy.

They went into a large room on the ground floor. On the wall over the fireplace hung a huge mirror. They looked into the mirror and saw lights dancing inside it. Then suddenly a huge ghostly head came out of the mirror and tried to grab them!
’Aaagh!’ they both screamed and turned and ran to the front door - but it was shut! What was happening to them? Then they heard the howling noise again. It was coming from upstairs.

They had no choice. They tiptoed silently up the stairs. They listened again. The noise was coming from a room at the end of the corridor. They moved slowly towards the door. They felt really afraid. What would they see? What horrible thing would they find behind the door?

They went into the room. They couldn’t believe their eyes. They saw the most amazing collection of witches and monsters and ghosts - and they were all having a party!

The witches were disco dancing, the wizards were drinking their special brew and jumping around, the monsters were eating exploding lollipops and other exciting sweets. There were bats wing cocktails, worm-flavoured crisps and pumpkin surprise pizzas. In fact there was everything for a Halloween party. They found out that the howling noise was a ghost called Grimly, who was providing the singing entertainment for the evening.

Paul and Andy drank several bats wing cocktails and then Paul danced with the ugliest witch at the party - she had a green head and no teeth. Andy danced with a spectacular purple headed monster who taught him a new dance called the ‘Monster Boogie’.

Everyone had a wonderful time and danced until dawn. When the sun came up they all went off to their ghostly homes agreeing that it was the best Halloween party ever.

"See you next year," they shouted to Paul and Andy, "and Happy Halloween!"

The End

Source: http://www.britishcouncil.org/kids-stories-howling-halloween.htm
APPENDIX 6 – DOCUMENTATION
APPENDIX 7 – STUDENTS’ WORKS

a. Cycle 1 (Malin Kundang, Pocahontas)
b. Cycle 2 (Ice Age 3)
c. Cycle 3 (Howling Halloween)
d. Post Cycle
APPENDIX 8 – STUDENT’S QUESTIONNAIRE

KUESIONER SISWA
Penerapan Metode Penulisan secara Kolaboratif pada Penulisan Naratif
(Metode ini disampaikan dalam materi berjudul: Malin Kundang/Pocahontas, Ice Age 3, Howling Halloween)

Nama Siswa:

Cara Pengisian kuesioner:
   a. Ditulis dengan huruf cetak.
   b. Menurut pendapat pribadi seutuhnya/tidak bertanya pada orang lain.

1. Apakah metode pembelajaran Menulis kolaboratif membantumu dalam tugas menulis teks naratif? Jelaskan. (Metode ini dilakukan pada materi berjudul Malin Kundang/Pocahontas, Ice Age 3, dan Howling Halloween)

2. Apakah metode ini tepat untuk materi penulisan naratif? Kenapa?


7. Apakah kamu tertarik mendengarkan pendapat temanmu tentang materi yang sedang dibahas? Mengapa?

8. Apakah kamu memperoleh manfaat dari pendapat yang disampaikan teman?


Questionnaire Result

The writer distributed the questionnaire to all students of 9F (Acceleration Class). The purpose is to get students’ perception about the conducted activities reflected on their studies, minds and attitudes. All the questions are to be answered openly in order to get the clearer understanding and more expressed feelings of the students.

All of the students agreed and almost all positively said ‘Ya’ (100%) that the method is beneficial and helpful in the way they learn the materials inside the classroom (Question no. 1), except 1 who answered with enough or ‘cukup’.

There are 18 students (85%) further state clearly that collaboration made the works easier, richer in content, and more fun. The technique implemented is appropriate to help them in writing narrative (Question no. 2). In details, 7 students (35%) say that collaboration helps them to express ideas; 5 students (25%) say it is fun; 3 students (15%) believe it improves creativity, 2 students (10%) think it makes works easier. There are 2 students think differently that 1 person is not sure whether the technique is appropriate, and another one didn’t agree since not all good ideas can be written down.

For the point if the collaborative learning activities are fun (Question no. 3), all students agreed. They suggested that fun actually lied by working collaboratively. There are 12 students (60%) said because it ceased boredom, helped to think imaginatively, and trained them how to treat different opinions that somehow made learning interesting. Besides
fun, 3 students (15%) think it is playful and cheerful, 2 students (10%) think it adds certain knowledge, and 1 student (5%) believes it also promotes student’s learning independently from teacher.

In case of the benefit of discussion (Question no. 4), students had much stronger arguments. From all students, 19 of them (95%) agreed definitively that discussion helped them to elaborate and sharpen their ideas. Only 1 person (5%) says that she doesn’t need necessarily to discuss to be able to express herself freely.

By conducting the method (Question no. 5), the writer tried to find if there is any new knowledge or ideas acquired by the students. As much as 9 students (45%) said that they learn to be tolerance, to listen to others, and to discuss. Others 6 persons (33%) said that they learn to be creative and come up with fresh ideas. The other 5 (17%) said they are not sure there was any new knowledge about it.

In case of giving contribution (Question no. 6), all students (100%) agreed that contribution is fun. In the extent of it, they treasured much about sharing opinions, friendly work, easier to do, and thinking process.

They all loved to hear other person’s thoughts and ideas (Question no. 7). There are 12 students (60%) specifically value the difference since it could enrich the thoughts and another 8 (40%) believe it could improve their knowledge.

They also approve that sharing thoughts and ideas are worthwhile (Question no. 8). From all students who clarify more their opinion, there are 11 pupils (55%) think that compiled ideas and thoughts make the
works fascinating, and the other 5 (25%) believe it stimulates them to come up with new ideas.

All the students (100%) enjoyed learning collaboratively (Question no. 9). According to 8 of them (40%), they experienced friendly, playful, and relax environment; 5 pupils (25%) believe it enhances their creativity; 4 pupils (20%) think the method is fun, fascinating, and not boring; and the other 3 pupils (15%) believe it eases the workload.

All the students (100%) also valued positively learning collaboratively by saying that the method is fun. In more detail statement, 12 students (60%) say that working collaboratively makes a relaxing environment; 6 students (30%) think that discussion eases the work; and 2 students (20%) believe that it kills boredom.
APPENDIX 9 – TEACHER’S INTERVIEW

INTERVIEW GUIDELINE

Interviewer : Gusrini
Interviewee : Shelma Shakira Bakti, S.Pd
Day/date : Monday, March 8th, 2010

1. How long have you been teaching English at SMP Lamschool Kebayoran?
2. What are strategies or techniques do you use in teaching writing?
3. What kind of difficulties do you find in teaching writing?
4. How is your students’ achievement especially in Writing?
5. What should the English teacher do to improve the students’ ability in writing?
6. Have you ever implicated collaborative writing in teaching narrative writing in the classroom?
7. How were the students’ responses for that?
8. Were there any improvements in their writing ability?

Answer:
1. Seven years in total. First year taught 8th Grade.
2. Collaborative, among other techniques, such as Games, Problem based tasks. In games, each student supplied one sentence to construct a story. In problem based tasks, students are given problem to solve collaboratively.
3. Grammatical problems, most of the time. Treatment is by clues, pictures, and other supporting ideas.
   They also tend to run out of ideas. In consequence, they like to enlarge the sentences because they are lack of diction or vocabulary. They hesitate of choosing the vocabulary. They are most of the time not confident with it.
4. Average, generally good.
   From 20 students in Acceleration class, 1 to 5 students are very good. They are able to express their mind in very good vocabulary and grammar.
Others are good. In overall, they are good in expression but a little hold in grammar/structure and vocabulary.

5. Find out something inviting, for example: games, pictures, songs, and movies. Teacher should involve students in interesting activities that attract them to write. Handbook’s function is only to introduce them to the structure or type of texts. Then followed by another activity.

6. Yes, I have. Around 2 years ago. For 2 years in 9th grade especially in teaching Narrative and Report texts. In Report text, students worked in groups. They visited interesting places, such as museums or historic places. They had to write about the place. They did the task for English and History subjects. They discussed. They had two scores for the task.

7. They responded very well. Writing is not difficult as long as teachers can adjust with their moods, before the class begins.

8. Yes, it enhances their imagination and enables them to elaborate ideas.