

**COLLABORATIVE WRITING THROUGH PROJECT WORK IN EFL
LEARNING TO ENHANCE THE WRITING QUALITY OF SENIOR
HIGH SCHOOL LEARNERS**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/06 - 23	Abstract	
[Introduction Identification of the Problem Scope and Limitation	
	theoretical Framework Add your opinion after the first	
25/06 - 23	Research Design	
10/07 - 23	Findings	
25/8 - 2023	Conclusion	

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ABSTRACT

Syahraini Putri. 1902050021. “Collaborative Writing Through Project Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education. Universitas Muhammadiyah Sumatera Utara, Medan 2023.

The objective of this quantitative research is to examine the effects of collaborative writing, specifically through Project Work, on the writing proficiency of senior high school students in the context of English as a Foreign Language (EFL) acquisition. 1. To know whether collaborative writing had effect or not after using project work in writing narrative text. 2. To know how collaborative writing using project work implement in writing narrative text. 3. To know their interaction of exchange of thoughts and ideas with students in the class. The research was used a quasi-experimental design, which consisted of two distinct groups of senior high school students from SMK Pariwisata Imelda Medan. Both groups wrote two essays before and after the treatment, which were evaluated using a rubric containing five aspects of writing quality: content, organization, vocabulary, grammar, and mechanics. Data were analyzed using SPSS 29.0 Results show that the. The study indicated that the obtained level of significance was evaluated to be $<0,001$, which is lower than the specified threshold of 0.05. Furthermore, there was a disparity of 72.75 and 84.00 in the mean scores between the control and experimental classes following the implementation of the intervention. The results of the investigation provided support for the (H_a) 84.00 and led to the rejection of the (H_0) 72.75, This approach entails fostering student engagement through collaborative, creative, active, and interactive activities conducted inside the classroom setting, so aiding the development and enhancement of their writing skills.

Keywords: *Collaborative Writing Method, Project Work, Narrative text*

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Medan, September 2023

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CHAPTER I

INTRODUCTION

A. Background of the Study

Several definitions of writing exist. Discussion text is a genre that is included in the curriculum of senior high school education. In many aspects, discussions are similar to exposition, except that discussions explore at least two sides of an issue, rather than simply one. Writing, on the other hand, is not a simple task for the learner. It is a crucial linguistic skill to develop. It is the ability to connect readers to the meaning of writings. The transmission of knowledge through writing enables individuals to convey information with precision, efficiency, and the ability to preserve it in recorded form.

It is difficult to write an exact and fluid paragraph. The field of language teaching and learning has placed significant emphasis on the role of writing, recognizing its essential contribution to the process of language acquisition. The goal of this study was determined if cooperation among students studied in pairs helps them produce texts more fluently through conversation and feedback. This study aims to investigate the effect of collaboration on the enhancement of writing fluency in texts composed individually or in pairs (Biria & Jafari, 2013).

One of the most difficult obstacles in collaborative writing was composed a text with others, given that writing activities are often self-planned and need personal initiative and ongoing effort. One of the goals of collaborative writing is to encourage the interchanged of views and ideas. It is thought that information

gained through group discussion during collaborative projects is primary dialogical and displays social effects throughout the development of reasoning (Alvarez et al., 2012).

The accuracy was flawless when written cooperatively rather than separately. The creation of ideas occurs in collaborative writing but not always in collaborative writing. When an individual shares his or her concept with the group throughout the collaboration process, it contributes to the other people's ideas, and the ideas have a greater possibility of expanding from there (Fernández Dobao & Blum, 2013).

The acquisition of writing abilities has become a crucial component of the educational journey for students studying English. However, the English education provided in schools does not adequately address the development of writing skills. In the educational setting, the significance attributed to writing skills is somewhat diminished in relation to other aptitudes (Latifah et al., 2020). The main objective of this research is to investigate the effect of training on the academic writing abilities of high school students, with the ultimate purpose of improving their overall performance. (Fang et al., 2021).

The increasing acceptance of collaborative writing can be attributed to several compelling advantages it offers in comparison to solitary writing. (Noël & Robert, 2003). In order to establish whether collaborative written tasks improve secondary language abilities. It analyzed and compared pair and individual versions in terms of intricacy, correctness, and fluency, as well as overall evaluations of substance, organization, structure, and registered (Villarreal & Gil-

Sarratea, 2020). Based on the above information, the objective of this research is to contribute to the advancement of the study on writing proficiency among English as a Foreign Language (EFL) learners. Additionally, it aims to provide educators with efficacious strategies for enhancing writing instruction in their respective courses. (Rezeki & Rahmani, 2021).

Previously, in PLP 2, the researcher employed two implementation approaches to gather data, the first of which was the interview method. PLP participants are expected to be creative while posing a query to the resource person and interviewed numerous connected aspects using this approach. It doesn't matter if it's administrative or instructional. The second method is observation, in which PLP participants observe all data about the school's existence, including the learning system, teacher competence, student learning interests, and student learning processes, In addition to the teacher's responsibilities in classroom management, this paper examines the many educational support facilities associated with the presence of SMK Pariwisata Imelda Medan.

In the previous study conducted by PLP 2 researchers, data collection was carried out using two distinct implementation techniques, with the first strategy being the use of the interview method. PLP participants are required to demonstrate creativity in formulating enquiries to sources and conducting interviews pertaining to many interconnected facets within this framework. The distinction between administrative and instructional matters is inconsequential. The second approach involves employing observation as a means of data

collection. In this technique, participants in the PLP (Participatory Learning Program) diligently monitor many aspects pertaining to the school's existence. These aspects encompass the learning system employed, the level of teacher competency, the degree of student interest in learning, as well as the processes involved in student learning. In addition to the teacher's duties pertaining to classroom management, this study explores many aspects. The educational support facilities are associated with the existence of the Imelda Medan Tourism Vocational School.

After finding and monitoring comprehensive data pertaining to the school's establishment, encompassing both the teaching faculty and the student body, researchers were able to deduce that there were a limited number of impediments that influenced student academic performance during the transition to online instruction via Zoom meetings subsequent to the outbreak of the pandemic. Consequently, researchers saw a decline in students' writing proficiency, ability to articulate their thoughts, and engagement with peers during in-person instructional sessions. In the classroom setting, educators fulfil their role as teachers by providing knowledge and providing explanations to students who may not possess a complete grasp of the subject matter. Consequently, this instructional approach may limit students' capacity to independently generate ideas during the learning process.

This phenomenon also effects the cognitive abilities of youngsters, as it hampers their learning capacity by relying predominantly on online classes, which restricts their ability to effectively articulate their thoughts, showcase their

creative endeavours, and convey their ideas. This is mostly due to the continued reliance on online classrooms, which restricts children's ability to effectively express their thoughts, showcase their creative abilities, and share their ideas. During the second phase of the Personal Learning Program (PLP) at this educational institution, a considerable number of students were found to have committed technical writing faults when submitting their assignments to their respective instructors. Commencing from deficiencies in lexical choice, grammatical accuracy, punctuation use, and legibility issues in their handwriting, which predominantly remains difficult to read.

Subsequently, the researcher proceeded to document a number of deficiencies exhibited by students at the educational institution during their PLP 2 internship. After doing the observations at school, it can be seen that some students were unable to master and apply writing strategies in accurate narrative writing. Make sentences that are still mixed with capital letters, punctuation that is still not given enough attention to, language, spelling, and many other problems that they employ when writing narrative material directly.

The researcher subsequently employed a collaborative writing approach utilizing project-based learning to enhance students' engagement and proficiency in writing. As a result, there was a noticeable improvement in their writing fluency. According to (Sukirman, 2016) the collaborative writing technique refers to an educational approach in which students are given the opportunity to engage in collaborative efforts, either in pairs or groups, with the aim of producing writing that is both effectful and proficient. This approach facilitates the

composition of an email among students, necessitating their collaboration to attain optimal learning outcomes.

Using the experimental and control groups. Because there is a treatment class utilizing direct researcher who explain narrative texts simultaneously, the class is separated into two halves. And the control class (Conventional Class) conducted by (Teacher Center) or carried out with their original instructor's instruction as a factor in evaluated narrative texts. It is more efficient to use the experimental or control class in the two classes or study groups.

The objective of this study was to instruct students at SMK Pariwisata Imelda Medan on the potential benefits of utilizing the Collaborative Writing approach to further strengthen their writing skills. The results of PLP 2 previous observations. During the Covid-19 pandemic, a study was conducted at this educational institution to investigate the efficacy of the teaching and learning methods employed by the students. The knowledge they need now is writing skills that still need to be improved.

B. Identification of the Problem

The identification of the problem in this research involves careful consideration of the study situation. The students noticed the following phenomena.

1. The students had been lacked their interaction when learning takes place.
2. The students were deficient to involved in developing their ideas.
3. The students were lacked their writing skills.

C. Scope and Limitation

This study has certain scopes and limitations. The focus of this study has center on the domain of writing. One disadvantage of this study pertains to the focus on project work in collaborative writing specifically within the context of narrative text. Based on project work and limitation on SMK Pariwisata Imelda Medan.

D. Formulation of the Problem

The problem was formulated in the form of many questions:

1. What is the effect of using collaborative writing in Senior High School project work?
2. How does collaborative writing help students with the writing process in the narrative text?
3. Why is collaborative writing used in the writing process in the narrative text?

E. Objective of the Study

Based on the aforementioned issue description, the present study aims to conduct an objective examination of the following aspects:

1. To know whether collaborative writing had effect or not after using project work in writing narrative text.
2. To know how collaborative writing using project work implement in writing narrative text.

3. To know their interaction of exchange of thoughts and ideas with students in the class.

F. Significance of the Study

The significance of the study divided into 2 types:

1. Theoretically

The findings of this work were predicted to contribute to the advancement of analytical investigations, particularly to joint researcher ship analysis.

2. Practically

Practically, the findings of this study were valuable since they may be implemented in various fields of study, particularly for students looking to enhance their writing abilities and to help students better comprehend collaborative writing.

a. For students

The benefits of theoretical study are helpful for developing scientific branches relevant to the problems developed in writing collaboration. The application of collaborative writing supports knowledge and technical preparation to write well. The things that need to be discussed before students can learn writing in teaching materials that form an exciting and creative group or partner. This study is also helpful as input and variations in learning to speak in schools, especially in the form of study objectives.

b. For researcher

Researcher can study the science of writing paragraphs that are accurate and smooth. The act of writing obtains significant attention within the realm of

education and pedagogy a language since it is an inseparable part of learning a language. Consequently, the objective of this study was to examine the potential effect of student cooperation on enhancing the fluency of their written texts, namely through interactive engagement and the provision of feedback.

c. For teachers

Practically as English teachers, this study was expected to provide information in teaching collaborative writing to students to develop further creative and innovative ideas for students to be energized in writing collaboratively in the classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The students were instructed in the development of their ability to effectively express their thoughts and demonstrate their knowledge in certain contexts by means of acquiring writing skills. Unfortunately, the majority of students fail to do so. Most of them cannot write since they need more language, interest, and prior knowledge. In truth, many students believe that writing is challenging, and others believe it is the most difficult subject. In response to this issue, the researcher seen creative approaches to help students learn writing abilities, particularly collaborative writing. Consequently, the implementation of a group or pair approach for teaching writing in collaborative writing has been regarded as an effective strategy for enhancing writing skill. They were using textbooks as a medium for collaborative writing.

The theories were deemed necessary in the course of the investigations in order to elucidate a particular idea or term employed within the inquiry. Various ideas were employed in this study and need conceptual explanations.

1. Concept of Writing

1.1 Definition of Writing

Writing is a time-consuming and difficult task, and many researchers try to reduce production time, lighten their workload, or improve the final product by

pooling resolution (Noel & Robert, 2004). Like thought, writing is related to conversation in both time and function. Writing is a technologically displaced form conversation. (Bruffee, 2018). Writing is considered one of the four fundamental language abilities, including reading, speaking, and listening. This implies that individuals engaged in the active generation of language rather than its passive reception.

Additionally, it is imperative for the system to possess the capability to generate individual letters and words, as well as combine them in order to construct coherent sentences or a sequence of phrases that effectively convey a desired message (Spratt et al., 2011). According to (Latifah et al., 2020) writing skills are an essential component of the English language learning process. However, English instruction in institutions must include a sufficient amount of writing skills. Writing abilities are given less weight in the training process than other talents.

Based on the aforementioned writers' perspectives, it can be inferred that writing serves as a means to alleviate the burden on students by substituting conversational modes, and may efficiently combine disparate ideas into cohesive sentences to effectively communicate the intended message, particularly in that show individual students' skills. The perspectives on student writing in a classroom environment might exhibit significant divergence, contingent upon the contextual factors, the particular persons engaged, and the objectives of the educational establishment. The perspectives on student writing in a classroom setting are ultimately shaped by several factors, including the pedagogical beliefs

of the instructor, the particular curriculum being implemented, the students' age and level of ability, and the overarching educational objectives. Educators should prioritize the consideration of varied opinions and modify their teaching techniques accordingly in order to effectively cater to the individual requirements of their students.

Collaborative writing is a method in which two or more authors collaborate together to produce a text. This process involves brainstorming, researching, outlining, drafting, revising, and editing the written content. In collaborative writing, each writer brings their own experience, knowledge, and skills to the project. They communicate regularly to ensure that the writing is consistent, accurate, and coherent. They may use tools such as shared documents and online platforms to facilitate collaboration and provide feedback. Collaborative writing can result in a higher-quality, more polished piece of writing than one created by an individual writer. It allows writers to build on each other's strengths and to bring a variety of perspectives to the work.

1.2 Process Writing

The writing process in class is highly structured since it requires regular teaching of process skills Rezeki & Rahmani (2021). This research describes the ways in which contextual factors influence the development of student researchers. These studies present a critique of traditional educational methods and propose an alternative pedagogical approach that fosters a nurturing atmosphere where students are seen as active participants in the learning process. This approach promotes a willingness to take intellectual risks and emphasises the

importance of student engagement in the construction of knowledge. Prior research indicates that educators should use a student-centred approach and engage in reflective thinking to explore the correlation between teaching practises and the advancement of writing skills within their specific educational environments (Zamel, 1987).

According to Hunzer (1959) process writing in the classroom is highly organized since it needs the orderly teaching of process skills, and so it may not, at least initially, give way to the free variety of writing phases mentioned previously. Instructors frequently construct suitable classroom activities to enhance the acquisition of certain writing skills at each stage. In addition, writing frequently entails the following steps:

1. Planning (organizing our ideas)
2. Making notes
3. Brainstorming (thinking of everything we can about the topic)
4. Writing a draft (a piece of writing that is not yet finished, and may be changed)
5. Editing (correcting and improving the text)
6. Producing another draft
7. Proof-reading (Checking for mistakes in accuracy) or editing again (Spratt et al., 2011).

2. Concept of Collaborative Writing

2.1 Definition of Collaborative Writing

According to Sukirman (2016) A collaborative writing method is an instructional approach for writing that enables students to collaborate in pairs or groups to produce effective writing. This strategy assists students in composing an email with their classmates; to achieve effective learning, students must collaborate. In addition to allowed you to practise literature reviews and scholastic writing, collaborative writing promotes self-reflection, information sharing, and critical thinking. Current perspectives on language learning and instruction emphasise collaborative instruction pair and group work as the foundation of language classes Shehadeh (2011). For English students, writing abilities constitute an essential element of the learning process. Yet, English education in schools does not provide a sufficient share of writing abilities; it is given less weight in the training process than other talents (Latifah et al., 2020).

Collaborative writing is the creation of written content by a group of individuals working together. It involves working together to brainstorm ideas, share knowledge, analyse problems, and draft, revise, and finalize written material. Collaborative writing can take many forms, from working on a research paper with a group of colleagues to co-authoring a novel with another writer. The process can be facilitated by various tools, including online collaboration platforms, group writing software, and shared document editors. The goal of collaborative writing is typically to create a more comprehensive, diverse, and successful piece of writing than could be achieved by working on one's own.

2.2 Technique of Collaborative Writing

The literature on technical writing distinguishes between both forms of collaborative writing: collaborative writing and group writing. (Louth et al., 1993). Interactive writing is collaborative writing in which group members converse at various phases of the writing process, but individual researchers are ultimately accountable for their own work. Group writing is collaborative writing in that group members communicate during the writing process and the group is accountable for the final product. The effect of collaborative writing is described as requiring the participation of multiple people. Participate in the procedure and classify the two categories of collaborative writing.

2.3 The Steps of Collaborative Writing:

The stages of the process are as follows:

1. Divided students into four groups.
2. Chosen a fiction title for each group.
3. Developed a strategy for conducting study and gathering materials to support their paper.
4. Considered the purpose of their work as well as the structure of the material.
5. Cooperated with the others, compiling papers based on their own thoughts, as the final product is the first copy.
6. Read their work to ensure its suitability and make adjustments to structure, skills, grammar, and accuracy.

7. Copied the best version of the corrected draft and returns it to the instructor.
8. Finally, the teacher provided input, comments, and corrects his writing.

2.4 Approaches in writing class collaborative writing

Although collaborative learning takes many forms and is practised by teachers from diverse disciplinary and teaching traditions, this field is constrained by a number of key assumptions about students and the learning process in order for students to be more interactive in the development of their ideas Smith & Macgregor (1992). Collaborative writing is an effective way for students to develop their writing skills, learn from each other, and work towards a common goal. Each approach has its own benefits and challenges, and the choice of method will depend on the goals of the writing task, the skills and abilities of the students, and the level of collaboration desired. Regardless of the approach chosen, the key to successful collaborative writing is clear communication, mutual respect, and a shared commitment to the group project.

2.5 The Advantages and Disadvantages of Collaborative Writing

According to Brier & lia dwi jayanti (2020) about the advantages and disadvantages that come to mind is having a broader knowledge base.

1. It might be argued that students possess a broader scope of knowledge compared to an individual researcher.

2. The inclusion of diverse perspectives in collaborative writing enhances its advantages, as it allows for the incorporation of other viewpoints, the generation of additional inquiries, and the identification of a broader range of problematic regions compared to individual authorship.
3. Consequently, collaborative writing has additional benefits, such as increased responsibility and respect for the work of other students.
4. Having multiple proof-readers is an additional advantage of a collaborative process.
5. Since a fresh perspective is essential for proofreading, the greater the number of people who see the writing, the greater the likelihood that errors have been discovered and corrections.
6. Multiple researchers exchanging ideas can foster creativity.
7. One author may propose an idea, and another may expand and supplement it.

Some of the disadvantages may be workload disparities.

1. The distribution of labour may exhibit discrepancies, resulting in certain individuals having to exert greater effort than others. This might potentially give rise to feelings of anger, necessitating the need for acknowledgement and appeasement.
2. On the other hand, a drawback of this procedure is the potential for divergent viewpoints about the optimal approach to depict the provided data. The presence of un-resulting individuals inside the collaborative process might provide a significant impediment.

3. Moreover, the presence of competing schedules among members of a writing team might provide significant challenges to the timely completion of a project.
4. In a collaborative process, the quality of the writing is contingent upon the weakest component of the project when specific duties are allocated to group member.
5. Loss of individual voice: Group writing can result in a homogenized outcome that erases individual contributions and writing styles. Sometimes, this can dilute the uniqueness of a particular author's writing.
6. Reduction in creativity: Creative writing is often an individual initiative where you can express individuality without looking at other people's input. Collaborative writing may discourage creativity from thriving, as writers try to conform to expectations.
7. Miscommunication: Communication breakdowns are an inherent risk in collaborative writing. Different people have diverse viewpoints, writing styles, and expectations that can lead to misunderstandings and conflicts.

3. Concept of Project Work

3.1 Definition of Project Work

The projects may take the shape of either individual or group formal assignments centred around a curriculum-related topic, with the aim of fostering creativity and enhancing problem-solving abilities. Moreover, this particular form of engagement enables students to engage in collaboration, interaction,

negotiation, learning, and enjoyment inside an English as a Foreign Language (EFL) environment. This is particularly significant in our specific context, since individuals are accustomed to independent work practise. According to Burke (2011) methods for enhancing group learning and communication are available. It also offered some ideas for evaluating and assessing group projects. While many people despise the mere suggestion of group work to be used correctly.

According to Linda Harasim, Star Roxanne Hiltz, Lucio Teles (1997) many students has never before worked as part of a team. Only students who had worked in organizations understand that the majority of projects necessitate collaboration. It is the instructor's responsibility to foster an environment in that a small group of students can work effectively together.

The project provides a strong methodology for engaging students in and out of the language used for native communication purposes (Fried-Booth, 2002). The student-centre creates tangible and all-in-one English-teaching products. This project work arose from a personal desire to inspire EFL Learners students to explore personal thoughts in writing while also preparing them for the writing task they have been working on.

Project work must be utilized and applied as part of the curriculum if students were to thrive in these skills and instructors are to challenge their methodology and resource powers. This assignment was an oral presentation that is created in a step-by-step class and is linked to the learning goals Milena et al., (2013). The study showed that group-produced text was the most correct, followed by the couple, and then individuals. Furthermore, it was observed that

the text written by the group had higher levels of fluency and complexity (Studies et al., 2015)

The description of the collaborative report project primarily emphasised three essential factors that are vital to the effective integration of collaborative writing in the classroom. The three aspects under consideration are:

1. The nature and order in which the writing tasks are structured.
2. The establishment, progression, and efficacy of collaborative writing collectives
3. The assessment of pupils' academic achievement.

Collaborative writing serves as a proficient method for students to enhance their writing abilities, acquire knowledge from their peers, and together strive towards a shared objective. Various approaches have distinct advantages and difficulties, and the selection of a particular method is contingent upon the objectives of the writing assignment, the competencies and capacities of the students, and the desired extent of participation. Regardless of the approach chosen, the key to successful collaborative writing is clear communication, mutual respect, and a shared commitment to the group project.

3.2 Types of Project Work

The project types are defined by the preparation phase because the space was uncovered weather. It is a self-directed learning process or it is a teacher Control process

Kolmos (2014):

1. Characteristics by a considerable planning and control by the teachers are supervisors in an assignment best project the problem and the subject as well as the method are chosen beforehand.
2. The other type of project I have called the subject project, which is characterized by the subject chosen beforehand the students have a free choice either of problem within the subjects or the problem will be given and the student have a free choice among a number of describing methods.
3. The problem project is it means that the problem will be determined that choice of discipline and methods which correspond to the original idea of a problem-orient learning process where the student have to start with a problem and analyse it and fundamental solution to the problem choose the right Solutions and outlines strategies for implementation.

3.3 Factor of Project Work

Several elements might potentially have an effect the formation of a judgement in this context by Livingstone & Lynch (2010):

1. The academic achievement of a student significantly influences the overall performance of a group.
2. The abilities necessary for effective group work differ from those necessary for successful solitary work.
3. The proficiency necessary to generate high-quality collaborative work is a legitimate element of an individual's evaluation within a university setting.

4. Narrative Text

4.1 Definition of Narrative Text

Various types of texts, including narrative text, report text, and recount text, are commonly included in the curriculum for Indonesian student. According to Jaya (2017) Narrative text is a frequently seen textual genre within students' textbooks. Narrative texts, such as tales, fables, and other similar genres, serve the purpose of recounting events that transpired in the past. The primary objective of narration is to provide amusement or entertainment to readers by recounting either real or fictional experiences. To ensure comprehension among readers, narratives should have an ample amount of descriptive information pertaining to the unfolding events and their respective contextual background (Sinaga, 2020).

4.2 Types of Narrative Text

According to (Tua et al., 2020) It was asserted that narrative works may be categorized into two distinct forms.:

1. Non-fiction literature encompasses narrative writing that presents factual accounts. Narratives are commonly employed to describe the life experiences of individuals, document significant historical occurrences, or convey fresh accounts.
2. Fiction is a genre of storytelling that encompasses narratives that are not based on factual events. The creation of a researcher encompasses several forms of literary works, including short stories, comics, novels, and other

similar mediums. The primary objective of this work of fiction is to provide entertainment and, at times, impart moral lessons.

4.3 Social Function Structure of Narrative Text

Social Function: to amuse, to entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events that lead to a crisis or turning point of some kind, that in turn finds a resolution.

4.4 Generic Structure

According to Wignell (1994) stated that narrative has a series of actions.

They are:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional

4.5 Language Features in Narrative Text

Narrative writings frequently utilize the past tense because they generally narrate previous events or incidents. Using the past tense helps to create a feeling of time and sequence, which allows the reader to follow the story and understand the flow of events. Moreover, the utilization of the past tense in writing serves to provide a contextual framework and establish a coherent connection between

actions and their consequences. This approach enables the reader to fully engage with the narrative and gain a comprehensive understanding of the characters' experiences.

1. Use past tense: (He walked away from the village)
2. Use conjunction to put the event. Example: then, before, that, etc.
3. Focus on specific and usually individualized participants.
4. Use of Material Processes (and in text behavior and verbal processes).
5. Use of Relational Processes and Mental Processes.
6. Use of temporal conjunctions and temporal circumstances.

B. Relevance of the Study

In conducting this study researcher was inspired by two studies previously, their namely:

1. **Yanti Sri Rezeki and Eka Fajar Rahmani:** The purpose of this study was to look into the use of collaborative writing techniques to help higher secondary students enhance their writing skills and soft skills. The students discovered that collaborative writing was effective in enhancing students' writing proficiency and soft skills after they evaluated and calculated the data. (1) improvements in writing task mean scores from 78.67 in Meeting 1 to 87.13 in Meeting 3; (2) students' responses on a questionnaire about their writing ability and soft skills reached 92 percent in elaborating ideas and 93 percent in gaining self-esteem and confidence; (3) improvements in observation checklists that were performed excellently (scale 4) by the

observers on the third meeting; and (4) the note taker's positive comments on the field notes about the syllabi from the third meeting. As a consequence of these findings, it is suggested that collaborative writing techniques be implemented with high school students in order to enhance both their writing performance and their soft skills (Rezeki & Rahmani, 2021). According to the findings of this study, there are distinctions between the findings of preceding and current researchers. As a result of the differences in data standards and the quantity of pupil data collected, the success and abilities of past and present researchers do not convey the same impression.

2. **Amrih Bektu Utami:** The purpose of this study is to describe the actions taken to enhance the writing skills of eighth-grade SMPN 2 Sentolo students on narrative texts through collaborative writing. This investigation utilized classroom action study principles. In this study, the use of collaborative writing is anticipated to enhance students' writing abilities on narrative texts. The data was collected through observation of the implementation of the actions, interview transcripts, and student assignments. The information was presented in qualitative and quantitative formats. The qualitative data consisted of field notes and transcripts of interviews. Quantitative data were obtained by evaluating the students' writing abilities prior to and after the test. This study demonstrates that collaborative writing is an effective method for improving students' writing abilities. From the data acquire, it can be said that the students were more enthusiastic to attend the lesson. As a result, the teaching-learning process became more engaging and the writing process

became more enjoyable for the students. In addition to the improvement in content, organization, vocabulary, language use, and mechanics, there was also an improvement in the writing aspects of structure, organization, vocabulary, and language use. As a consequence, pupils were able to compose better recount texts (Utami, 2012). Based on the results of previous research data, there are several differences in carrying out the research process. Namely, previous research carried out classroom action research methods. But researchers currently use quantitative experimental methods. Thus, the level of research time and data collection may be slightly different.

3. **Sandi Ferdiansyah:** Collaborative writing and digital photography tasks in secondary schools receive little attention despite their widespread use in writing classrooms. It examines (1) a group negotiation process for selecting story ideas and collaborative story composing, as well as (2) collaborative meaning-making processes in story writing and creative writing. This investigation included the participation of seven groups of 16–17-year-old third-year students. The study's results demonstrated that narrative writing is a collaborative process. The study also illustrates how digital photography could be used to help students generate ideas and improve their narrative writing. The study's pedagogical implication is that framing a visual technologically-based collaborative narrative writing task encourages student engagement in writing processes and enables them to become engaged storytellers (Ferdiansyah, 2018). According to previous research, there are numerous distinctions. Among previous studies employing digital

photography techniques to assist students in utilizing visual technology initiatives that further encourage students' ability to generate more imaginative ideas, this study employs digital photography techniques to help students use visual technology. In the meantime, the results of the current study are only obtained through collaborative writing methodologies involving group work. In the end, the results of collaborative writing have an effect on the learning process.

4. **Izaskun Villarrea and Nora Gil-Sarratea:** Research has demonstrated the efficacy of Collaborative Writing (CW) in enhancing students' proficiency in second and foreign languages. Nevertheless, there has been limited scholarly investigation conducted thus far about the potential advantages of employing creative writing practices among pupils at the secondary school level. The present study conducted in a classroom environment investigated the effect of creative writing (CW) on language opportunities. The primary objective was to ascertain if CW facilitates the development of language skills. The study involved the examination of two separate courses, each consisting of a control group (n = 16) and an experimental group (n = 16). The control group engaged in the task of producing argumentative essays separately, while the experimental group completed the same task in pairs, with their interactions being recorded. The results indicated that the pairings generated writings that were comparatively shorter in length, yet exhibited more accuracy and a somewhat higher level of lexical and grammatical complexity. Furthermore, these texts received higher scores in terms of substance, structure, and

organization. Collaboration offers pupils the ability to amass thoughts, deliberate on language usage, and provide input to one another. Collaboration emerges as a paramount factor in fostering positive outcomes for middle school students, so rendering it a valuable approach for enhancing foreign language writing proficiency within the middle school environment (Villarreal & Gil-Sarratea, 2020). According to the findings of previous and ongoing research, it occurs in various contexts of collaborative writing materials. In contrast to one of the previous studies, which employed argumentative material, the researcher employed narrative material. This also holds true if the learning process in this class employs a collaborative writing approach and groups are formed. So that the outcomes of past and present research have a significant effect on future education and result quite effective outcomes.

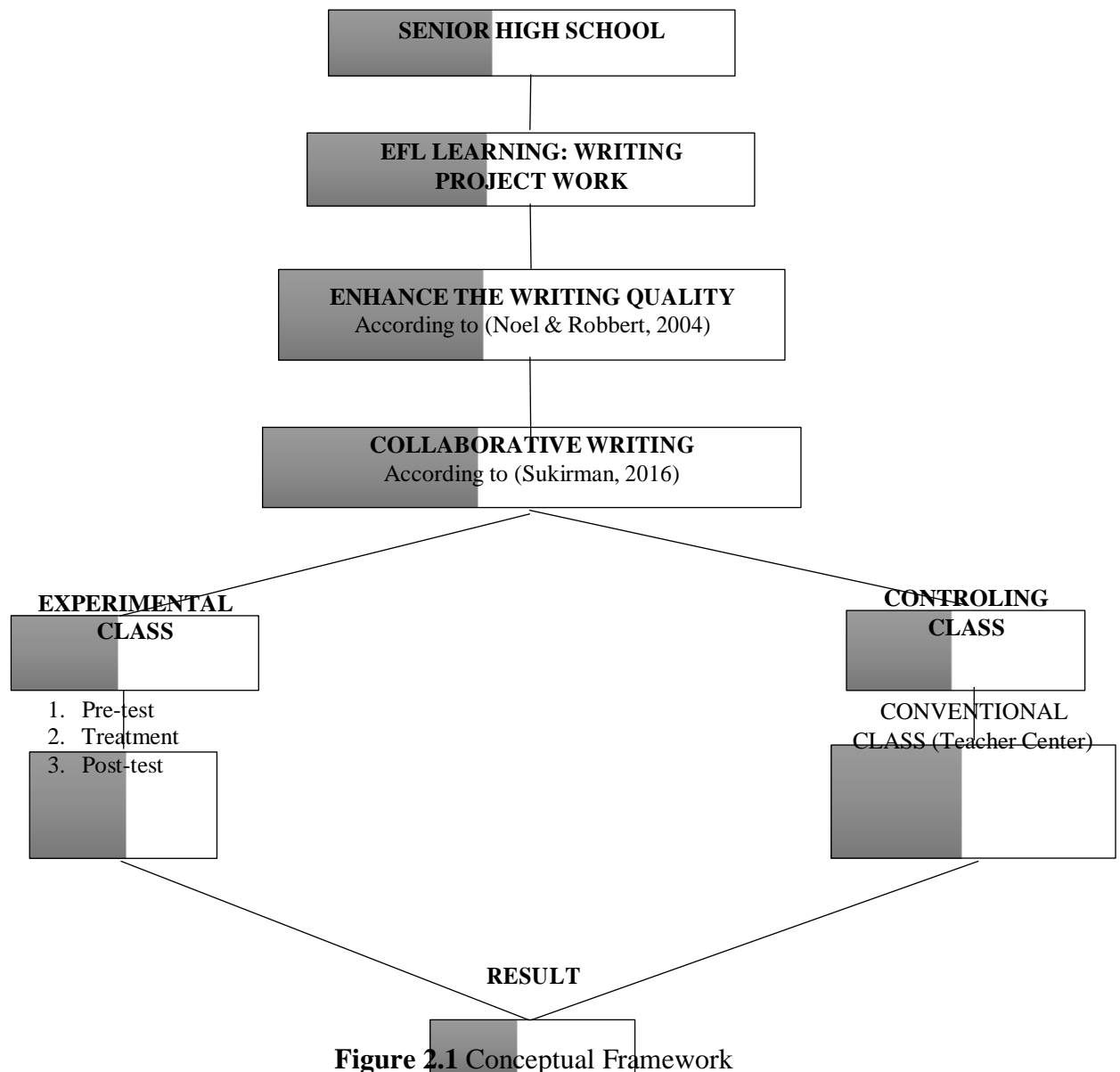
5. **Vu Phi Ho Pham:** The objective of this paper is to address this deficiency. This study involved a total of sixty-two second-year students who have taken a degree in English at a university located in Ho Chi Minh City, Vietnam. One notable distinction in the management of the two cohorts is in the phase of preparation. A total of twenty-seven participants from the control group engaged in the task of independently composing essays subsequent to collaborative efforts aimed at generating ideas and constructing an outline. The data gathering process encompassed the administration of pre-tests and post-tests to students, as well as the analysis of papers completed both individually and collaboratively. Additionally, semi-structured interviews

were conducted to gather further information. The findings of this study demonstrate that collaborative writing has a significant effect on students' writing fluency, regardless of whether they engage in collaborative writing or individual writing (Pham, 2021). Based on the findings of this study, those who have used study groups to engage in collaborative writing with their students have had a significant impact on their students' ability to interact, exchange ideas, and analyze their learning. In the meantime, there are a number of distinctions between current researchers and their predecessors, including the formulation of a slightly different learning process and the use of university students in previous studies. Meanwhile, researchers are currently employing alien student data.

Based on the results that have been previously researched, the results of the researchers have several differences. One of them is the difference in assessment, the results of sentence writing, vocabulary, grammar, and interactions in class when doing group work as a collaborative project with classmates. The results also have several similarities, including some improvements and development of students' ideas which are very broad and students can exchange their opinions and imaginations more freely when working on narrative texts. As well as the existence of several uses of teaching in carrying out the learning process in class with project assignments, among others, and previous researchers having the ability to apply other methods.

C. Conceptual Framework

The conceptual framework was illustrated in the following:



Students obtained several findings, including the following: Students obtained several findings, including the following: The students as English Foreign Language (EFL) for their education and lesson at their school to enhance

their writing ability for using Collaborative Writing Strategies as project work. When teaching students about English Narrative texts. The students worked with others students in the class SMK Pariwisata Imelda Medan in order to improve their writing proficiency and assess their ability to generate ideas through their learning potential.

Collaboration, individuals were looking to enhance their skills in writing English narrative texts. The research on collaborative writing were separated into two parts: an experimental class and a control class. where each class has its own function and treatment to determine the ability to write in that class. This theoretical framework was more explanatory to complement writing skills study development for EFL students while providing instructors with a practical writing approach to use in their writing courses.

CHAPTER III

METHODOLOGY

A. Research Design

This study employed a quasi-experimental research design. This particular design is frequently employed in educational research. The design of this study incorporated a minimum of one experimental group and one control group, whereby participants were allocated to these groups using random assignment. However, intact groups were assigned to treatments at random (Lunenburg, 2008). Using a quasi-experimental design, the students aim to establish a causal link between the independent factors and the dependent variable. This study employed the Collaborative Writing technique as the independent variable, whereas the dependent variable was the production of analytical narrative text.

This design aims to investigate the effect of the Collaborative Writing by Sukirman (2016) The present study focuses on the methodology employed to assess student performance in producing analytical narrative texts. The present study consists of two distinct groups, namely the experimental group and the control group. The experimental group was instructed using the Collaborative Writing approach, whereas the control group received instruction using the usual way. Pre and post-tests have been administered to both group

Table 3.1 Research Design

Group	Pre-test	Independent Variable (Treatment)	Post-test
Experimental Group (X)	✓	Using collaborative writing technique	✓
Control Group (Y)	✓	Using teacher center method	✓

The design in presented as follows:

X: The experimental group, where the sample were treated using the Collaborative Writing Method while writing an analytical narrative text.

Where:

XI-KC¹ : Students score of experimental class on pre-test

XI-KC² : Students score of controlled class on pre-test

X : Collaborative Writing Technique

O : Teacher-center

XI-KC¹ : Students score of experimental class on post-test

XI-KC² : Students score of controlled class on post-test

1. Pre-test

A pre-test was administered to evaluate the writing proficiency of the students before to commencing the intervention. A preliminary assessment was conducted on both the experimental and control groups. The experimental group underwent a pre-test, when the control group was subjected to an essay test. The

use of a pre-test proved to be beneficial in determining of the average score for both the experimental and control groups.

2. Treatment

After the giving of a pre-test, the student proceeded to implement the therapy. The experimental class and controlled class received distinct treatments. The student used a collaborative writing style in an experimental class, namely in class X-KC2, while the controlled class was instructed using a lecturing method. The technique was introduced and afterwards implemented by the pupils through the administration of therapy. This therapy entails the introduction and explanation of collaborative writing by the students. The following actions involve implementation of the collaborative writing technique:

Table 3.2 Treatment for Experimental Group

Experimental Group		
No.	Study Activities	Students Activities
1.	The students divide students into groups of five.	Students choose their group by own.
2.	The students told their students to choose a fiction title for each group.	Students may choose one title from their fiction story.
3.	The students tell with each group begins to develop a strategy for conducting study and gathering materials to support their paper.	Students divide the task among themselves in order to complete their assignment.
4.	The students must consider the purpose of their work in terms of the structure of the material.	Students must be accountable to their group members by composing their papers.

5.	Each student actively cooperates with the others, compiling papers based on their own thoughts, as the final product is the first copy.	Students must develop their ideas at this stage.
6.	Students then read their work to ensure its suitability and make adjustments to structure, skills, grammar, and accuracy.	Students should examine their particular effort in each group to improve it.
7.	The students started to make recommendations about writing groups and provide feedback on collaborative writing processes.	The student then copies the best version of the corrected draft and returns it to the instructor.
8.	Finally, the teacher provides input, comments, and corrects his writing.	Students listen and accept the teacher's suggestions.

3. Post-test

The examination of post-test was administered to both the experimental and control groups in order to assess the students' ability to generate analytical narrative texts through the use of the Collaborative Writing Method within project-based activities.

B. Population and Sample

1. Population

The population for this study had been selected from SMK Pariwisata Imelda Medan for the 2022/2023 academic year on Jl. Bilal No.48, Pulo Brayan Darat I, Medan City. There were two classes has chosen as the population for the purpose of this study. Class XI-KC1 consisted of 20 pupils, whereas class XI-KC2

also of 20 students. Consequently, the entirety of the population may be observed underneath.

Table 3.3 Population of the Study

No.	Class	Population
1.	XI-KC ¹	20
2.	XI-KC ²	20
Total:		40

2. Sample

The sample data method was defined as a portion of the population chosen for the data source being referred to as a sample or samples (Sukardi, 2019).

Table 3.4 Sample of the Study

No.	Class	Group	Sample
1.	XI KC ¹	Experimental Group	20
2.	XI KC ²	Control Group	20
Total:			40

C. Location

The research was done at SMK Imelda Medan. For the next academic year of 2022/2023. The location was on Jl. Bilal No.48, Pulo Brayan Darat I, Medan City. This location had been chosen based on previous observation, that has a problem with writing skills for students, particularly in writing narrative text.

D. Instrument of the Study

The research employed an essay test as the primary instrument for data collection. The students were tasked with composing a concise analytical narrative essay titled "Strong Wind" inside a single paragraph, limited to a word count of 100. In this particular scenario, both the experimental and control groups undergo identical pre- and post-test.

E. Technique of Collecting Data

The test was administered to the students in order to collecting the data. Multiple procedures were employed in the data collection process:

1. The pre-test was administered to both the experimental and control groups in the study.
2. Provides them with three opportunities to complete an essay writing exam depending on their performance.
3. Collected the answer papers from the students' and evaluate their answers.
4. Applied the treatment to the experimental group using the Collaborative Writing approach, while the control group is instructed using the conventional method
5. Given a post-test to both groups in the class experimental and control class
6. Provides them with three opportunities to complete an essay writing exam depending on their performance
7. Given a reflection in the class experimental as more of collecting data
8. And the last make a score with both of experimental and control class.

F. Technique of Analyzing Data

Quantitative methods involve a series of procedures that includes the collection, analysis, interpretation, and documentation of research findings. There are distinct methodologies utilised in both survey and experimental research pertaining to the identification of a sample and population, the specification of the design type, the collection and analysis of data, the presentation of results, the interpretation of findings, and the composition of a research report in a manner consistent with either a survey or experimental study (Creswell & Creswell, 2018)

Here is the Jacobs' scoring profile in Sara Cushing Weigle's book (Weigle, 2002):

Table 3.5 Scoring Profile

No.	Point	Score	Criteria	Explanation
1	Content	30-27	Excellent to Very Good	Knowledgeable, substantive, through development of thesis, appropriate to the context.
		26-22	Good to Average	Knowledgeable enough of subject, capable range, limited development of thesis, mostly applicable to topic, but lacks explanation.
		21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
		16-13	Very Poor	Does not express knowledge of subject, non-substantive, not appropriate, or not enough to asses.
2	Organization	20-18	Excellent to Very Good	Fluent statement, ideas clearly stated and supported, well-organized, relevant arrangement united.
		17-14		Loosely organized but main

			Good to Average	ideas stand out, limited support, logical but deficient arranging.
		13-10	Fair to Poor	Concepts are confused or disconnected, lack logical arranging and no development/
		9-7	Very Poor	Does not communicate, no organization, or not enough to asses.
3	Vocabulary	20-18	Excellent to Very Good	Complicated selection, effective word, idiom choice and usage, word form mastery, appropriate register,
		17-15	Good to Average	Adequate range, occasional errors of words or idiom form, choice, usage but meaning not obscured
		13-11	Fair to Poor	Limited range, frequent errors of words structure, choice, usage, misunderstanding the meaning
		9-7	Very Poor	Little knowledge of English vocabulary, words structure, not enough to assess.
4	Language Use	25-22	Excellent to Very Good	Effective complicated construction, few mistakes agreement, tense, words structure or function, articles, pronouns and prepositions
		21-18	Good to Average	Simple explanation effective little problems in complex constructions, many errors agreement, tense, number, word structure or function, article pronouns, prepositions but meaning seldom obscured
		17-11	Fair to Poor	Dominant mistakes in simple complex construction, frequent errors of negation, agreement, tense, number, words structure function, articles, pronouns prepositions, misunderstanding the meaning

		10-5	Very Poor	No ability essentially to construct the sentence rule, many errors does not relate, or not enough to assess.
5	Mechanics	5	Excellent to Very Good	Indicates mastery of usage, few mistakes of spelling, punctuation, capitalization, paragraphing
		4	Good to Average	Occasional mistakes of spelling, punctuation, capitalization, paragraphing
		3	Fair to Poor	Many errors of spelling, capitalization, punctuation, paragraphing, poor handwriting and misunderstanding of meaning.
		2	Very Poor	No mastery of conventions, many errors of punctuation, spelling, capitalization, paragraphing, and not enough to assess.

G. Research Hypothesis

Regarding to the previous literature review, the researcher formulated the hypothesis as follow:

Table 3.6 Research Hypothesis

$H_a=$	There is a significant effect of using Collaborative Writing Technique on the students' ability in writing narrative text at Senior High School (SMK Pariwisata Imelda Medan) on academic year 2023/2024.
$H_0=$	There is no a significant effect of using Collaborative writing technique on the students' ability in writing narrative text at Senior High School (SMK Pariwisata Imelda Medan) Medan on academic year 2023/2024.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data and Data Analysis

This research employed an experimental quantitative. The study employed experimental research methodologies in order to get its planned findings. In the current study, the researchers employed pre-test and post-test instruments, which were administered to both the control class and the experimental class. The experimental classes in this study, namely Class (XI-KC¹) and Class (XI-KC²) of SMK Pariwisata Imelda Medan were comprised of 20 students each in the control and experimental groups.

The individuals who participated in the study had both pre-test and post-test assessments, which were conducted subsequent to their engagement in a narrative text-based learning process. The use of the Collaborative Writing approach in the context of Project Work. The control classes XI-KC¹ and XI-KC² at SMK Pariwisata Imelda Medan, included a total of 20 students. The researchers conducted a pre-test and post-test, both administered after the instructional period, utilising narrative text material and employing the Teacher-centre technique.

The assessment is in the form of a table below, which was formed into two parts and has been explained according to each component of the respective writing. This determines how big and capable the control and experimental class students are in carrying out writing test skills in the context of narrative texts.

Table 4.1 Score of Experimental Class

No	Initial Name	Pre-Test					Total
		C	O	V	L	M	
1	AM	17	7	11	11	3	49
2	ARZ	21	13	13	11	3	61
3	AP	17	8	11	11	3	50
4	AAU	23	7	13	17	3	63
5	CL	13	10	11	8	3	45
6	DS	13	7	9	11	3	43
7	EAW	20	10	17	18	4	69
8	ITR	17	9	11	11	3	51
9	KAP	17	7	11	12	3	50
10	M	20	14	15	17	4	70
11	NR	13	8	11	12	3	47
12	PM	17	9	11	11	3	51
13	RAP	17	13	13	11	3	57
14	RBK	22	8	13	12	3	55
15	SA	15	8	12	12	3	50
16	SP	17	8	11	11	3	50
17	SA	21	10	11	18	4	64
18	TSA	20	7	11	17	3	58
19	YV	21	8	15	11	3	58
20	ZA	13	7	13	11	3	47

No	Initial Name	Post-Test					Total
		C	O	V	L	M	
1	AM	28	18	16	20	3	85
2	ARZ	25	17	18	22	5	87
3	AP	28	17	19	18	4	86
4	AAU	28	17	19	18	4	86
5	CL	24	18	15	17	4	78
6	DS	24	18	15	17	4	78
7	EAW	28	17	19	18	3	86
8	ITR	25	17	18	22	5	87
9	KAP	28	18	16	20	3	85
10	M	28	17	19	18	4	86
11	NR	24	18	15	17	4	78
12	PM	25	17	18	22	5	87
13	RAP	28	17	19	18	4	86
14	RBK	25	17	18	22	5	87
15	SA	28	18	16	20	3	85
16	SP	24	18	15	17	4	78
17	SA	28	18	16	20	3	85
18	TSA	24	18	15	17	4	78
19	YV	25	17	18	22	5	87
20	ZA	28	18	16	20	3	85

The provided table clarified the categorization of the experimental class data's evaluation outcomes into five distinct assessments. Specifically, the aspects to be considered include content, organisation, vocabulary, language use, and mechanics. The assessment has a significant role in the execution of tasks. The use of the Pre-test and Post-Test research data tools for the writing of narrative texts.

Table 4.2 Score of Control Class

No	Initial Name	Pre-Test					Total
		C	O	V	L	M	
1	AA	16	9	13	11	4	53
2	AR	22	7	8	11	3	51
3	AN	21	13	11	17	3	64
4	AF	21	8	13	9	3	54
5	AA	20	9	11	11	3	54
6	ES	3	9	7	10	3	42
7	FA	13	7	7	7	2	36
8	GS	16	7	11	11	2	47
9	IK	17	10	11	11	3	52
10	KA	13	9	9	10	3	44
11	MK	20	12	13	16	3	64
12	MN	21	9	9	8	2	49
13	NB	17	12	13	16	3	61
14	RM	17	14	15	11	4	61
15	SAS	15	8	13	11	13	49
16	SM	26	7	14	11	3	61
17	VP	12	8	8	5	2	35
18	YTS	13	7	13	11	3	61
19	ZZ	21	13	13	11	3	61
20	ZH	13	8	10	7	4	42

No	Initial Name	Post-Test					Total
		C	O	V	L	M	
1	AA	17	10	15	11	3	56
2	AR	22	15	20	11	3	71
3	AN	28	18	20	22	5	93
4	AF	17	13	11	20	3	64
5	AA	19	13	15	18	3	70
6	ES	13	8	17	21	3	62
7	FA	18	13	18	18	3	70
8	GS	27	15	18	22	5	87
9	IK	17	10	11	11	3	52
10	KA	22	9	13	11	3	58
11	MK	23	15	16	22	3	79
12	MN	18	15	13	18	3	67
13	NB	25	14	15	19	3	76
14	RM	25	19	17	19	5	85
15	SAS	30	13	20	25	5	93
16	SM	27	18	15	25	4	84
17	VP	20	8	15	20	4	67
18	YTS	22	13	13	17	4	69
19	ZZ	23	15	15	17	3	73
20	ZH	27	17	15	18	4	81

The provided table clarified the categorization of the Control class data's evaluation outcomes into five distinct assessments. Specifically, the aspects to be considered include content, organisation, vocabulary, language use, and mechanics. The assessment has a significant role in the execution of tasks. The use of the Pre-test and Post-Test research data tools for the writing of narrative texts.

4.1 The Data of Control Class and Experimental Class

The researchers administered a pre- and post-test to determine the effect of two distinct instructional strategies on student learning outcomes. The pre- and post-tests were administered after the instructional period, during which narrative text material was presented to the students. The control group was instructed using a teacher-centred approach, while the experimental group utilised a collaborative writing strategy.

4.1.1 Data Experimental Class

Table 4.3 Students Learning Outcomes Experimental Class

No.	Initial Students	Scores	
		Pre-Test	Post-Test
1.	AM	49	85
2.	ARZ	61	87
3.	AP	50	86
4.	AAU	63	86
5.	CL	45	78
6.	DS	43	78
7.	EAW	69	86
8.	ITR	41	87
9.	KAP	50	85
10.	M	70	86
11.	NR	47	78
12.	PM	51	87
13.	RAP	57	86
14.	RBK	55	87
15.	SA	50	85
16.	SP	50	78
17.	SA	64	85
18.	TSA	58	78
19.	YV	58	87
20.	ZA	47	85

According to the data presented in the table above, there are a total of 20 pupils enrolled in class XI-KC1 who were assessed prior to the pre-test. As a result, it was discovered that six students scored below 50, nine students scored below 60, four students scored below 70, and one student scored below 80. The utilization of Collaborative writing as a project work strategy in teaching experimental procedures resulted in an observed rise in the post-test scores of 20 students in the class. This technique had the implementation of a treatment specifically inside this particular class. Within the group, there was a subgroup of 5 students who achieved scores above 75, another subgroup of 5 students who attained scores surpassing 80, and a larger subgroup of 10 students who obtained scores beyond 85. The data presented in the table demonstrates a consistent increase in both pre-test and post-test scores, without any occurrences of students experiencing a decrease in scores during the post-test session.

Students can develop a deeper understanding of the subject matter taught in the course. This understanding may be reflected in their ability to analyze information, draw connections between topics, and make informed decisions. In the table above, the students' ability to write is known to what point they develop their ideas and imagination. students can gain practical skills relevant to the course. These skills may include problem solving, critical thinking, communication, and teamwork.

4.1.2 Data Control Class

Table 4.4 Students Learning Outcomes Control Class

No.	Initial Students	Scores	
		Pre-Test	Post-Test
1.	AA	53	56
2.	AR	61	71
3.	AN	64	93
4.	AF	54	64
5.	AA	54	70
6.	ES	42	60
7.	FA	36	70
8.	GS	47	87
9.	IK	52	52
10.	KA	44	58
11.	MK	64	79
12.	MN	49	67
13.	NB	61	76
14.	RM	61	85
15.	SAS	49	93
16.	SM	61	84
17.	VP	35	67
18.	YTS	47	69
19.	ZZ	61	73
20.	ZH	42	81

The provided table clarify the facts regarding to class XI-KC2, which has a total of 20 students. The findings indicate that there are two students who obtained scores below 40, seven students who achieved a score of 50, four students who scored below 60, and finally, seven students who scored below 65. Following that, the findings of the post-test were noticed. The group of 20 students has experienced an increase in the prevalence of teacher-centered instructional approaches teaching strategies compared to conventional instructional approaches. Among the student population, it was seen that 3 individuals achieved scores over 50, while 5 students attained scores surpassing 60. Furthermore, 6 students

demonstrated performance levels exceeding 70, and 4 students achieved scores surpassing 80. Lastly, 2 students were able to attain a score of 90. The table illustrates a rise in the number of students who achieved a fixed value score. There is a lack of decline in value, regardless of whether it is utilized as a teacher-centered class or a conventional class.

B. Data Analysis

1. Data Descriptive Statistics

Descriptive statistics encompass a range of techniques employed for the purpose of gathering and analyzing numerical data, with the aim of extracting meaningful and informative insights. The SPSS results were divided into two distinct categories: the pre-test and post-test data obtained from the experimental group, as well as the control group. The table shown exhibits the maximum, lowest, mean, and standard deviation values of the score.

Table 4.5 The Result of Descriptive Statistics

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretestcontrol	20	35,00	64,00	1037,00	51,8500	9,11491	83,082
Postestcontrol	20	52,00	93,00	1455,00	72,7500	11,88486	141,250
Pretestexperimental	20	41,00	70,00	1078,00	53,9000	8,33446	69,463
Postestexperimental	20	78,00	87,00	1680,00	84,0000	3,62738	13,158
Valid N (listwise)	20						

The Control Class consists of groups with a total of 20 students. The average pre-test score for the Control class is 51.85, with a minimum score of 35 and a maximum score of 64. The average post-test score for the Control class is 72.75, with a minimum score of 52 and a maximum score. score 93. Data shows a

significant increase in scores after implementing the Teacher-Centered technique. Specifically, there is a significant difference of 30.1 points between the average scores obtained in the Pre-Test and Post-Test assessments.

In the experimental class consisting of a group of 20 students, the average pre-test score was set at 53.90. The lowest score recorded was 4, while the highest score achieved was 70. The average post-test result was 84.00, with a minimum score of 78 and a maximum score of 87. These results indicate a significant increase in student learning outcomes afterwards. implement collaborative writing project work in the experimental class method. This can be seen from the difference in the average score of 30.1 between the Pre-Test and Post-Test assessments. The data presented shows that there are disparities in student achievement between the two classes. Research findings show that using the Collaborative Writing approach provides better results compared to the Teacher-Centered method.

2. Test of Normality

The normality test is utilized to assess the distribution of data within a dataset or variables, with the aim of evaluating whether the distribution matches to a normal distribution or deviates from it. The current investigation entailed the examination of normality tests employing the Statistical Package for the Social Sciences (SPSS). The results of the normality test were displayed in the accompanying table.

Table 4.6 Result of Normality Test

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretestcontrol	,192	20	,051	,929	20	,147
	Posttestcontrol	,109	20	,200*	,970	20	,765
	Pretestexperimental	,186	20	,068	,949	20	,346
	Posttestexperimental	,359	20	,000	,698	20	,000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test is a statistical procedure employed to assess the conformity of data to a normal distribution. Data were classified as abnormal if the significance value (Sig) was less than or equal to 0.05, indicating that the data did not follow a normal distribution. According to conventional practice, data are said to follow a normal distribution if the significance value (Sig) is greater than or equal to 0.05. Based on the outcomes of the normality test conducted, the experimental pretest results a significance value of 0.346, while the experimental post-test results a significance value of 0.00. Similarly, the control pre-test results a significance value of 0.147, and the control post-test result a significance value of 0.765. According to the findings shown in Table 4.6, the p-values for both the pre-test and post-test comparisons between the experimental group and the control group above the threshold of 0.05. It might be posited that the data pertaining to the two groups exhibit a normal distribution.

3. Anova Test

Anova is an abbreviation for Analysis of variance. This is a statistical test procedure that is similar to the t test. However, the advantage of Anova is that it can test differences in more than two groups.

Basic decision making in ANOVA Analysis:

1. If the significance value (Sig) is > 0.05 then the average is the same.
2. If the significance value (Sig) < 0.05 then the average is different

Based on the ANOVA output above, it is known that the sig value is $0.000 < 0.05$ so it can be concluded that the average of the experimental and control class groups is "DIFFERENT" significantly.

Table 4.7 Anova Test

ANOVA

Result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14312,650	3	4770,883	62,171	,000
Within Groups	5832,100	76	76,738		
Total	20144,750	79			

Thus, it can be concluded that there is a difference between the average test scores of the control class and the experimental class in the descriptive table with the F value 62,171. It can be seen that the average (mean) for the Experimental class XI-KC1 is around 84, for class XI-KC2 it is 72.75, meaning that the average the exam score for class XI-KC1 is the highest, then the control class XI-KC2 is the lowest.

4. Homogeneity Test

Based on the SPSS output above, the Levene Statistics figure is 6.959 with a significance or probability (Sig) of 0.00. Because the significance value of 0.00 is smaller than 0.05, it can be concluded that the two groups we are comparing are heterogeneous, which means they are not the same or different.

Table 4.8 Test of Homogeneity Variances

Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
6,959	3	76	,000

According to the information shown in Table 4.8, if the p-value is greater than or equal to 0.05, it indicates that the data group may be deemed homogenous. If the p-value is less than or equal to 0.05, it can be concluded that the data group exhibits heterogeneity. The table presented above indicates that when sig = 0.001, it implies that the p value is greater than or equal to 0.001. This implies that the data of the group exhibits a p-value larger than 0.05, indicating homogeneity.

5. Paired Simple t-Test

A paired sample t-test is a statistical test used to compare the mean differences between two related groups. In this test, the same group of participants is measured twice, and the differences between the two measurements are

analyzed. This test is also known as a dependent t-test or a matched pairs t-test. Paired sample t-test is used to test the hypothesis that there is no significant difference between the means of two related groups. It is commonly used in medical research, behavioral studies, and social sciences to determine if there is a significant difference between treatment groups or before-and-after measurements.

The statistical method referred to as the Paired Sample t-test is utilized to assess the means of two paired samples and ascertain the presence of a significant difference between them. In order to evaluate the potential difference in average scores between two sets of paired samples, the researcher performed a Paired Sample T-test on the data obtained from the Control Class Pre-Test and Control Class Post-Test (Teacher-Centered Method), as well as the data from the Experimental Pre-Test and Experimental Post-Test (Collaborative Writing Method) in this study. The examination is conducted with the SPSS 29.0 software application. The test has been carried out as follows:

Table 4.9 Paired Sample t-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretestcontrol - Posttestcontrol	-20,90000	12,21259	2,73082	-26,61567	-15,18433	-7,653	19	,000
Pair 2	Pretestexperimental - Posttestexperimental	-30,10000	7,72487	1,72733	-33,71535	-26,48465	-17,426	19	,000

The observed significance level of 0.00, which is less than the conventional threshold of 0.05, indicates that there exists a statistically significant disparity in

the average student results between the Pre-Test Control Class and the Post-Test Control Class (Teacher-Centered Method). Based on the findings derived from the data obtained from pair 2 and the statistical significance value (two-tailed) of $0.00 < 0.05$, it can be inferred that there is a notable difference in the mean scores of the students between the Pre-Test Experimental Class and the Post-Test Experimental Class, where the Collaborative Writing Method was employed. Therefore, it can be deduced that the use of the collaborative writing technique has a significant influence on students' academic performance in developing of narrative writing skills, as supported by the examination of output pair 1.

6. Hypothesis Test

This study used the independent t-test to analyze data collected from 40 students randomly assigned to the experimental group or the control group. Both groups were subjected to identical pre- and post-tests to ascertain the presence or absence of an effect following administration of therapy to each group. The t-test results are presented in the table that follows.

- a. If the significance result of the t-test is greater than or equal to 0.05, it indicates that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.
- b. If the significance result of the t-test is less than or equal to 0.05, it indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Table 4.10 The Result of Hypothesis**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PosttestControl dan Experimental	Equal variances assumed	18,507	,000	-3,835	37	,000	-10,78947	2,81321	-16,48958	-5,08936
	Equal variances not assumed			-3,752	21,097	,001	-10,78947	2,87567	-16,76808	-4,81086

The independent sample t-test is used to determine whether there is a difference in the means of two unpaired samples. The main requirement in the independent test until the t-test is that the data is normally distributed and homogeneous (not absolute). The assessment from the table above shows that the equal variances assumed post-test control class is $2.81 > 0,05$ while the equal variances not assumed post-test experimental class is $2.87 > 0.05$ in standard deviation.

This indicates that the computed p-value is below the predetermined significance threshold of 0.05, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). The utilization of the collaborative writing approach as a kind of project work results a discernible influence on the development of students' writing skills abilities.

C. Findings

Based on the results of data analysis above, the research questions in this study could be answered as follow:

1. The results indicate a significant improvement in student learning outcomes after implementing the collaborative writing project work in the experimental methodology employed in this study. The presence of a statistically significant mean score difference of 29.06 between the Pre-Test and Post-Test is evident assessments.
2. There is a tended difference in the students' average scores between the Experimental Pre-Tests. Classes and Post-Test Experimental Classes, where the Collaborative Writing Method is used. Therefore, it can be concluded that the use of collaborative writing techniques has a significant influence on students' academic performance in developing narrative writing skills, supported by examination of pair 1 output.
3. The data presented indicates that there is a disparity in student performance between the two classes. The study's findings suggest that the implementation of the collaborative writing technique result excellent results in comparison to the Teacher-Centered strategy.

D. Discussion

Based on the above data analysis, it is apparent that the implementation of the collaborative writing technique in project-based assignments has a discernible influence on students' writing proficiency. The aforementioned results were

derived using an independent sample t-test. The data obtained from the analysis reveal that the p-value for the one-sided test is 0.001, which is below the predetermined significance level of 0.05. In a similar vein, the p-value for the two-sided test is likewise determined to be 0.001, a result that falls below the predetermined significance level of 0.05. Consequently, in light of these findings, the null hypothesis (H₀) is rejected, whereas the alternative hypothesis (H_a) is supported.

The effectiveness of collaborative writing techniques is apparent within the realm of education, as it encompasses student involvement in collaborative, innovative, dynamic, and interactive activities inside the classroom. These exercises facilitate the development and improvement of pupils' writing skills. Furthermore, the effectiveness of the collaborative writing methodology is apparent in the positive welcome it has garnered from educators, who view it as a highly promising method for facilitating learning within the classroom setting. However, akin to other methodologies, the pivotal element in the acquisition of information through communicative and imaginative writing of narrative texts is in the effective execution and adjustment to cater to the particular requirements of students.

The ability to engage in collaborative writing is highly advantageous in several professional contexts. Participating in collaborative writing endeavours throughout Senior High School might facilitate the cultivation of essential collaboration and communication proficiencies that are crucial for achieving professional success in subsequent career pursuits. In narrative texts, collaborative

writing is commonly employed to enhance the creative output, overall quality, and operational effectiveness of the writing process. The research observed that the utilization of collaborative writing within the context of project-based learning could significantly enhance the writing proficiency of senior high school students engaged in English as a Foreign Language (EFL) learning. The use of project work as a collaborative writing exercise increases learners' ability to engage in cooperative efforts and obtain knowledge from one other. Additionally, the research exposed that those who engaged in collaborative writing activities, specifically through project-based assignments, had enhanced grammatical proficiency and correctness, with increasing fluency in written expression. Additionally, it was noted that learners shown heightened levels of passion and engagement in the writing process when provided with the chance to participate in collaborative activities alongside their classmates. The study posits that incorporating collaborative writing into project-based learning has promise as a viable strategy for augmenting the writing skills of senior high school students who are learning English as a Foreign Language (EFL).

The data given suggests that there exists a discrepancy in academic achievement between the two groups of students. The study's findings suggest that the implementation of the collaborative writing technique result more better outcomes in comparison to the Teacher-Centered method. The minimum recorded score was 43, and the maximum achieved score was 70. The mean score on the post-test is 84.00, with a minimum score of 78 and a maximum score of 87. The findings demonstrate a statistically significant enhancement in student learning

outcomes subsequent to the implementation of the experimental class approach including collaborative writing project work. The presence of a statistically significant mean score difference of 30,1 between the Pre-Test and Post-Test evaluations serves as clear evidence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results indicate that collaborative writing through project work has a positive effect on students' writing abilities. The results of the paired sample t-test indicate that collaborative writing has a significant effect on students' narrative writing abilities. The extent of this influence is demonstrated by the significant increase in the Experimental Class's Post-Test average score from 53.90 to 84.00. It could be argued that the implementation of the collaborative writing approach results in a significant improvement in narrative writing abilities.

Within the context of the teaching and learning process, the collaborative writing approach is evidently effective. This method engages students in collaborative, creative, active, and interactive classroom activities, thereby facilitating the improvement of their writing skills. In addition, students are able to modify their methods of ideation, which contributes to the development of their writing abilities. In addition, the positive response of instructors who saw significant potential in the use of project-based learning demonstrates the effectiveness of the collaborative technique. However, as with any strategy, the successful execution and customization of instructional strategies requires a degree of creativity, especially when engaging students in the creation of their own fictional narratives within a narrative text. Students in class XI-KC1 at SMK

Pariwisata Imelda Medan who utilize the collaborative writing approach demonstrate a significant improvement in their narrative writing abilities. In addition, the collaborative writing method is more effective than the teacher-centered method.

In conclusion, collaborative writing through project work in EFL learning can enhance the writing quality of senior high school learners. It can provide them with the opportunity to work together, share ideas, and take on different roles and responsibilities. As such, teachers should integrate this approach into their teaching strategies to prepare learners for the future were worked in teams had indispensable.

B. Suggestion

To provide a more complete understanding of the advantages and applications of collaborative writing techniques, it is recommended that additional research be conducted. It is important for researchers to engage in the generation of novel ideas and closely monitor the extent of student engagement throughout educational endeavors. This may be achieved by encouraging active participation through methods such as posing inquiries or facilitating chances for students to seek clarification on concepts that have not been comprehensively understood. This procedure is implemented to evaluate the degree to which pupils possess an objective understanding of the instructional material. Further research might explore additional characteristics that were not examined in this study, which have the potential to enhance students' proficiency in writing abilities.

In addition to the preceding conclusion, the following recommendations are made:

1. To Students

During the learning process, there are some students who are passive and embarrassed to develop their ideas. Perhaps because they do not review the previously presented material. Therefore, students must practice honesty for the sake of learning and educational advancement, as they must actively participate and interact in the learning process with open minds, without hesitation or shyness in asking questions and expressing their opinions.

2. To Teacher.

Methods of collaborative writing can help teachers of English in enhancing their students' learning abilities, concentration, motivation, imagination, and independence, particularly in narrative text writing. The consideration of cooperation and interaction between instructors and students is essential in the learning process to foster a conducive learning environment and enhance students' comprehension of the topic. The following considerations have been given for educators who are seeking advice to boost their teaching efficiency through the utilization of collaborative approaches.:

- a) Develop a clear project objective and guidelines: Before starting the collaborative writing project, make sure that the objective and guidelines are clear to all students. This will help them to stay focused and on task.

- b) Define roles and responsibilities: Assign each student a specific role and responsibility in the collaborative writing process. This were ensured that everyone contributes to the project and that no one is left out.
- c) Encourage brainstorming and idea sharing: Encourage students to share their ideas and perspectives during the writing process. This have been fostered creativity and improve the quality of the writing.
- d) Create a collaborative writing plan: Develop a detailed plan for the collaborative writing process, including timelines, milestones, and expected outcomes. This was help keep the students on track and ensure that the project is completed on time.
- e) Provide feedback and constructive criticism: Encourage students to provide feedback and constructive criticism to one another, as this was help improve the quality of the writing and enhance individual learning.

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Appendix 1

RENCANA PELKASANAAN PEMBELAJARAN

RPP

KELAS EKSPERIMENTAL

Sekolah	: SMK Swasta Pariwisata Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/I
Materi Pokok	: Teks Naratif Tulisan berbentuk cerita rakyat
Alokasi Waktu	: 3 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama sesuai yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, gotong royong, Kerjasama, toleran, damai, santun, responsive pro-active dan menunjukkan sikap Sebagian dari solusi atau berbagai dari permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam semesta serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan sosial, konseptual, procedural, berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian spesifik sesuai dengan bakat dan minatnya untuk memecahka masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkretdan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, Kerjasama, cmta damai dalam melaksanakn komunikasi fungsional.

3.10 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana bebentuk legenda rakyat, sesuai dengan konteks penggunaannya.

Indikator :

1. Memahami makna kata, frasa, kataatau kalimat dalam teks narrative sederhana mengenai cerita rakyat.
2. Siswa menemukan gagasan utama, informasi rinci dan informasi tertentu yang tersurat dalam teks narrative.
3. Siswa menemukan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks narrative sederhana.
4. Siswa mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam narrative teks.
5. Siswa mengidentifikasi conflict/masalah yang ada pada teks narrative sederhana
6. Siswa menemukan solusi yang ada
7. Siswa mengidentifikasi nilai moral yang ada dalam teks narrative sederhana.

4.15 Menangkap makna teks narrative lisan dan tulis berbentuk legenda sederhana.

Indikator :

1. Siswa menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
2. Siswa dapat menceritakan Kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan.

C. Tujuan Pembelajaran

Setelah mempelajari bab 17 siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar Bahasa inggris terkait dengan teks narrative sederhana berbentuk legenda rakyat.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melkasanakan komunikasi terkait teks narrative sederhana berbentuk legenda rakyat.
3. Menemukan makna kata, frasa atau kalimat yang ditemukan dalam teks narrative sederhana.
4. Menemukan informasi rinci yang tersurat dalam teks narrative yang sederhana

5. Menemukan ide pokok dari sebuah teks narrative sederhana.
6. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk legenda rakyat.
7. Merespon makna teks narrative sederhana berbentuk legenda rakyat.

D. MATERI PEMBELAJARAN

Teks lisan dan tertulis berbentuk cerita rakyat sederhana

Fungsi sosial: meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain

Struktur Teks:

1. Pengenalan tokoh dan setting (Orientation)
2. Konflik terhadap tokoh utama (Complication)
3. Solusi dan akhir cerita (Resolution)
4. Pesan moral (Moral Value)

Unsur kebahasaan:

1. Kata-kata karakter, watak, dan setting dalam cerita rakyat
2. Simple Past Tense
3. Ucapan tekanan kata, intonasi, ketika mempresentasikan secara lisan.
4. Rujukan kata.

E. Metode Pembelajaran

Pendekatan : Scientific approach

Strategi : Tugas Proyek, diskusi dan menyimak.

F. Media, Alat dan Sumber Pembelajaran

1. Media : Gambar
2. Alat/bahan : Handphone dan Papan Tulis
3. Sumber Belajar : Buku paket Bahasa Inggris, Kamus dan Suara Guru

G. Langkah-Langkah Kegiatan Pembelajaran

<p>Kegiatan Pembukaan</p> <ol style="list-style-type: none"> 1. Salam 2. Daftar kehadiran siswa 3. Memberikan Pre-test sebagai bentuk awal pembelajaran
<p>Kegiatan Inti</p>

1. Peneliti memberikan beberapa penjelasan tentang Collaborative Writing pada pelajaran ini.
2. Peneliti mulai menjelaskan bagaimana penulisan kolaboratif sebagai proyek bekerja di bagian ini.
3. Peneliti menunjukkan contoh membuat tulisan kolaboratif dengan materi teks naratif sebagai bentuk kegiatan menulis cerita pendek naratif.
4. Siswa akan berlatih menulis cerita mereka tentang teks naratif dengan menulis kolaboratif Bersama teman kelompok diskusi yang telah dipilih.

Kegiatan Penutup

1. Memberikan Post-test sebagai batas pemahaman mereka.
2. Beri mereka refleksi sebagai titik pemahaman mereka.
3. Beri mereka motivasi setelah mereka menyelesaikan pekerjaan proyek mereka.

H. Perlakuan (Treatment)

Para siswa akan dapat melakukan penulisan cerita kolaboratif mereka oleh kelompok kerja proyek mereka.

Langkah 1

1. Siapkan selembar kertas. Pilih cerita untuk ditulis
2. Tulislah kalimat untuk memulai cerita siswa. Pikirkan sebuah kalimat yang dapat dengan mudah dilanjutkan oleh teman sekelas siswa.
3. Beri mereka kertas dengan teman sekelas di sebelah kanan Anda dan berikan selembar kertas lagi untuk teman sekelas Anda di sebelah kiri Anda.
4. Baca kalimat teman sekelas Anda. Lanjutkan menulis kalimat lain. Cobalah untuk menghubungkan kalimat Anda dan teman sekelas Anda. Kemudian, berikan kertas itu kepada teman sekelas Anda di sebelah kanan Anda.
5. Lanjutkan kegiatan sampai kertas Anda kembali kepada Anda.

Langkah 2

1. Bacalah cerita yang telah kamu tulis bersama teman sekelasmu. Bagaimana menurutmu? Apa yang baik dan tidak baik tentang itu?

Langkah 3

1. Tulis ulang cerita Anda. Jangan lupa untuk menyertakan kata dan frasa penghubung. Gunakan juga referensi yang jelas.

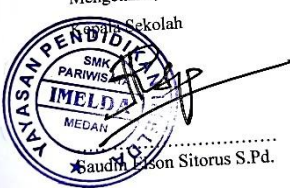
I. Penilaian

No.	SCORE	EXCELLENT	GOOD	FAIR	POOR
1.	Content	27-30	22-26	17-21	13-16
2.	Organization	18-20	14-17	10-13	7-9
3.	Vocabulary	18-20	15-17	11-13	7-9
4.	Language use	22-25	18-21	11-17	5-10
5.	Mechanics	5	4	3	2
	TOTAL	100	85	67	46

Medan, 11 Agustus 2023

Mengetahui,
Kepala Sekolah

Mengetahui,
Kepala Sekolah



YAYASAN PENDIDIKAN
SMK
PARIWIS
IMELD
MEDAN
Saudin Elson Sitorus S.Pd.

Saudin Elson Sitorus S.Pd.

Mahasiswa



Syahraini Putri

Appendix 2

RENCANA PELKASANAAN PEMBELAJARAN

RPP

KELAS KONTROL

Sekolah	: SMK Swasta Pariwisata Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/I
Materi Pokok	: Teks Naratif Tulisan berbentuk cerita rakyat
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama sesuai yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, gotong royong, Kerjasama, toleran, damai, santun, responsive pro-active dan menunjukkan sikap Sebagian dari solusi atau berbagai dari permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam semesta serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan sosial, konseptual, procedural, berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, Kerjasama, cmta damai dalam melaksanakn komunikasi fungsional.

3.10 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana bebentuk legenda rakyat, sesuai dengan konteks penggunaannya.

Indikator:

1. Memahami makna kata, frasa, kataatau kalimat dalam teks narrative sederhana mengenai cerita rakyat.
 2. Siswa menemukan gagasan utama, informasi rinci dan informasi tertentu yang tersurat dalam teks narrative.
 3. Siswa menemukan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks narrative sederhana.
 4. Siswa mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam narrative teks.
 5. Siswa mengidentifikasi conflict/masalah yang ada pada teks narrative sederhana
 6. Siswa menemukan solusi yang ada
 7. Siswa mengidentifikasi nilai moral yang ada dalam teks narrative sederhana.
- 4.15 Menangkap makna teks narrative lisan dan tulis berbentuk legenda sederhana.

Indikator:

1. Siswa menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
2. Siswa dapat menceritakan Kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan.

C. Tujuan Pembelajaran

Setelah mempelajari bab 17, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar Bahasa Inggris terkait dengan teks narrative sederhana berbentuk legenda rakyat.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk legenda rakyat.
3. Menemukan makna kata, frasa atau kalimat yang ditemukan dalam teks narrative sederhana.
4. Menemukan informasi rinci yang tersurat dalam teks narrative yang sederhana
5. Menemukan ide pokok dari sebuah teks narrative sederhana.

6. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk legenda rakyat.
7. Merespon makna teks narrative sederhana berbentuk legenda rakyat.

D. MATERI PEMBELAJARAN

Teks lisan dan tertulis berbentuk cerita rakyat sederhana.

Fungsi sosial: meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur Teks:

1. Pengenalan tokoh dan setting (Orientation)
2. Konflik terhadap tokoh utama (Complication)
3. Solusi dan akhir cerita (Solution)

Unsur kebahasaan:

1. Kata-kata karakter, watak, dan setting dalam cerita rakyat
2. Simple Past Tense
3. Ucapan tekanan kata, intonasi, ketika mempresentasikan secara lisan.
4. Rujukan kata.

E. Metode Pembelajaran

Pendekatan : Pendekatan Saintifik

Strategi : Tugas Proyek, diskusi dan menyimak.

F. Media, Alat dan Sumber Pembelajaran

1. Media : Gambar
2. Alat/bahan : Handphone dan Papan Tulis
3. Sumber Belajar : Buku paket Bahasa Inggris, Kamus dan Suara Guru

G. Langkah-Langkah Kegiatan Pembelajaran

<p>Kegiatan Pembukaan</p> <ol style="list-style-type: none"> 1. Salam 2. Daftar kehadiran siswa 3. Memberikan Post-test sebagai materi awal sebelum kegiatan inti
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Peneliti memberikan beberapa penjelasan tentang teks naratif pada pelajaran ini. 2. Peneliti mulai menjelaskan bagaimana penulisan teks naratif yang baik di bagian ini. 3. Peneliti menunjukkan contoh membuat tulisan cerita fiksi teks narrative

4. Siswa akan berlatih menulis cerita mereka tentang teks naratif dengan menulis individu.

Kegiatan Penutup

1. Membuat beberapa kesimpulan
2. Beri mereka refleksi sebagai titik pemahaman mereka.
3. Beri mereka motivasi setelah mereka menyelesaikan pekerjaan proyek mereka.

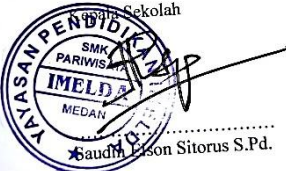
H. Penilaian

No.	SCORE	EXCELLENT	GOOD	FAIR	POOR
6.	Content	27-30	22-26	17-21	13-16
7.	Organization	18-20	14-17	10-13	7-9
8.	Vocabulary	18-20	15-17	11-13	7-9
9.	Language use	22-25	18-21	11-17	5-10
10.	Mechanics	5	4	3	2
	TOTAL	100	85	67	46

Medan, 11 Agustus 2023

Mengetahui,

Kepala Sekolah

Mengetahui,
Kepala Sekolah

Saudin Elson Sitorus S.Pd.

Saudin Elson Sitorus S.Pd.

Mahasiswa



Syahraini Putri

Appendix 3

THE PRE-TEST OF WRITING NARRATIVE TEXT EXPERIMENTAL CLASS

Name :

Class :

Major :

Time : 30 Minute

1. Please write in your own sentences about the Narrative text the title is “Strong Wind”. And please do the best by yourself! (Minimum 50 words).

Appendix 4

THE POST-TEST OF WRITING NARRATIVE TEXT EXPERIMENTAL CLASS

Name :

Class :

Major :

Time : 60 Minute

1. After being given treatment from your teacher. Please form 5 groups to write narrative texts. And then write the titles of your free fiction essays in their respective groups. However, the way to do it is by working with each other by their own group. Then try to connect your sentences with your friends into one fictional story!

Appendix 5

THE PRE-TEST OF WRITING NARRATIVE TEXT CONTROL CLASS

Name :

Class :

Major :

Time : 30 Minute

1. Please write in your own sentences about the Narrative text the title is “Strong Wind”. And please do the best by yourself! (Minimum 50 words).

Appendix 6

THE POST-TEST OF WRITING NARRATIVE TEXT CONTROL CLASS

Name :

Class :

Major :

Time : 30 Minute

1. After explaining about narrative text material. Please try to write your own fictional story based on your free essay!

Appendix 7

CURRICULUM VITAE




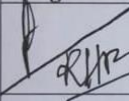

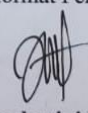
Name : Syahraini Putri
Npm : 1902050021
Gender : Female
Religion : Islam
Place/Date of birth : Medan, 21 March 2001
Address : Jln. Irian Barat Pasar 7 Sampali Gg. Keluarga No. 28c
No. Hp : 0812-6082-6442
Email : ambochillz.luke@gmail.com
Father's Name : Mr. Sutrisno
Moher's Name : Ny. Halimah

Educational Backgrounds

Kindergarten School : TK Istiqomah Sampali (2007-2008)
Elementary School : SD PAB 12 SAMPALI (2008-2013)
Junior High School : SMP N 6 P.S.T (2013-2016)
Senior High School : SMA N 1 P.S.T (2016-2019)
University : Universitas Muhammadiyah Sumatera Utara (2019-2023)


Appendix 8

Letter of K-1

 UMSU Unggul Cerdas Terpercaya	MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238 Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id	
		Form: K-1
Kepada Yth : Bapak/Ibu Ketua & Sekretaris Program Studi Pendidikan Bahasa Inggris FKIP UMSU		
Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI		
Dengan hormat, yang bertanda tangan di bawah ini :		
Nama	: Syahraini Putri	
NPM	: 1902050021	
Program Studi	: Pendidikan Bahasa Inggris	
Kredit Kumulatif	: 119 SKS	IPK = 3,61
Persetujuan Ket./Sek. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Collaborative Writing through Projects Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners	
	An Analyze The Differences in Dialect and Intonation in Ordinary and Modern Society	
	An Analysis of Speaking Anxiety at The EFL of Indonesia People	
Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.		
Medan, 23 Desember 2022		
Hormat Pemohon,		
		
Syahraini Putri		
<u>Keterangan:</u> Dibuat Rangkap 3: - Untuk Dekan/Fakultas - Untuk Ketua/Sekretaris Prodi - Untuk Mahasiswa yang bersangkutan		

Appendix 9

Letter of K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form: K-2

Kepada Yth : Bapak/Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Syahraini Putri
NPM : 1902050021
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:


Collaborative Writing through Projects Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Erlindawaty, S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya *23 Desember 2022*

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, ~~23~~Desember 2022
Hormat Pemohon,

Syahraini Putri

Keterangan:

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 11

Lembar Bebas Pustaka

**UMSU**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terkreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT/IX/2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NPP. 1271203D1900003 <http://perpustakaan.umsu.ac.id> perpustakaan@umsu.ac.id [perpustakaan_umsu](https://www.perpustakaan_umsu.ac.id)

SURAT KETERANGAN
Nomor : 2511 / KET/IL3-AU /UMSU-P/M/2023



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Syahraini Putri
NIM : 1902050021
Univ./Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya


Medan, 15 Safar 1445 H
31 Agustus 2023 M


Unggul | Cerdas | T


Kepala Perpustakaan
Dr. Muhammad Arifin, M.Pd

Appendix 12

SURAT PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

**MAJELIS PENDIDIKAN TINGGI**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI


Dengan ini saya:

Nama : Syahraini Putri
NPM : 1902050021
ProgramStudi : Pendidikan Bahasa Inggris


JUDUL	DITERIMA
Collaborative Writing through Projects Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners	Acc 23/12-22

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Erlindawaty, S.Pd., M.Pd

Medan, 23 Desember 2022
Hormat Pemohon,


Syahraini Putri

Appendix 13

BERITA ACARA SEMINAR PROPOSAL









MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Syhraini Putri
 NPM : 1902050021
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : "Collaborative Writing Through Project Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners"


Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 Desember 2023	Revise the title	
20 Maret 2023	Chapter I	
	- Background of the study	
	- Identification of the problem	
	- Formulation of the problem	
	- The objective of the study	
8 Mei 2023	Chapter II	
	Conceptual framework	
15 Mei 2023	Chapter III	
	Technique of collecting data	
18 Mei 2023	Reference	
25 Mei 2023	ACC Sempurna	

Diketahui/Disetujui
Ketua Prodi 



(Pirman Ginting, S.Pd., M.Hum.)


Medan, 25 May 2023
Dosen Pembimbing



(Erlindawaty, S.Pd., M.Pd.)

Appendix 14

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

 **UMSU**
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Syahraini Putri
NPM : 1902050021
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : “Collaborative Writing Through Project Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners”

Pada hari Kamis tanggal 15 bulan Juni tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 15 Juni 2023

Disetujui oleh:

Dosen Pembahas : (Ratna Sari Dewi, S.S.,M.A.)
Dosen Pembimbing : (Erlindawaty, S.Pd.,M.)

Diketahui oleh
Ketua Program Studi,
(Pirman Ginting, S.Pd.,M.Hum)

UMSU
Unggul | Cerdas | Terpercaya

Appendix 15

LEMBAR SURAT IZIN RISET SEKOLAH

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XII/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsu.medan](#) [umsu.medan](#) [umsu.medan](#) [umsu.medan](#)

UMSU
Unggul | Cerdas | Terpercaya
Bila menandatangani surat ini agar ditandatangani nomor dari tanggalnya

Nomor : 2701 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : Izin Riset

Medan, 2 Muharram 1445 H
20 Juli 2023 M

Kepada : Yth. Bapak/Ibu Kepala
SMK Pariwisata Imelda Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Syahraini Putri
N P M : 1902050021
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "Collaborative Writing Through Project Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners"

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya.
Amin.

Wassalam
Dekan


Dra. Hj. Svamsuyurnita, MPd.
NIDN : 0004066701




****Pertinggal**


BBB-PT MOA Agensi Kelayakan Malaysia
Malaysia Qualifications Agency

Appendix 16

SURAT IZIN MELAKSANAKN PENELITIAN



YAYASAN PENDIDIKAN IMELDA MEDAN
SMK PARIWISATA IMELDA

Jl. Bilal No.48 Pulo Brayan Darat I, Kec. Medan Timur, Medan - Sumatera Utara, Kode Pos 20239
Email : smkpar.imelda@gmail.com Website: smkpariwisataimelda.sch.id
Tlp: 081364645001- 085361419848 NPSN :69938168

Nomor : 5026/SMK-PAR/IM/VIII/2023
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth :
Bapak/Ibu Dekan Universitas Muhammadiyah Sumatera Utara
Prodi : Pendidikan Bahasa Inggris

Di
Tempat

Dengan Hormat,
Assalamu'alaikum Wr.Wb


Sehubungan dengan surat Bapak/Ibu Nomor :2701/II.3/UMSU-02/F/2023 Tertanggal 20 Juli 2023 tentang mohon izin Penelitian, maka dengan ini kami memberikan izin Penelitian kepada Mahasiswa Bapak/Ibu sebagai berikut :


Nama : Syahraini Putri
NIM : 1902050021
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "Collaborative Writing Through Project Work in EFL Learning to Enhance The Writing Quality of Senior High School Learners"

Dengan ini juga kami menyatakan bahwa Mahasiswa tersebut diatas melakukan Penelitian pada :

Tanggal : Sabtu, 12 Agustus 2023
Tempat : SMK Pariwisata Imelda Medan
Jl. Bilal No.48 Medan

Demikian surat ini kami perbuat. Atas perhatian dan kerjasama yang baik diucapkan terima kasih

Medan, 14 Agustus 2023
Kepala SMK Pariwisata Imelda Medan

Saudin Elson Sihorus, S.Pd



BERITA ACARA BIMBINGAN SKRIPSI



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Syahraini Putri
NPM : 1902050021
Judul Skripsi : "Collaborative Writing Through Project Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners"

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/06 - 23	Abstract	
10/06 - 23	Introduction Identification of the Problem Scope and Limitation	
	Theoretical Framework Add your opinion after the first	
10/07 - 23	Research Design	
30/07 - 23	Findings	
25/8 - 2023	Conclusion	

Medan, 30 Agustus 2023

Diketahui oleh:
Ketua Prodi


(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Appendix 18

SURAT PERNYATAAN ORISINAL RISET

**UMSU**
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

Nama : Syahraini Putri
NPM : 1902050021
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Collaborative Writing Through Project Work in EFL Learning to Enhance the Writing Quality of Senior High School Learners

Dengan ini saya menyatakan bahwa:


1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tergolong Plagiat.
3. Apabila point 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.


Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana semestinya.


Medan, 12 September 2023

Diketahui oleh Ketua Program Studi Pendidikan Bahasa Inggris

Hormat saya
Yang membuat pernyataan,







Pirman Ginting, S.Pd., M.Hum


Syahraini Putri



Appendix 19

RESEARCH DOCUMENTATION

No.	Documentation	Documentation
1.	 <p data-bbox="389 835 815 869">Control Class (Teacher-Centred)</p>	 <p data-bbox="962 835 1385 869">Control Class (Teacher-Centred)</p>
2.	 <p data-bbox="341 1227 863 1294">Experimental Class (Collaborative Writing as Project Work)</p>	 <p data-bbox="911 1227 1433 1294">Experimental Class (Collaborative Writing as Project Work)</p>
3.	 <p data-bbox="323 1839 879 1872">Teacher of SMK Pariwisata Imelda Medan</p>	

Appendix 20

DOCUMENTATION SHEET OF PRE-TEST AND POST-TEST
EXPERIMENTAL CLASS AND CONTROL CLASS

No.	Pre-Test Experimental	Post-Test Experimental	Post-Test Experimental
1.	<p>Name : Indah Jara Class : XI Kc² Major : kecan.h.kan Date : 4 April 2023</p> <p>PRE-TEST FOR STUDENTS</p> <p>Please write in your own sentences about the Narrative text the title is "Strong Wind". And please do the best by yourself! (Minimum 100 words)</p> <p>"Strong Wind"</p> <p>one day there was a girl named elizabeth she was walking around the forest alone with a feeling of anxiety because her father left her in the city with a restless heart. Princess elizabeth ran to the forest to calm her heart. then a strong wind came before the princess and asked "why you in the forest alone?" then the princess realized "are you screaming and arguing the somewhat elizabeth talking about the problem that Putri was experiencing, then Putri told the story until it was finished and again gave advice and solutions to Putri's problem then again told elizabeth to return to the village and elizabeth wanted her and rushed back home.</p>	<p>Name : Beter Ely Class : XI Major : kecan.h.kan Date : 4 April 2023</p> <p>POST-TEST</p> <p>After being given treatment from your teacher. Please form 5 groups to write narrative text. And then write the titles of your free fiction essays in their respective groups. However, the way to do it is by working with each other by their own group. Then try to connect your sentences with your friends into one fictional story! Good Luck!</p> <p>Circle us</p> <p>One day there was a beautiful girl named Andania. She was like a beautiful butterfly. One day she decided to go to the forest. She was walking around the forest alone with a feeling of anxiety because her father left her in the city with a restless heart. Princess Andania ran to the forest to calm her heart. then a strong wind came before the princess and asked "why you in the forest alone?" then the princess realized "are you screaming and arguing the somewhat Andania talking about the problem that Putri was experiencing, then Putri told the story until it was finished and again gave advice and solutions to Putri's problem then again told elizabeth to return to the village and elizabeth wanted her and rushed back home.</p>	
2.	<p>Name : Mayla ananda putri Class : XI kecan.h.kan I Major : kecan.h.kan I Date : 4-8-2023</p> <p>PRE-TEST FOR STUDENTS</p> <p>Please write in your own sentences about the Narrative text the title is "Strong Wind". And please do the best by yourself! (Minimum 100 words)</p> <p>"Strong Wind"</p> <p>one day on thursday there was a strong wind in the west Java area. and one day a fisherman was fishing in the sea when he was fishing in the sea when he was fishing he saw a tornado at the end of the sea when he was fishing. When fishermen see a tornado, fishermen rush to land so fishermen can inform residents that there is a tornado coming to the area. But the residents did not believe the fishermen's words. Suddenly there was a farmer who told the residents again and finally the residents believed the farmer's words. Residents are getting ready to leave the area.</p>	<p>Name : Kelompok : Cat Class : XI Major : kecan.h.kan Date : 4 April 2023</p> <p>POST-TEST</p> <p>After being given treatment from your teacher. Please form 5 groups to write narrative text. And then write the titles of your free fiction essays in their respective groups. However, the way to do it is by working with each other by their own group. Then try to connect your sentences with your friends into one fictional story! Good Luck!</p> <p>Tiga saba bal Di Kajar Agung</p> <p>One day Steady, Rendi and Ucu are 3 friends who rarely spend their time in the afternoon playing together. They are traveling and trying new places to explore. If the town is called Duni. Why in the name of adventure, for example on behavior.</p> <p>One time they were assigned to find a new route they wanted to try to explore. This is because they have entered all the alleys and complex routes near their homes. Budi also provides views of new housing to explore the factory complex outside the complex. At first, Duni didn't approve of Budi's new view because his mother always advised him not to play too far from the complex of change.</p> <p>However, with the approval of rudi and rudi, ucu was finally forced to join. They cycled happily and felt challenged because it was the first time they had played outside their compound and had gone relatively far. As they entered the factory complex, suddenly they heard a very loud dog barking. They slipped and saw a dog hanging up at neck behind a tree.</p> <p>The night of this day is a dog that is kept near the factory to protect the factory on weekends. Steady, Rendi, and Ucu happily recognized because the dog had run after them. The three of them screamed for help and pedaled as fast as they could.</p> <p>up to a complex of their changes, fortunately the dog was no longer chasing them. You also regret for disobeying his mother's orders.</p>	

3.

Name : Miranda
 Class : XI
 Major : Kecamatan
 Date : 4 8 2023

PRE-TEST FOR STUDENTS

Please write in your own sentences about the Narrative text the title is "Strong Wind". And please do the best by yourself! (Minimum 100 words).

Strong Wind

One day in a remote village there was a fisherman when he was going sailing he got a lot of fish he also felt happy. Then after that it was already dark. The strong wind is not as usual. Apart from the loud sound the strength can shake the fishing boat.

Long story short, not long after the strong wind blew, the rain came and the wind started to blow a little unlike before. The rain started to subside leaving just a drizzle. And we all felt calm and not worried anymore.

C: 08
 O: 17
 V: 19
 TL: 18
 M: 4 +
 30

Name : Gix girls
 Class : XI
 Major : Kecamatan
 Date : 11 Agustus 2023

POST-TEST

After being given treatment from your teacher, please form 5 groups to write narrative texts. And then write the titles of your free fiction essays in their respective groups. However, the way to do it is by working with each other by their own group. Then try to connect your sentences with your friends into one fictional story! Good Luck!

Main Kundang

Once upon a time on the north coast of Sumatra lived a poor woman and her son who called Main Kundang. His father eventually died and his mother lived alone in a poverty stricken old woman.

Main Kundang grew up as a skilful young boy. He always helps his mother to earn some money. One day Main Kundang decide going to overseas and promise to come back.

After several years had gone by Main Kundang finally decide to return to his village. He arrived wearing good clothes and traveling on one of his ships. Someone moving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One day the villagers recognized Main Kundang from a man that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Main Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

When the elder woman called her son he refused to believe that he heard such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, Main Kundang was on the ship with his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had her and them carry her away.

Outraged and finally realising his son's wickedness, Main Kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for his behavior.

The day after his mother's prayer, Main Kundang sailed out of the village. Shortly thereafter, the ship was met by a violent storm. Main Kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of his mother.

He felt guilty about his behavior towards her, asked for forgiveness and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, Main Kundang was turned into coral. In other, the ship, the crew and he become reef formations that are still standing.

The meaning of Main Kundang's story in English reminds us not to forget the kindness of a mother, like a parent forgets its own misdeeds, the purpose of this story is for every child to respect their parents and not be disobedient to them, because success and wealth are worthless compared to the love of their parents.

No	Pre-Test Control	Post-Test Control
1.	<p>Name : Valesia Pasartika Class : XI - K2 Major : Taka Kecamatan 2 (Beauty class) Date : 1/8 2023</p> <p>PRE-TEST FOR STUDENTS Please write in your own sentences about the Narrative text the title is "Strong Wind". And please do the best by yourself! (Minimum 100 words). Angin Kekerasan</p> <p>"STRONG WIND"</p> <p>One day me and my friends go out strolling to my friends and I went by car and finally my friends and I arrived at the park. The wind is very cool.</p>	<p>Name : Valesia Pasartika Class : XI - K2 Major : Kecamatan 2 (Beauty class) Date : 07/08/2023</p> <p>POST-TEST After explaining about narrative text material. Please try to write your own fictional story based on your free essay!</p> <p>The Legend of Tebo Lake</p> <p>Oriental In the past, there lived a young man from the northern part of the island of Sumatra. One day while he was fishing he got a fish which was so beautiful in golden brown when he was looking at it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the regulations and it would turn into a kind of creature who first turned it then it turned into a princess.</p> <p>Complication Fascinated by her beauty the young man asked her to be his wife, the application was accepted on condition that the young man was not allowed to do the origin of the princess, who came originally from fish. The young man agreed to his requirement. Having got married for a year, the young man got a boy but he had a bad habit. He used to mess for fish when he was eating, he ate all the food.</p> <p>Resolution One day the boy ate all the food that should be given to his father. The young man was so angry that he decided to go to the origin of the princess. He found her in a cave and he married her. The princess and her parents were so happy. The princess and her parents were so happy. The princess and her parents were so happy.</p>
2.	<p>Name : Inan Khamu Class : XI Major : Kecamatan 2 Date : 1-8-2023</p> <p>PRE-TEST FOR STUDENTS Please write in your own sentences about the Narrative text the title is "Strong Wind". And please do the best by yourself! (Minimum 100 words). Angin Kekerasan</p> <p>Strong Wind</p> <p>In a village there is a strong wind that is so strong that the roofs of the houses fly away, trees fall and floods can occur. Power outages are also in residents' home and very heavy rains, residents work together to move trees that have fallen due to strong winds, and cross trees fallen, roads disrupted due to fallen trees due to strong winds. There is a possibility that strong winds will come again when it rains heavily.</p>	<p>Name : Inan Khamu Class : XI Major : Kecamatan 2 Date : 01-8-2023</p> <p>POST-TEST After explaining about narrative text material. Please try to write your own fictional story based on your free essay!</p> <p>The Fox and the Grapes</p> <p>Oriental One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from a high branch. Just as he was about to reach it, he jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but the still failed.</p> <p>Resolution Finally, giving up, the fox turned up his nose and said "They're probably sour anyway and proceeded to walk away."</p> <p>Re-orientation Moral of the story: It's easy to despise what you cannot have.</p>

3.

Name : Apriliyah Nahaampun
Class : XI-BC2
Major : Tata Kecomatan
Date : 01 Agustus 2023

PRE-TEST FOR STUDENTS
Please write in your own sentences about the Narrative text the title is "Strong Wind". And please do the best by yourself! (Minimum 100 words).

Strong Wind

C: 2
O: 18
V: 11
TL: 7
M: 3
D: 4

One day in the countryside, there was a tornado. Many houses were damaged there. Many trees were also uprooted. Farmers lost a lot of their crops due to damage to the first. Fortunately there were no victims there. They are very sad because they feel lost. However, they were also very grateful to God because they survived this very powerful wind disaster. But many farmers are very sad to lose their crops. And they have to replant again and wait for the results to return to normal. And they also repair houses that have been damaged a lot but they are also assisted by other communities. They were very happy because many people helped them when they experienced a disaster.

C: 28
O: 18
V: 20
TL: 20
M: 5
93

Name : Apriliyah Nahaampun
Class : XI- Kecomatan 2
Major : Tata Kecomatan
Date : Senin, 7 Agustus 2023

POST-TEST
After explaining about narrative text material. Please try to write your own fictional story based on your free essay!

The Lost Baby of Orangutan

One day at the forest in Borneo Island, there was a baby orangutan who lost his parents. He was so sad and he did not know how to find his parents.

He lost his parent after some humans broke the forest and his home to make an oil palm plantation. The baby orangutan was very angry and he disliked humans so much.

He walked somewhere to find his parents even he did not know where. It was not easy for him because along of his trip he found some predators that wanted to eat him. Luckily he was safe and could run and hide at a high tree. In the night, he was lonely and he cried along the time. The cry made some birds felt pity of him.

In the morning there was a bird that told him about his parents. The bird had seen his parents after traveling from the west side of the jungle. The bird said that his parents were caught by some humans and brought them at a house.

The baby orangutan was so angry hearing that story. He decided to walk to the west side to find the place where his parents were.

In his mind, he thought that all human was cruel.

Orientation
Complication