

# Development of Collaborative Learning to Improve Student's Writing Skills Class X SMA Negeri 1 Dolok Merawan Academic Year 2022-2023

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## Abstract

The problem in this research is how effective is the use of collaborative learning in improving the writing skills of class X students of SMA Negeri 1 Dolok Merawan in the academic year 2022-2023. The purpose of this study was to describe the effectiveness of the use of collaborative learning in improving the writing skills of class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023. The research method used in this research is the research & development method. The research subject of this development product is the validator. The object of research in this research is a writing learning model, namely a collaborative learning model that is implemented in class X students of SMA Negeri 1 Dolok Merawan in the 2022-2023 academic year. The instrument used to obtain research data using non-test instruments and test instruments. The results of this study indicate that the collaborative learning model is effective in improving the skills of writing descriptive text by class X students of SMA Negeri 1 Dolok Merawan in the 2022-2023 academic year, where before the collaborative learning model development process was in the sufficient category and then increased to good after the learning model development process. collaboratively in class X SMA Negeri 1 Dolok Merawan for the academic year 2022-2023.

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*Keywords: Development, Learning Model, Writing*

## 1. Introduction

Learning to write does not receive special attention, even though this activity is part of the aspect of language skills. By writing, a person can tell ideas, feelings, events, and objects to others. Therefore, these skills need to be taught in elementary schools appropriately. The reality on the ground proves that teaching writing is not done properly. One of them is caused by the rapid development of information technology with various advanced technologies, such as print media, electronic media, and various other entertainments that have displaced writing activities. This is caused by the attitude of parents who are busy working and pay less attention to their children. This situation causes children to watch television more often so that it is difficult for children to develop productive language skills, namely speaking and writing. This situation will reduce their reasoning power and hinder the development of productive language skills. One of them is writing skills that do not develop because students are used to just listening and seeing stories that have been presented on television.

Based on the results of initial observations in class X SMA Negeri 1 Dolok Merawan for the academic year 2022-2023, it was found that there were still students whose writing skills were below average. This is because students have difficulty expressing ideas when they get an assignment from the teacher to make writing or the like. In general, they have difficulty in determining the theme, compiling sentences, lack of mastery of language rules, and so on. Difficulties like these are faced by students, causing them to not be able to convey ideas and ideas well, and they even become reluctant to write.

The low writing ability of class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023 is

caused by several things. First, students' interest in learning Indonesian, especially writing skills, is still low. Second, the learning time is less effective. This is because many students are still confused with the ideas that will be poured in their writing.

## 2. Literature Review

According to Soekamto (in Trianto, 2012:22) the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and for students in planning teaching and learning activities.

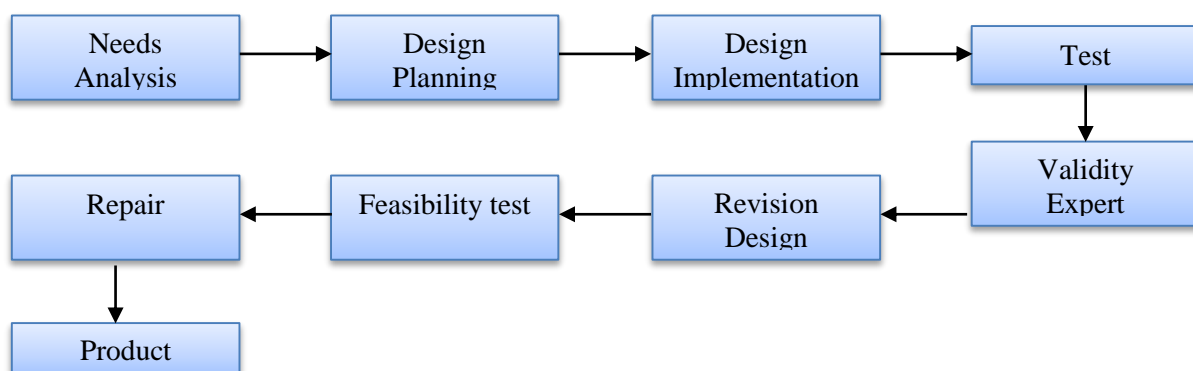
Srinivas (2012: 1), states that there are five approaches in collaborative learning, namely:

1. Learning is an active process in which students assimilate information and relate new knowledge to the framework of their previous knowledge;
2. Learning requires challenges that open the door for students to be actively engaged with their groups, and process and synthesize various information rather than just remembering and swallowing it raw;
3. Learning will develop well in a social environment where there is conversation between students;
4. Students will benefit greatly from learning because they get a wide range of information from different perspectives;
5. In a collaborative learning environment, each student feels challenged, both socially and emotionally because of listening to different perspectives, which requires the provision of articulation of his ideas as well as various efforts to defend them.

Writing skill is one of four language skills, namely listening, speaking, reading, and writing skills. Writing skill is a language skill that is used to communicate indirectly, not face to face with other people (Tarigan, 2015: 3). In addition, writing is a creative process of expressing ideas in the form of written language for purposes, for example telling, convincing, or entertaining (Dalman, 2015: 3). Based on what is explained above, the writer agrees with both opinions that writing is a language skill which consists of activities to express one's thoughts, ideas, and feelings which are expressed in written language so that the writing can be used as a means of indirect communication.

## 3. RESEARCH METHOD

The method used in this research is the research & development method. Researchers used non-test instruments as data collection tools and guidelines in analyzing learning activities carried out by teachers and students. Data collection techniques in this study used observation techniques, questionnaires and validation sheets. The technique used to analyze the data that has been obtained is by calculating the results of the questionnaire and the test results of writing descriptive text. The following are 10 steps in the development research procedure according to Sugiyono (2015) which have been summarized in the following scheme.



**Figure 3.1 Development Research Procedure**

The development research steps above depend on the situation to be encountered in a study. Of the ten steps of development, the researcher formulated into three steps in this process. This is done because the development research conducted is only for one class and adjusts to the characteristics, limitations of time, energy and cost.

#### 4. Results

From the results of the pre-test of students' skills in writing descriptive text, it is known that the lowest score obtained by students is 50 and the highest score obtained by students is 75, with an overall average score of 66.18. If the average value is consulted with the assessment criteria, then the average value of 66.18 is in the sufficient criteria. Thus, it is concluded that the students' skills in writing descriptive texts by class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023. Prior to the development of the learning model, it was in the sufficient category. From the table above, the next step is to determine the class interval of students' scores, where the highest score is 75 and the lowest is 50.

**Table 4.1 Distribution of Score Frequency Before Development Learning model**

No	Class Interval	Frequency	Percentage
1	71 – 75	8	21,06%
2	66 – 70	10	26,32%
3	61 – 65	9	23,68%
4	56 – 60	7	18,42%
5	51 – 55	2	5,26%
6	46 – 50	2	5,26%
<b>Total</b>		<b>38</b>	<b>100%</b>

From the results of the post-test of students' skills in writing descriptive text, it is known that the lowest score obtained by students is 65 and the highest score obtained by students is 90, with an overall average score of 79.07. If the average value is consulted with the assessment criteria, then the average value of 79.07 is in the good criteria. Thus, it is concluded that the students' skills in writing descriptive texts by class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023. After the development of the collaborative learning model is in the good category. From the table above, the next step is to determine the student grade interval, where the highest score is 90 and the lowest is 65.

**Table 4.2 Distribution of Score Frequency After Collaborative Learning Model Development**

No	Class Interval	Frequency	Percentage
1	86 – 90	3	7,89%
2	81 – 85	11	28,95%
3	76 – 80	11	28,95%
4	71 – 75	6	15,79%
5	66 – 70	3	7,89%
6	61 – 65	4	10,53%
<b>Total</b>		<b>38</b>	<b>100%</b>

#### 5. Discussion

Based on the results of the calculations that the researchers have done, it shows that the average value of descriptive text writing skills obtained by students before developing a collaborative learning model is 66.18. Thus, the average level of descriptive text writing skills by class X students of SMA Negeri 1 Dolok Merawan the academic year 2022-2023 before the development of the collaborative learning model can be said to be sufficient.

Furthermore, after developing a collaborative learning model and implementing a collaborative learning model, it shows that the average value of the descriptive text writing skills of the students is 79.07. Thus, the average level of descriptive text writing skills by class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023. After developing the collaborative learning model, it can be said to be good. From these results, it can be seen that the collaborative learning model is effective in improving the skills of writing descriptive text by class X students of SMA Negeri 1 Dolok Merawan in the 2022-2023 academic year, where before the collaborative learning model development process was in the sufficient category and then increased

to good after the development process. collaborative learning model in class X SMA Negeri 1 Dolok Merawan for the academic year 2022-2023.

Thus, it can be concluded that the development of collaborative learning models is effective in improving students' skills in writing descriptive texts, this is because in collaborative learning students are directly involved in a group to build knowledge and achieve shared learning goals through social interaction under the guidance of good educators, so that meaningful learning occurs and students will appreciate the contributions of all group members.

## **Conclusion**

Based on the results of the research presented in the previous chapter, it can be concluded that:

1. The process of developing a collaborative learning model in improving descriptive text writing skills in class X SMA Negeri 1 Dolok Merawan for the academic year 2022-2023, namely:

- 1) orienting students,
- 2) form a group,
- 3) arrange learning assignments,
- 4) facilitate student collaboration and
- 5) assessing and evaluating collaborative learning.

2. The results of the validation of the development of collaborative learning models in improving descriptive text writing skills in class X SMA Negeri 1 Dolok Merawan for the academic year 2022-2023 show that in the aspect of material feasibility, an average validation score of 4.19 is obtained with a good category, then on the feasibility aspect the presentation of the material obtained an average validation score of 4 with a good category and in the aspect of language feasibility it is known that the average validation score is 4.2 with a good category. Thus, it can be concluded that the collaborative learning model is feasible to use in improving the writing skills of descriptive text for class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023.

3. The collaborative learning model is effective in improving descriptive text writing skills by class X students of SMA Negeri 1 Dolok Merawan in the 2022-2023 academic year, where before the collaborative learning model development process was in the sufficient category and then increased to good after the collaborative learning development process to improve writing skills of class X students of SMA Negeri 1 Dolok Merawan for the academic year 2022-2023.

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