

IMPROVING STUDENTS WRITING SKILL BY COLLABORATIVE WRITING FOR STUDENTS OF XI IPA 2 IN SMA NEGERI 4 KEDIRI

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Received: December 27, 2021 Accepted: January 27, 2022 Published: March 4, 2022

ABSTRACT

Studies on collaborative writing have proven its effectiveness for improving student's writing performance. However, further exploration is needed on how this method is applied to different writing genres. This research attempts to investigate the result of students' writing ability by using of collaborative writing. It also describes the implementation as well as the students' response in using this technique. The subjects were the eleventh graders of SMAN 4 Kediri. The type of this research is a classroom action research. There were two cycles, each of which consisted of three meetings and ended with post-test to measure the improvement of the students' writing ability. The data were collected by using observation lists, questionnaire, documentation, and writing test. The result showed that all of the students had passed the passing grade. In addition, they stated that they felt happy during the process of writing collaboratively as it was easier for them to compose a text collaboratively with their friends. The finding implied that writing teacher should focus on teaching and learning strategies not only focusing on the transfer of writing concepts. Therefore, collaborative narrative writing is an appropriate technique to be used in improving the students' writing ability.

Keywords: *Students' Writing Skill, Collaborative Writing, Classroom Action Research.*

DOI: <https://doi.org/10.31943/wej.v6i1.150>

INTRODUCTION

Based on the researcher's observations, the writing ability of SMAN 4 Kediri students in general is still weak. One of the indicators is the low quality of students' writing, both in terms of grammar, developing and organizing ideas. This causes the acquisition of students' writing skills to be low. In addition, the writer discovered issues that need to be addressed. First, students find it difficult to start writing a simple essay related to the topic they are studying. Second, they find it difficult to develop a unified paragraph so that their writing is difficult to understand. Third, most of the sentences they write in their writings are not unified and related to the main idea. Fourth, there are still many grammatical errors in their

essays. Finally, they are inactive and have no motivation to study writing because it is difficult for them.

Furthermore, the modern era's expectations for learning skills, such as critical thinking, communication, creativity, and teamwork, have a significant impact on the educational system, including classroom learning. This demand will undoubtedly have significant consequences for the educational system, including classroom learning. In the context of learning to write English, collaboration can be an activity to achieve learning goals (Clark, 2008). Students can collaborate, synergize, adjust to varied roles and duties, and respect differences when writing an essay. In some classroom activities, students are usually conditioned to work together in the form of group work or pair work. They can, for example, engage on conversations and comprehend reading when they work together. Students are only conditioned to collaborate up to that point. Thus, collaboration only becomes a routine activity without meaning. In fact, collaboration can be a potential space for students to improve their English skills, including in writing activities. When writing together, there will be dynamic interactions to improve various aspects such as organization, content, language, and mechanics. Writing is a socially constructed activity that requires efforts that can facilitate students to negotiate, interact, and share ideas in the process of finding meaning when producing writing.

Various studies on collaborative writing show its contribution to writing skills and writing quality. Intensive Collaborative Writing is used in a variety of writing aspects. Collaborative Writing (hence written CW) has the potential to have a learning and accompanying effect. The learning impact obtained is a very high level of language accuracy, and a very careful choice of vocabulary (Dobao, 2012). In addition, the writings that are produced together are even shorter than those that are written individually (Douglas & Carless, 2014). CW helps students strengthen negotiating skills among group members, mutual respect, and tolerance toward group members, all of which have an accompanying impact (Hanjani & Li, 2014). Of course, it is still very necessary to explore more CW in writing activities. It can be said that at the higher education level, CW is very intensively explored. This is because the demands of learning in higher education must develop independent learning, so the CW pattern is very appropriate. Meanwhile, at the secondary education level where students are still very dependent on teachers, it will be very interesting when students are placed in CW.

This paper aims to respond to the question "How CW can improve the ability of high school students in writing narrative texts"? To see the improvement of students' narrative writing skills, researchers used Collaborative Writing which was considered very effective in learning to write. As we all know, the instructor requires proper technique in order to communicate the topic in class, particularly when producing narrative text. The writer chose Collaborative Writing in the research as one of several strategies that can be used to teach writing narrative in the classroom.

Several arguments are used to support this paper. First, Collaborative Writing is a transformation of learning from product to process. As it is known that product learning only focuses on writing results where students are only emphasized on their writing results without discussing the process when they write. While in process learning, students are involved in a series of their writing processes so that students really understand how the writing process is correct and effective.

Second, Collaborative Writing is one way to respond to the demands of learning skills in the 4.0 era. In this era, teachers are asked to look for new innovations in classroom learning that will make teaching and learning activities very fun and effective. Collaborative Writing allows students to work together in a comfortable atmosphere and provide maximum results. Third, Collaborative Writing has an impact on students' learning and accompaniment. So far, Collaborative Writing has relieved students' worries about creating, such as organizing thoughts, expressing ideas, writing strong sentences, and connecting stories between paragraphs. Fourth, Collaborative Writing has an impact on students' learning and accompaniment. So far, Collaborative Writing has relieved students' worries about creating, such as organizing thoughts, expressing ideas, writing strong sentences, and connecting stories between paragraphs.

LITERATURE REVIEW

Basic Concepts

Collaborative writing is a technique derived from the concept of collaborative learning based on Vygotsky's work. According to Vygotsky, human development and learning occurs in a social context (Cameron, 2001). In other words, humans learn something from the people around them. Meanwhile, Fung (2006) states that collaborative writing is the division of responsibility for the production of a work in which everyone has a role in the overall writing process. To put it another way, collaborative writing refers to writing in groups where each member of the group is required to contribute at each stage of the writing process.

Meanwhile, how group formation is carried out is one of the characteristics of effective Collaborative Writing. As mentioned earlier, collaborative writing refers to writing in groups. There must be two or more students in each group. Generally, the smaller the group, the more each member participates. However, having a large group will encourage discussion among the members. Therefore, it is important to consider group size in collaborative writing to be effective.

According to Richards and Renandya (2002), researchers usually recommend groups of four people in collaborative learning. One of the advantages of having four members is that many ideas will come out of each student. However, according to Fung (2006), if the group size exceeds three students, some members may feel left out or even abandon their obligations. That is why Fung (2006) suggested that having three students in one group would be effective. In addition, the group will generate more ideas than four, having an odd number will help the group in making decisions. Moreover, there is one person who can be a mediator if there is a conflict.

Ferris (2003), in contrast to Fung (2006), believes that four is still a good number for writing groups. He does not, however, encourage groups of more than four people. He also suggests that the writing group should remain stable throughout the writing course. Richards and Renandya (2002) explain that teachers should keep groups together for about four to eight weeks. They add that it gives students the opportunity to become comfortable with one another, allows them to form group identities and bonds, and gives them the opportunity to learn how to overcome adversity.

Furthermore, when grouping students, the teacher can use the groups that the students have chosen. Students prefer to work in this type of group since they

can work with someone with whom they are familiar. Student-chosen organizations are also preferred by Fung (2006) because they create a safe and favorable environment for members to openly express their ideas and opinions, participate actively, and gather potential. On the other hand, Richards and Renandya (2002) suggest that the groups selected by the teacher work most effectively. This is because teachers can create heterogeneous groups in which there is a combination of language skills, gender, and perseverance. As a result, students who have a high level of proficiency will assist students who have a low level of proficiency.

From the description above, it can be concluded that it is important to consider group formation. The teacher must think about the size and way the group is formed so that the goals of working in groups can be achieved.

Collaborative Writing in Learning Writing in High School

In relation to teaching writing, there are two things that become orientations in teaching writing, namely the product approach and the process approach. As stated by Risigner in Gunawan (2001:36) that there are two approaches in writing, namely the process approach and the product approach. The product approach in writing activities only focuses on the final result of a writing learning activity. In addition, students are taught to write by imitating existing models. This ignores the cognitive aspect of writing. Writing is only seen as a linguistic act.

The main focus of the process approach is on how the process of student activities contributes to the final text. Cumming in Reid (1993) states that writing is a negotiation of meaning between the writer and the reader which involves a continuous process from the design to the revision process. According to him, the stages in writing consist of prewriting, drafting and revising. Writing learning activities using a process approach, according to Murray (in Aswandi, 2009), are characterized by the use of collaborative brain storming, free-writing, author choice of writing topics, peer group editing, and learning steps that include developing ideas, drafting, revising, and editing.

Meanwhile, according to Shih (in Brown, 2001) the writing process includes several steps. First, the teacher helps students to understand their writing process so that they are able to find suitable strategies. Furthermore, students are given sufficient time to write and revise their writings. Students are encouraged to express what they want to convey through their writing. Then, the teacher provides opportunities for other students to provide feedback so that students not only get feedback from the teacher but also from peers (peer response). Thus, students are expected to be independent (autonomous).

One way that is considered to be able to support the process approach in learning to write is the use of CW technique. According to Barkley in Yusron (2012) in the CW technique, students work in groups and each student contributes to each stage of writing; brainstorm ideas; collect and organize information; and designing, revising, and editing writings. Thus, students can perform the stages of writing effectively. In addition, Abidin (2012) defines a collaborative writing strategy as "a writing learning strategy that utilizes the experience of writing essays together as a basis for independent writing". Therefore, the usage of this collaborative writing technique seeks to provide students with collaborative writing experiences. Students will gain numerous ideas and concepts connected to their writing by writing together, thus they will be required to be able to write independently.

Students become more independent and actively provide feedback at each level of the writing process when the CW technique is used. Students will obtain feedback from their peers (peer-response) more quickly, and corrections will be completed more swiftly. Several studies recommend Collaborative Writing to be applied in various contexts. Collaborative Writing has proven to be effective at basic level learning, namely to improve writing skills (Wahyuni, 2017) and learning motivation (Yuliana, 2020) in junior high school students. For high school students, Collaborative Writing is used to improve the ability to write recount texts (Rahmadani, 2020), using Edmodo as a medium (Asmara & Tasri, 2020), using Web Blogging as a medium (Wijaya, 2019), increasing the ability to write descriptive texts (Satifa et al. ., 2019) and using Google Docs as the medium (Maolan et al., 2019). While at the student level, Collaborative writing is used in Creative writing courses (Wahyuni & Hasnah, 2017).

From the several studies above, there are some differences with this study, namely in the selection of proficiency level, genre material, and the number of research variables. The most important element is to choose a narrative writing genre, which involves more research. For this reason, this research focuses on the question of how Collaborative Writing is able to improve the writing skills of eleventh graders. Meanwhile, the aim of the research is to make the eleventh graders have better writing skills. This method is expected to improve the quality of teaching writing English according to the needs and interests of students.

METHOD

Research Design

This classroom action research used the model of Kemmis and Taggart (1992). The first of four steps in this methodology is activity planning. The second phase is to carry out activities connected to what the researcher conducts in order to improve or make adjustments that are carried out in accordance with the action plan, resulting in increased performance and optimal program results. In-class explanations of collaborative writing strategies, student projects, and individual writing examinations are all part of this application. The next step is to observe activities which in classroom action research can be equated with data collection activities in formal research. While the last step is to make analysis or reflection which is an activity of analysis, synthesis, interpretation of all information obtained during action activities. Reflection shows the process and results, namely in the form of changes as a result of the actions taken. The advantage of this model is that a new cycle that includes the steps above can be reapplied if the expected results of the teaching and learning process are not achieved.

In this Classroom Action Research, the researcher used Collaborative Writing in 2 cycles where each cycle consisted of three meetings. In the first cycle, giving theory about narrative text, including generic structure and language features, became the initial basis for researchers in strengthening students' understanding of narrative text. Students are particularly engaged in the learning process in group exercises where each student is responsible for completing the existing text. However, in the post test, students have not been able to get the minimum expected value. In the second cycle, the researcher gave an evaluation and discussion of some common mistakes made by students in the first cycle. This is a really useful way for children since it allows them to see where they make faults

when creating narrative texts. This makes the collaborative activities in this cycle run more smoothly and achieve maximum results in the post test

Object of research

This research was carried out in class XI SMA Negeri 4. The object of the research was the students of class XI IPA1 which amounted to 31.

Data collection technique

The first instrument is a writing test which is carried out 2 times, in Cycle I and Cycle II after students received writing material using CW. Each student must compose a narrative text individually based on the title that had been determined by the researcher. Tests are the main data for research results. Questionnaires were used in this study to find out students' opinions about collaborative writing activities. The questionnaire asked students four questions: whether they enjoy collaborative writing activities, whether collaborative writing makes it simpler to compose texts, what challenges they experience while compiling narrative texts, and what they can gain from collaborative writing activities.

Furthermore, observations were made by researchers to determine the class situation during the collaborative writing process. The targets in this observation are about the enthusiasm of students in class, cooperation in groups, individual activity and task completion. Observations were carried out in two cycles of activities covering the first to sixth meetings. Observations were made on all activities shown to identify, record, and document every indicator of the process and the results achieved, both caused by planned actions and by-products. Observation or monitoring activities were carried out by the researchers themselves.

Data Analysis Techniques

Because the test is the primary source of data for this study, the success criteria for Classroom Action Research include whether students can achieve KKM scores in constructing sentences in narrative texts based on generic structure, word choice, grammar, and punctuation. The results of the writing test in Cycle I were compared with the results of the writing test in Cycle II. Meanwhile, the questionnaire data was analyzed with percentages and data from observations were obtained from a description of the class situation and observation data which was described with some notes from the researcher during the activity.

RESULTS AND DISCUSSION

RESULT

Table 1. Student Scores in Cycles 1 and 2

No	Name	Scores of Cycle I	Scores of Cycle II	No	Name	Scores of Cycle I	Scores of Cycle II
1.	ABP	-	78.75	17.	LNE	70	86.25
2.	AKA	63.75	91.25	18.	MSIS	80	90
3.	BLP	82.5	76.25	19.	MAS	73.75	81.25
4.	CUP	80	83.75	20.	MMA	43.75	76.25
5.	CN	58.75	76.25	21.	MAW	55	90
6.	CSY	81.25	90	22.	MAFY	86.25	92.5
7.	ES	73.75	76.25	23.	N	46.25	76.25

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8.	EEA	83.75	95	24.	NU	47.5	76.25
9.	ERCS	70	82.5	25.	NR	70	92.5
10.	FYSD	73.75	78.75	26.	NAU	50	77.5
11.	FNP	25	91.25	27.	NK	66.25	97.5
12.	HNA	86.25	91.25	28.	RHH	73.75	80
13.	IO	73.75	80	29.	REOP	82.5	86.25
14.	KUBP	23.75	77.5	30.	SOE	55	76.25
15.	KD	32.5	91.25	31.	SIWM	47.5	91.25
16.	LR	23.75	91.25				

Table 2. Student sentence error

No	Students' sentences	True Correct sentences
1.	The giant give a cucumber	The giant gave a cucumber
2.	She looking for some resolution	She looked for some resolution
3.	The monkey boy should promised her	The monkey boy should promise her
4.	and Sara feel unbreak her heart	and Sara felt heartbroken/Sara broke her heart
5.	One day the crocodile and the man fight	One day the crocodile and the man fought
6.	They lifed happily	They lived happily
7.	He have curse by enchanter	He had been cursed by enchanter
8.	He bring the hunter and saved	He broght the hunter and saved

The results of the questionnaire show that 75% of students think that collaborative writing is an exciting activity. They felt happy doing the process of composing stories collaboratively with their classmates. As many as 69% of students found that collaborative writing activities made it easier for them to write narrative texts. Although they still faced some obstacles to achieve fluent writing skills. The problem was still about vocabulary, grammar and direct-indirect speech. Researchers believe that with more practice, they will improve their writing skills and be able to apply aspects of writing more effectively.

The students also stated that the collaborative writing activity was challenging, made them more creative and very useful for them. They thought it's a challenge to know a new story they have to finish. It made them curious to find out and made it a hot conversation between them, especially for stories that they did not know much before. Furthermore, they said that this activity was also very beneficial for them because it increased their understanding of narrative and narrative aspects, both text structure and linguistic element.

The results of observations during the process of implementing Collaborative Writing from the first meeting to the sixth meeting showed an increase in enthusiasm, group cooperation, individual activity and accuracy in completing assignments, especially at the Cycle II stage, each student seemed more enthusiastic in carrying out collaborative writing activities and this had an effect on their enthusiasm for learning. group cooperation. Furthermore, the students got more engaged in working on the second written text, which allowed them to finish the composition on time at both the collaborative writing stage 2 and the writing test 2.

The percentage of scores that fall into the category of failing and passing all tests to determine the improvement of students' writing skills is presented in table 3.

Table 3. Percentage of Failed and Passed Category Scores For All Tests

Test scores	Pre-Test of Writing	Writing Test in Cycle I	Writing Test in Cycle II
Passed (75-100)	6.45%	25.81%	100%
Failed (0-74)	93.55%	74.19%	0%

Based on the percentage above, the results prove that collaborative writing has succeeded in improving the writing skills of eleventh graders.

DISCUSSION

This section describes important points regarding the general findings of Cycle I and Cycle II of this study. It was said earlier that this study aims to improve students' writing skills by using Collaborative Writing. However, based on the results of each cycle's reflection, some activities were effective while others are not.

From the general findings, it can be seen that CW helped students in generating ideas. This is because when students worked in groups, they could exchange information and ideas with other students rather than working individually. Then, this finding is in accordance with the research conducted by Storch (2005). He found that most of the students who gave positive responses to collaborative writing said that it gave them the opportunity to compare ideas and learn from each other different ways to express their ideas.

Further, CW also increased students' interest in doing writing assignments. They were not bored because they are working with their classmates. By working with their friends, students felt more comfortable, relaxed, and have no fear. The researcher was very surprised by the situation where students were very active in asking each other and discussing with their fellow group members. This was different when they were asked to write individually and were guided by the teacher. They tend not to dare to ask questions and prefer to remain silent. However they were very enthusiastic in CW activities, especially when they chose who would become members of their group so that they felt comfortable working together. This is also supported by Fung (2006) who says that students enjoy working with peers they know.

The application of CW technique helped students in writing narrative texts. They talked to their peers and students who were not as good at writing, and they got involved in the process since they oet the same share as students who were stronger. However, in Cycle I, the use of CW did not significantly affect students' interest in doing writing assignments. Some students did not make sufficient contributions to the group. This was because they did not have a sense of belonging to the group. The researcher employed intergroup competition to solve this problem. In this case, the researcher aimed to engage students in competitive collaborative learning activities. Williams (2003: 143) states that competition in collaborative learning is an effective technique to make groups of students feel involved in joint efforts for a common goal. Then after the inter-group competition, the results showed that it could increase interest and motivation to join group discussions.

The researcher not only held competitions between groups, but he also divided students into groups at the beginning of the course to foster a friendly environment among group members.. According to Williams (2003: 133), before a group can function effectively, members must go through a bonding process that unites them in a common goal. After that, the group will work as a collaborative unit. For this reason, the researcher thought that the group should stay together during the English class. As a result, during Cycle II, all students were interested in writing assignments and contributed well to group discussions.

In addition, fewer students asked questions regarding their writing, and more students achieved writing scores higher than 75, which is the minimum competency score. In addition, students' activities in groups also increased their sense of responsibility, because they had to complete the writing section together with their group members. It was believed that this positive attitude would help for their writing tests. The researcher decided to end this cycle of research because the findings of the study showed an improvement and achievement of the research objectives.

CONCLUSION AND SUGGESTION

The CW Technique has been working effectively with the eleventh grade students. The student observation sheets from each cycle confirm to this. This strategy works effectively for researchers while writing material. This makes students more interested in learning to write. They are also more confident in writing text.

Student responses in applying CW as a technique in the teaching and learning process in high school are very good. It is evident from the students' motivation towards the class after carrying out the teaching and learning process using the CW technique. They have good motivation in English especially in writing. In addition, the activeness, interest, and enthusiasm for learning English, especially writing, increased. Students give a good response. They are more active and provide good participation in learning to write. So that these actions can help to improve the writing instruction and learning process.

The researcher proposes several suggestions after conducting research using CW technique to improve students' writing skills for students, English teachers, and other researchers. First, students should be more confident in their ability to write in English and should practice writing in English more. The second is that English teachers should assign more writing assignments to students since it gives them greater writing experience. Because Collaborative Writing has enhanced students' English writing, it can be recommended to English teachers who are dealing with writing issues with their students. It is possible to conclude that the findings of this study can be used to motivate other students' performance, particularly their writing ability, during writing tasks. The third, peer checking and sharing of ideas in Collaborative Writing, improves students' writing awareness since they are less anxious and receive more direct feedback when they learn from their friends. Finally, future researchers who will conduct research to address students' writing challenges through Collaborative Writing may wish to examine the findings of this study as an alternative solution. In addition, teachers must be more creative in choosing teaching techniques that can motivate students to write. Here, the

Collaborative Writing technique can be applied in the teaching and learning process as an innovation in the teaching and learning process.

However, this study has several limitations which may not have the same results if carried out in different situations. The first is that the type of text in this research is narrative, in which students are familiar with narrative material since they were in junior high school. The researcher cannot guarantee that material they have never seen before, such as Explanation Text, will produce the same results. The next limitation is that the object of this research is class XI IPA1 students whose students have diligent and responsible characters. Researchers cannot say whether or not students in other classes or majors will get the same results. Last but not least, the researcher is also the teacher of class XI IPA1, which gives her a closer relationship with the students than a subject teacher. If the subject of the study is a student who is not under the researcher's supervision as a homeroom teacher, the researcher cannot ensure that the same results will be obtained

Finally, it is hoped that future researchers will be able to apply CW technique to other skills such as speaking, listening, and reading as a result of this research. The study's findings can be used as a starting point for further research.

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