



The Effect Of Using Collaborative Learning Method On Students' Writing Ability In Descriptive Text At The Tenth Grade Students Of SMAN 7 Mandau

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ABSTRACT

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The purpose of this study was to determine the significant effect of using collaborative learning method on students' writing ability in descriptive text. The researcher used quasi-experimental research design with quantitative approach. The population of this study was 205 tenth grade students of SMAN 7 Mandau consisting of six classes. The researcher took two classes X1 and X2 as samples totaling 67 students, one class as an experimental class that was given treatment and one class as a control class that was not given treatment. Students were selected using cluster random sampling. To collect the data, the researcher used a written test. The results of significant differences in the post-test writing of experimental class students and post-test control classes can be seen from the results of the independent t-test from SPSS 27 showing that sig. (2-tailed) is less than 0.05 (0.000 < 0.05). So, H_0 is rejected and H_a is accepted. This meant that there was a significant difference in students' writing ability between the experimental class that used the Collaborative Learning method and the control class that did not use the Collaborative Learning method.

Introduction

Writing is one of the basic skills that are very important in the learning and communication process. However, many students still have difficulty in developing their

writing skills, both in terms of structure, grammar, and expression of ideas. This can be caused by various factors, including lack of practice, minimal understanding of effective writing. Supported by (Brown, 2000) Writing is sometimes used as a productive means to learn, reinforce, or test grammar concepts. This intensive writing usually occurs in controlled written grammar exercises. This type of writing does not allow for much creativity. A common form of written assignment is to present students with paragraphs that require them to modify a particular structure thoroughly.

Most people realize that learning to write is an important skill for students, but many don't realize that writing also helps them understand the material. In order for students to learn well, they need to grapple with details, process facts, and transform unclear information into language they can communicate to others. In other words, writing is how students learn. Writing is not just a way to express understanding, but also to build and deepen knowledge. Writing is an active and reflective process that helps students connect new concepts to their existing understanding. Writing is characterized as an ability that cannot be developed instantly. It is regarded as a process involving consideration, drafting, and re-examining, which requires specific skills (Brown, 2000). Writing activities represent the writer's effort to achieve certain goals. Therefore, the writer must select and formulate objectives and then express them in language that is easy for readers to understand and use. (Tremblay-Wragg et al., 2021). The types of writing fall into five main areas, namely narrative, description, exposition, argumentation, persuasion. (Oshima, 2007).

To improve students' writing skills in English, the teacher must create ways for students to learn and be active in the classroom. One of the ways is to use the Collaborative Learning Method. Collaborative learning is a teaching method where students work together in small groups to complete tasks or learn new material. It can involve students working on individual tasks that contribute to a common goal, or working together on a shared task. Students achieve higher academic success when working in structured groups where each member contributes to the learning process. Key characteristics of collaborative learning include positive interdependence, where group success depends on each member's contribution; individual accountability, ensuring personal responsibility for tasks; and face-to-face interactions, which are vital for fostering teamwork and effective knowledge construction. (Marasri, 2025). Collaborative learning method is a learning method that emphasizes social interaction and the development of critical thinking skills through cooperation between group members. (Kelly, 2002). Collaborative learning involves placing students in a setting where individuals from diverse backgrounds and abilities work together in small groups to achieve common academic goals. Each student in a group is responsible for the success of their fellow group members. In collaborative learning, students share roles, tasks, and responsibilities to achieve mutual success. (Ghufron & Hawa, 2015).

In writing English, there are many texts that can be used, one of which is Descriptive Text. Descriptive Text is that explains, or describes something in detail. The

goal is to give the reader a clear picture of the characteristics or attributes of what is being described. Descriptive text is a type of text used to create a clear image of a person, place, or object by using words that describe its characteristics in detail. (Sever & Akyol, 2022) . Through careful word choice, strong details, and clear organization, a writer creates a mental picture for readers. Instead of simply telling them that a place is pretty, unusual, or horrible, the writer describes the place so that readers can see its beauty, uniqueness, or ugliness for themselves. (Khatib & Meihami, 2015). The steps to construct a descriptive text are identification and description (Setyo Dewi, 2022)

Descriptive writing appeals to the senses; it describes how something looks, feels, smells, tastes, and sounds. A good description is like a “word picture” that allows the reader to imagine the object, place, or person in their mind. In conclusion, a writer of a good descriptive text is like an artist who paints a picture that can be “seen” clearly in the reader's mind. (Asi, 2017). Descriptive writing appeals to the senses; it describes how something looks, feels, smells, tastes, and sounds. A good description is like a “word picture” that allows the reader to imagine the object, place, or person in their mind. In conclusion, a writer of a good descriptive text is like an artist who paints a picture that can be “seen” clearly in the reader's mind. (Setyo Dewi, 2022).

There are several previous studies used in this research. Researcher takes some previous studies. The first research was “The Impact Of Collaborative Learning On Students’ Writing Ability And Their Motivation In Writing At MTs Negeri 1 Konawe” (Daud et al., 2018). This study investigated the Impact of Collaborative Learning on Students’ Writing Ability and Their Motivation in Writing At Mts Negeri 1 Konawe. While the purpose of this research is to find out whether there is a significant effect of using collaborative learning method in writing descriptive text at the tenth grade of SMA N 7 Mandau. The similarities use quantitavie research method to conduct this research.

The second previous research is “The Effect Of Collaborative Learning Methods On Elementry School Students Academic Achievment” (Akbar, 2024). Muhammadiyah University. This research aims to analyze the influence of collaborative learning methods on the academic achievement of elementary school students through a literature review from various trusted sources. While the purpose of this research is to find out whether there is a significant effect of using collaborative learning method in writing descriptive text at the tenth grade of SMA N 7 Mandau. The similarities using the Collaborative Learning Method. The third previous research is “Using Collaborative Learning (CL) Strategies to Improve Student Writing Performance at SMA Negeri 9 Bandar Lampung” (Fing Ligan, 2024). Lampung University in the 2023/2024 academic year. This research comparison aims to find out whether the Collaborative Learning strategy is effective in improving the writing achievement of SMA N 9 Mandau students. The aim of this research is to test whether the Collaborative Learning method has a significant effect on writing descriptive texts in Class X at SMA N 7 Mandau. The similarities use quantitative methods with an experimental approach and use the Collaborative Learning method.

The another previous research is “Improving Students’ Writing Ability in Analytical Exposition Texts Through Collaborative Learning Strategies at SMA Negeri 7 Pinrang” (Pratiwi, 2020). IAIN Parepare. This research was conducted to improve students' writing skills in second grade students at SMA Negeri 7 Pinrang through collaborative learning strategies. This aims to determine whether collaborative learning strategies are able to improve students' skills in writing analytical exposition texts. The comparison of this study aims to find out the extent to which the improvement of students' writing ability after using the collaborative learning method strategy in Seven Grade Students. The difference in this study is that the research design is pre-experimental, while my research uses quasi-experimental, and the researcher uses analytical exposition text, while my research uses descriptive text.

Based on observed during the researcher's teaching internship at SMAN 7 Mandau from October to November. There are still many students were lazy when it came to writing texts. The researcher found issues that occurred among students, particularly in writing descriptive texts. This can be seen from the following phenomena: some students have difficulty using the right words in descriptive text, some students have difficulty in developing ideas in descriptive text, some students have difficulty writing capital letters in descriptive text, some students cannot write good tenses in descriptive text. Based on the description above, the researcher is interested to conduct a research entitled “The Effect of Using Collaborative Learning Method on Students’ Writing Ability in Descriptive Text at the Tenth Grade Students of SMA N 7 Mandau”.

Method

The researcher applied a quantitative approach in conducting experimental research. This study employs a quasi-experimental design. The quasi-experimental design is used to measure the outcomes of a treatment applied to a group called the experimental group, compared to a control group (Creswell, 2012). In this study, the researcher used two classes. The first class was used as the experimental group taught using the Collaborative Learning Method, while the second class was used as the control group taught using the conventional method. Both the experimental and control groups are given pre-tests and post-tests. However, only the experimental group is treated using the Collaborative Learning Method.

This research was conducted on April 2025 to Mei 2025. Population is the totality of data which then becomes the main topic center of attention of a researcher. This focus of attention must be within the scope and time determined by the researcher (Margono, 2004). The population in this study was the tenth grade students that were divided into several classes, total 205 students that divided to be six classes (X-1, X-2, X-3, X-4, X-5, X-6. The researcher used cluster random sampling. Class X-1 and Class X-2 were chosen as 67 samples. Class X-1 was the control class, and Class X-2 was the experiment class. The experimental class will be given treatment using the collaborative learning method, while the control class was not given treatment.

Table 1: Rubric Assessments Writing

Aspects	Level	Score	Criteria
Organization : Introduction, body and conclusion	Excellent to Good	18 – 20	Appropriate title, effective introductory paragraph, topic is stated, leads to body: transitional expressions used : plan ; supporting generalizations; conclusion logical and complete.
	Good to Adequate	15 – 17	Adequate title, introduction, and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transition expressions may be absent or misused.
	Adequate to Fair	12 – 14	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	Unacceptable fair	6 – 11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	Collage level work	1 – 5	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.
Content : Logical development of ideas	Excellent to Good	18 – 20	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	Good to Adequate	15 – 17	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material, is present
	Adequate to Fair	12 – 14	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	Unacceptable fair	6 – 11	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	Collage level work	1 – 5	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

Grammar	Excellent to good	18 – 20	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	Good to Adequate	15 – 17	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.
	Adequate to fair	12 – 14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
	Unacceptable not	6 – 11	Numerous serious, grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	College level work	1 – 5	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, spelling and mechanic	Excellent to Good	18 – 20	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	Good to adequate	15 – 17	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	Adequate to fair	12 – 14	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with idea.
	Unacceptable not	6 – 11	Serious problems with format of paper, parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	Collage level work	1 – 5	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling.
Style and quality of expression	Excellent to good	18 – 20	Precise vocabulary usage; use of parallel structures; concise, register good.
	Good to adequate	15 – 17	Attempts variety, good vocabulary: not wordy, register OK; style fairly concise.
	Adequate to fair	12 – 14	Adequate to fair
	Unacceptable not	6 – 11	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	College level Work	1 – 5	Poor expression of ideas; problems in vocabulary; lacks variety of structure.

Adapted by (Brown, 2000)

Finding and Discussion

The score pre-test of experiment class from 35 students with minimum score is 60 and maximum score is 75. Mean of pre-test experiment class is 67.11 and standard

deviation of pre-test is 4.404. Post-test score of experiment class from 35 participants with minimum score is 80 and maximum score is 90. Mean of post-test experiment class is 84.83 and standard deviation 2.802. Meanwhile, pre-test score from control class 32 students with minimum score is 53 and maximum score is 75. Mean of pre-test control class is 66.91 and standard deviation of pre-test control class is 5.861 and the last, post-test score of control class from 32 students with minimum score is 73 and maximum score is 85. Mean of post-test control class is 77.78 and standard deviation of pre-test control class is 3.024.

Significance (sig) for all data in the Kolmogorov-Smirnov test and Shapiro-Wilk test $> 0,05$. It can be concluded that the research data is normally distributed. Because the data is normally distributed, it can be used paired sample t-test to do research data analysis. The paired sample t-test is used to determine whether there is a difference in the means of two paired samples. The requirement is that the data is normally distributed. Paired sample t-test was used to answer the problem formulation “The Effect of Using Collaborative Learning Method on Students’ Writing Ability in Descriptive Text at The Tenth Grade Students of SMAN 7 Mandau.”. To answer the problem formulation, the Paired Sample T-test was conducted on the Pre-test data of the Experimental class with the Post-test of the Experimental class. Then the Pre-test data of the Control class with the Post-test of the control class. The results can be seen in the following table:

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Experiment	67.11	35	4.404	.744
	PostTest Experiment	84.83	35	2.802	.474
Pair 2	PreTest Control	66.91	32	5.861	1.036
	PostTest Control	77.78	32	3.024	.535

The table showed, pair 1 that mean of pre-test Experiment class was 67.11 and mean of post-test Experiment class was 84.83. While on pair 2, mean of pre-test Control class was 66.91 and mean of post-test Control class was 77.78. it can be concluded that there were significance differences in the average of the students’ writing ability at the time of pre-test and post-test.

Table 3: Paired Samples Test

		Mean	Paired Differences				t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest Experiment - PostTest Experiment	-17.714	4.390	.742	-19.222	-16.206	-23.874	34	.000
Pair 2	PreTest Control - PostTest Control	-10.875	6.810	1.204	-13.330	-8.420	-9.034	31	.000

Based on the table above, in interpreting the paired sample t-test, the researcher compared the data by orienting number of significance. If probability > 0.05 , it means that null hypothesis (H_0) is accepted. If probability < 0.05 , it means alternative hypothesis (H_a) is accepted. Based on pair 1 outputs obtained sig. (2-tailed) values of $0.000 < 0.05$, it can be concluded that there were significance differences in the average of the students' writing ability at the time of pre-test and post-test. It can be concluded that there is an effect of the collaborative learning method to improve students' writing ability. It means alternative hypothesis (H_a) is accepted.

Table 4: Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Writing	Based on Mean	.045	1	65	.832
	Based on Median	.059	1	65	.809
	Based on Median and with adjusted df	.059	1	64.070	.809
	Based on trimmed mean	.044	1	65	.835

Based on the table 4, it is known that the significance value (sig) based on mean $0,832 > 0.05$. So it can be concluded that the post-test on experiment class and post-test control class were homogenous.

Table 5: The Independent Sample T-Test Group Statistic
Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Score Writing	Posttest Experiment	35	84.83	2.802	.474

Posttest Control	32	77.78	3.023	.535
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Based on the table, it is known that mean of post-test in Experiment Class was 84.83 and post-test in Control Class was 77.78. Standar Deviation and Standar Error of post-test in experiment class were 2.802 and 0.474, while Standar Deviation and Standar Error post-test in control class were 3.023 and 0.535. Showed that the experiment class was more effective.

Table 6 : The Independent Sampe T-Test of Post-test Score in the Experiment Class and Control Class

		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
Score Writing	Equal variances assumed	.045	.832	9.901	65	.000	7.0473	.7117	5.6259	8.4688
	Equal variances not assumed			9.867	63.242	.000	7.0473	.7142	5.6202	8.4745

Based on the table 6, in interpreting the Independent sample t-test data, the researcher compared the data by orientating number of significance. If probability > 0.05 , it mean there is no significant difference. If probability < 0.05 , it means there is significant difference. It showed that sig. (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). Thus, the researcher can conclude that there are significant difference on students' writing ability between experiment class and control class after giving treatment for the experiment class and without giving treatment for the control class at the tenth grade students of SMAN 7 Mandau.

Based on the independent sample t-test gathered from SPSS 27, it showed that sig. (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). The researcher can conclude that there are significant difference on students' writing ability between experiment class and control class after giving treatment for the experiment class and without giving treatment

for the control class at the tenth grade students of SMAN 7 Mandau. It means alternative hypothesis (Ha) was accepted and hypothesis (Ho) was rejected.

The researcher found that answer the question of formulation of problem. The result of students' writing ability pre-test experiment class can be seen from paired sample t-test SPSS 27. Based on paired sample t-test the average pre-test score experiment class 67,11 It can be concluded that the students' writing ability is classified as fair before using the collaborative learning method at the tenth grade students of SMA N 7 Mandau. The result of the students' writing ability post-test experiment class and post-test control class can be seen from the independent sample t-test SPSS 27, it showed that sig. (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). It mean there are significant difference on students' writing ability between experiment class and control class after giving treatment for the experiment class and without giving treatment for the control class at the tenth grade students of SMA N 7 Mandau. The result of significant effect in students' writing ability score between pre-test and post-test in experiment class can be seen from the paired sample t-test. Based on the score of probability gathered from SPSS 27. It showed on pair 1 aoutputs obtained sig. (2-tailed) values $0.000 < 0.05$, it can be concluded that there are significance differences in the average of the students' writing ability at the time of pre-test and post-test. It can be concluded that there is an effect of using Collaborative Learning Method on students' writing ability in descriptive text at the tenth grade students of SMA N 7 Mandau. It means alternative hypothesis (Ha) was accepted and hypothesis (Ho) was rejected.

Conclusion

Based on the research results obtained by data analysis and hypothesis testing. It was concluded, there was a significant effect of using the collaborative learning method on students' writing ability in descriptive text at the tenth grade students of SMAN 7 Mandau. Based on the results of hypothesis testing, the value of Sig. (2-tailed) is 0.000, which is less than 0.05. Therefore, H0 is rejected and Ha is accepted. The results obtained from the post-test showed that in the experimental class, which was originally only 8 students (23%) who scored more than the KKM, it increased to 33 students (94%). Meanwhile, in the control class, which was originally 12 students (37%) who scored more than the KKM, it increased to 21 students (66%).

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