

**THE EFFECTIVENESS OF USING
COLLABORATIVE WRITING METHOD TOWARD STUDENTS'
WRITING SKILL OF RECOUNT TEXT AT EIGHTH GRADE
SMPN 2 TEMBILAHAN**

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Abstract

The objective of this study is to find out whether there is any significant effect between writing skill of recount text of students who are taught using Collaborative Writing and those who are taught without it and to find out the effectiveness of Collaborative Writing toward students' writing skill of recount text at eight grade of SMP N 2 Tembilahan. The writer gave a writing test to gather the data. There were two test; pre test and post test. The formula that was used to analyze the data was t-test. The obtained t-observed was 2.79, whereas the t-table was 2.02 for $\alpha = 5\%$. The t-observed score was higher than the t-table ($2.79 > 2.02$). It was meant that H_a was accepted while H_o was rejected. Since the t-observed score was higher than the t-table, the collaborative writing was an effective method for improving students' recount writing in SMPN 2 Tembilahan. Based on the finding, the writer assumes that collaborative writing may be used as one of an alternative method in teaching writing of recount text.

Key words: *Writing, Collaborative Writing, Recount Text*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan antara kemampuan menulis teks *Recount* siswa yang diajar dengan menggunakan *Collaborative Writing* dan mereka yang diajar tanpa strategi tersebut dan untuk mengetahui keefektifan *Collaborative Writing* terhadap kemampuan menulis siswa. Dari teks *recount* di kelas delapan SMP N 2 Tembilahan. Penulis memberikan tes tulis untuk mengumpulkan data. Ada dua tes; Pre test dan post test. Rumus yang digunakan untuk menganalisa data adalah uji t-test. Diperoleh t-hitung adalah 2,79, sedangkan t-tabel adalah 2,02 untuk $\alpha = 5\%$. Skor t-hitung lebih tinggi dari t-tabel ($2,79 > 2,02$). Itu berarti H_a diterima sementara H_o ditolak. Karena nilai t-hitung lebih tinggi dari t-tabel, *Collaborative Writing* merupakan metode yang efektif dalam meningkatkan penulisan siswa di SMPN 2 Tembilahan. Berdasarkan temuan tersebut, penulis menyimpulkan bahwa *Collaborative Writing* dapat digunakan sebagai salah satu metode alternatif dalam pengajaran penulisan teks *recount*.

Kata kunci: *Menulis, Menulis Kolaboratif, Menulis Teks Recount*

INTRODUCTION

Writing is one of the language skills because it takes a part as an important communication tools. Through writing, everybody is not only able to express feelings and ideas, but also to communicate with others and have remembering facts and ideas.

Understanding the necessary of writing, School-Based Curriculum as the educational orientation for most of the schools in Indonesia expects the students are able to write various types of genres. Based on it for Junior High School, the students are expected to be able to write at least five genres: narrative, recount, descriptive, report, and procedure in the context of daily life.

Most of students have learnt writing English since primary school but most of them cannot write well. They frequently are being confused of what to write and how to start. This condition affects the students' achievement in writing skill. It is needed some creative and engaged strategies to solve the problem.

Writing recount text is one of the problems for the students. Based on the writer's observation which found in the field generally the ability of

students' writing is still weak, just some of students can write including recount text. One of the indicators is low quality of students' writing in grammar, development and organizing ideas this makes the students' writing skill is low.

Beside it, the writer also finds the problems that need the solution. The first, students felt difficulty start to make a simple writing related with the topic which they are learning. This condition makes they spent much time just to make one simple paragraph. Then, they felt difficulty in finding and organizing ideas that related to the topic given. The third is many sentences that they write in their papers are not relate to the main idea. Fourth, grammatical error in their writing happens.

Based on the problem, the researcher wants to solve the problem (students' writing skill in recount text), teaching techniques play the important roles to achieve the objective at school learning. In writing process, sometimes a teacher does not give the example and guidance how to develop ideas. This causes learning writing skill based solely on the result rather than on the process. The situation initiates the writer to conduct a research by applying Collaborative Writing as the method to

improve the students' ability in writing recount text. Thus, the purpose of the research is to find out the answers of the problems state the purpose clearly which was to find out whether there is any significant effect between writing skill of recount text of students who are taught using Collaborative Writing and those who are taught without it.

Therefore, the researcher is interested in examining this method toward writing skill of recount text. H_a : there is a significant effect of using Collaborative Writing Method toward student's writing skill of recount text at eight grade of SMPN 2 Tembilahan. H_0 : there is no a significant effect of using Collaborative Writing Method toward student's writing skill of recount text at eight grade of SMPN 2 Tembilahan.

Writing Skill

Harmer (2004: 31) stated that writing is a skill and a craft that needs to be taught and which is learned from practice. Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing can be used for a variety of purposes. In writing, used recursive process, where mastering the ability to

write effectively is seen as a key objective for learners.

While according to Hyland (2009: 48) writing is personal empowerment, but it is also defined in terms of its opposite: the personal stigma attached to illiteracy. You either have it or you do not. 'Literacy' is therefore a loaded term, a deficit label which carries with it the social power to define, categorize and ultimately exclude people from many aspects of life.

Graham and Perin (2007: 11) stated that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

Kane (2000: 7) assumed that writing is valuable activity. It is of immediate practical benefit in almost any job or career. Certainly there are many jobs in which you can get along without being able to write clearly. If you know how to write, however, you will get along faster and farther. There is another, more profound value to writing. We create ourselves by words. Before we are businesspeople or lawyers or engineers or teachers, we are human beings. Our growth as human beings depends on our capacity to

understand and to use language. Writing is a way of growing. No one would argue that being able to write will make you morally better. But it will make you more complex and more interesting—in a word, more human. Based on the notions suggested linguists above we can conclude that writing is one language skill in our life to convey what we think and what we want to say without speak, means that written communication and more fact than speaking. It is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought.

The purposes of writing are to express one-self, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work.

According to Brunswick (2007: 7) process of writing has identifiable stages; prewriting, drafting, revising, editing, and publishing. Meanwhile, Harmer (2003: 4) stated that writing

process has four main elements: planning, drafting, editing (reflecting and revising), and final version.

From both of writing process above, it can be concluded that writing is not a simply matter of putting words together, it is a recursive process. It is a process of revision ad rewriting. These steps of writing also help the students to write a good writing.

Heaton (1990: 135) stated that writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general component or main area as follow:

1. Language use: the ability to write correct and appropriate sentences
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skill: the ability to manipulate sentences and

paragraphs, and use language effectively.

5. Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Recount Text

According to Mark & Khaty (2003: 48) a recount is speaking or writing about past events, a piece of text that retells past events, usually in the order which they happened. The purpose of recount is to give the audience a description of what occurred and when it occurred.

Meanwhile, Wardiman, et al. (2008: 61) stated that a recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Based on the notions suggested linguists above we can concluded that

recount text is a text that retell past events or past experience to give informing for the readers.

Wahidi (2009: 4), there are three generic structures of recount text as follow:

1. Orientation, introducing the participants, place and time.
2. Events, describing series of event that happened in the past.
3. Reorientation. Stating personal comment of the writer to the story.

The language features usually found in recount text as follow:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

(Adapted from Mark Anderson & Khaty Anderson, 2003: 50)

Assessing Writing Recount

Table 1. Qualification of the Students Recount Text Writing Score

The item to be evaluated	Description	Score
Content	Excellent to very good: knowledge - substantive – etc.	30 – 27
	Good to average: some knowledge of subject – adequate range - etc.	26 – 22
	Fair to poor: limited knowledge of subject – little substance – etc.	21 – 17
	Very poor: does not show knowledge of subject – non substantive – etc.	16 – 13
Organization	Excellent to very good: fluent expression – ideas clearly stated – etc.	20 – 18
	<ul style="list-style-type: none"> • Orientation • Events • Reorientation Good to average: somewhat to choppy – loosely organized but main ideas stand out - etc.	17 – 14
	Fair to poor: non-fluent– ideas confused or disconnected - etc.	13 – 10
	Very poor: does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good: sophisticated range – effective word/idiom choice and usage - etc	20 – 18
	Good to average: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor : limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor: essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good: effective complex constructions - etc	25 – 22
	Good to average: effective but simple constructions - etc.	21 – 19
	Fair to poor : major problems in simple/complex construction – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules - etc.	10 – 5
Mechanics	Excellent to very good: demonstrate mastery of conventions - etc	5
	<ul style="list-style-type: none"> • Spelling • Punctuation • Capitalization Good to average: occasional errors of spelling, punctuation - etc.	4
	Fair to poor : frequent errors of spelling, punctuation, capitalization – etc.	3

Very poor: no mastery of conventions – 2
 dominated by errors of spelling,
 punctuation, capitalization, paragraphing -
 etc.

(Adapted from Heaton, 1990: 146)

Collaborative Writing

Harmer (2004: 73) stated that Collaborative Writing is a learning writing process that allows students to learn from each other. Gives each members of the collaboration access to others' minds and knowledge, it is the task with a sense of shared goals which can be very motivating.

Speck (2002: 5) stated that every writer not only uses a language that he or she inherited but also refers to the works of other writers explicitly (**as** when writers employ citations) or implicitly (**as** when writers use standard formats). Collaboration in writing is thus interwoven in the writing process in both obvious and subtle ways.

Daiute (1986) in Storch (2005: 2) argued students should collaborate throughout the writing process. Such collaboration means that learners have joint responsibility over the production of the text. This may promote a sense of co-ownership and hence encourage students to contribute to the decision making on all aspects of writing: content, structure, and language.

Based on the notions suggested linguists above we can concluded that collaborative writing called as group writing, two or more students working together to make a written text.

According to Teo (2000: 2) one procedure for applying collaborative writing called as *peer assisted writing activity* as follows:

1) Pair Up Students

The one who is at a higher writing level plays the role of a *Helper*, and the one who is at a lower writing level a *Writer*.

2) Warm Up Activities

The activities should focus on promoting students' friendship and helping them get to know each other.

3) Steps in the Activity

a) Step 1: Ideas

Students are provided with complete questions that mostly begin with "WH" words to generate ideas. The pair then reviews the keywords in the notes and determines if the order

or organization should be changed

b) Step 2: Draft

In this step, there are five different stages as shown below:

Stage 1. Helper writes it all, Writer copies it all

Stage 2. Helper writes hard words for Writer

Stage 3. Helper writes hard words in rough, Writer copies in

Stage 4. Helper says how to spell hard words

Stage 5. Writer writes it all

The pair then proceeds to start writer first draft in their essay.

This draft based on the idea is formed and result the review by helper.

c) Step 3: Read

The Writer reads the writing aloud. If he/she reads a word incorrectly, the Helper may provide support if he/she is capable of doing so.

d) Step 4: Edit

In this step, the Helper and Writer look at the draft together, and the Writer considers whether improvements are necessary. There are five edit levels in this step. They are

meaning, order, style, spelling, and punctuation.

e) Step 5: The Final Copy

The Writer then copies out a neat or best version of the corrected draft.

f) Step 6: The Teacher Evaluates

The teacher's comments focus on *meaning/idea, order, style, spelling, and punctuation*, which are the five editing criteria stated in Step 4.

METHOD

This research is experimental research. Gay (2000: 369) stated that experimental research is the only type of research that can test hypotheses to establish cause - and - effect relationship. It represents the strongest chain of reasoning about the link between variables. Experimental research is the most structured of all research types. When well conducted, experimental studies produce the soundest evidence concerning cause-effect relationships. It concluded that experimental research is a research that is implemented the method and found the cause – effect relationship, how far

the method can effective. This research often used by a researcher.

This research was executed at eight grade of SMPN 2 Tembilahan. And this research was conducted in May until June 2014. The population of this research is at eight grade students in SMPN 2 Tembilahan. Creswell (2005: 145) stated a population is a group of individuals who have the same characteristics. In this study writer used 212 students as the population from 10 classes. Creswell (2005: 146) stated that a sample is sub-group of target population that the researcher plans to study for generalizing about the target population. The technique used in this research is Purposive Sampling. According to Arikunto (2006: 139) stated that Purposive Sampling is take the subject not based on strata, random or region but based on specific goal. This technique usually did because some of considerations. In this research writer chosen class VIII 9 as Experimental Class and class VIII 8 as Control class.

The rater in this experimental research is person who helped the researcher to collect the data. The rater in this research is the English teacher

who teaches English in SMPN 2 Tembilahan at eighth class.

The research instrument used by writer got the data in this research in order to know the result of study. In this research the writer used test as the instrument of data collection. The test used to collect the students' writing that must be analyzed to identify students' achievement on writing recount.

In this research, the researcher gave an assignment to write a recount text in English form based on theme. The students have to use at least 60 words in 35 minutes. Students must to pay attention to the five aspects of writing used in the assessment. These five aspects were as follow; content, organization, vocabulary, language use, and mechanic. And had to pay attention to language features and write based on generic structures of recount text.

The Activities of Experimental Class and Control Class are:

- a. Pre test
Pre-test did before the treatments.
- b. Activities in Experimental Class (Treatment) There are some activities in Experimental Class as follow :

- 1) Tell the students learn recount text using collaborative writing.
 - 2) Explain about the generic structures and language features of recount text.
 - 3) Give explanation about collaborative writing.
 - 4) Pair Up students based on writing level.
 - 5) Ask students to do warm up activities to establish mutual trust.
 - 6) Give papers contain guidelines for the students.
 - 7) Ask the students to make a recount text with follow the guidelines given.
- Activities for Control Class:
- 1) Explains recount text to the students.
 - 2) Explain about the generic structures and language features of recount text and give an example of recount text to the students
 - 3) Give some questions about the generic

structure and language feature of recount to the students orally. Students had to answer about the question given together.

- 4) Ask the students to make other examples of recount text in group.
- 5) Ask each of groups to present their work in front of class.

c. Post-test

Post-test is hold after all treatments were conducted.

For collection the data, the writer only used one instrument, is test. The researcher for collecting data used written test, is very useful to know the students achievement in understanding material which given by the teacher. The data analyzing technique in this research is experimental method, used the following of formula:

The Mean :

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = the mean, or arithmetic, average of the scores

$\sum X$ = the sum of all scores

N = total number of participants

(Hatch and Farhadi, 1982: 55)

t-observed :

$$t_0 = \frac{\bar{x}_e - \bar{x}_c}{S(\bar{x}_e - \bar{x}_c)}$$

t_0 table observed

\bar{x}_e the calculation of the mean of Experimental Class

\bar{x}_c the calculation of the mean of Control Class

S standard error of difference mean
(Hatch and Farhadi, 1982: 111)

FINDINGS AND DISCUSSION

The purpose of this research is to find out the effectiveness of the use of collaborative writing method to teach writing skill of recount text in SMPN 2 Tembilahan. This research conducted from May until June 2014. After conducting the research, the writer got the data of research finding that is obtained by using the test of the experimental class and control class after conducting different treatment of learning process in both classes. The implementation of this study was divided in two classes, namely the experimental class (VIII 9) and the control class (VIII 8).

Before the activities were conducted, the writer determines the materials and lesson plan of learning. Learning in the experimental class was conducted by collaborative writing

method, while in the control class contextual language teaching.

Test was given before and after the students follow the learning process that was provided by the writer. After the data were collected, the writer analyzed them to prove the truth of the hypothesis that had been formulated. However, before the analysis was done, first the writer scored the results of the test that had been given to the students. The question that was given to students is free writing by choosing the topic that writer made.

Before analyze the data, first the writer knew the data from the beginning of control class and experimental class that is taken from the pretest score. After the control class and the experiment class conducted the learning processes, then both classes were given a post-test to obtain the data that will be analyzed.

1. Data of implementation Collaborative Writing in teaching writing of Recount text

The learning activities of teaching recount text using collaborative writing method are divided into three steps; opening, the lesson, and closing.

2. Implementation stage

The writer conducted field research. The writer held this research by teaching learning process that was done at two classes that are VIII 8 as control class and VIII 9 as experiment class. And the writer got the data from pre-test and post-test. The pre-test was given before the lesson began and the post-test was given after the lesson finished.

The result of data analysis can be described as follows:

- a. The experiment class using collaborative writing (CW)

The result of pre-test the mean score is 66.71. Meanwhile in the post-test, the mean score is 82.05.

- b. The control class non using collaborative writing (CW)

The result of pre-test the mean score is 62.21. Meanwhile in the post-test, the mean score is 69.71.

After determine between the mean of experiment and the control class, the writer calculates the standard deviation, standard error, t-observed and t-table, the result are:

$$S_e = \sqrt{\frac{\sum X^2}{N-1}} \qquad S_c = \sqrt{\frac{\sum X^2}{N-1}}$$

$$\begin{aligned} &= \sqrt{\frac{3,297.67}{19-1}} \\ &= \sqrt{\frac{4,115.45}{21-1}} \\ &= \sqrt{\frac{3,297.67}{18}} \\ &= \sqrt{\frac{4,115.45}{20}} \\ &= \sqrt{183.20} \\ &= \sqrt{205.72} \\ &= 13.53 \\ &= 14.34 \end{aligned}$$

From the data above, the writer has got the result of $S_e=13.53$, while $S_c = 14.34$, $n_1 = 13.53$, and $n_2 = 14.34$. After getting S_e , S_c , n_1 , and n_2 , the writer calculated them based on the steps of the Standard Error (SE) formula as follows:

$$\begin{aligned} S(\bar{X}_e \bar{X}_c) &= \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2} \\ &= \sqrt{\left(\frac{13.53}{\sqrt{19}}\right)^2 + \left(\frac{14.43}{\sqrt{21}}\right)^2} \\ &= \sqrt{\left(\frac{13.53}{4.35}\right)^2 + \left(\frac{14.43}{4.58}\right)^2} \\ &= \sqrt{(3.11)^2 + (3.13)^2} \\ &= \sqrt{9.67 + 9.79} \\ &= \sqrt{19.46} = 4.41 \end{aligned}$$

From the data above, the writer has got the result of $\bar{X}_e = 82.05$, $\bar{X}_c = 69.71$, and $S = 4.41$. So, from this data the writer calculated them based on the steps of the t-observed formula as follows:

a. t-observed

$$\begin{aligned} t_0 &= \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)} \\ &= \frac{82.05 - 69.71}{4.41} \\ &= \frac{12.34}{4.41} \\ &= 2.79 \end{aligned}$$

b. $df = N1 + N2 - 2$
 $= 20 + 20 - 2$
 $= 38$

There is no degree of freedom from 38, so the writer uses the closer df and it is 40.

- c. In degree of significance 5 % (see appendix) from 40 in $t-t = 2.02$ In degree of significance 1 % (see appendix) from 40 in $t-t = 2.71$
- d. The writer compared t-o to t table that if $t-o > t$ table it means that H_0 is rejected and H_a is accepted, but when $t-o < t$ table it means that H_0 is accepted and H_a is rejected
- to: $t-t = 2.79 > 2.02$ in degree of significance 5%
- to: $t-t = 2.79 > 2.71$ in degree of significance 1%

Hypotheses Testing

This research is to answer the question about the significance different between teaching writing of recount text using Collaborative Writing and teaching writing of recount text using non Collaborative Writing method.

To get the answer of question, the writer should propose alternative hypothesis (H_a) and null hypothesis (H_0) as below:

$H_a =$ there is a significant effect of using Collaborative Writing Method toward student's writing skill of recount text.

$H_0 =$ there is no a significant effect of using Collaborative Writing Method toward student's writing skill of recount text.

The criteria of hypothesis presentation states that: If $t-o > t-t$, H_a is accepted and H_0 rejected; and If $t-o < t-t$, it H_a is rejected and H_0 is accepted.

From the result of the statistic calculation indicates that the value of t-o is 2.79 and the value of degree of freedom (df) was 38. In this research, the writer used the degree of significance of 5% and 1%. The writer used $df = 40$ for there is no df for 38. Meanwhile, the degree of significance

of 5 % is 2.02 and for 1% is 2.71. After obtaining t_o , the writer compared it with each values of the degree of significance, the result is $t_o: t-t = 2.79 > 2.02$ in degree of significance 5% and $t_o: t-t = 2.79 > 2.71$ in degree of significance 1%. Since t_o score is bigger than $t-t$, it means that alternative hypothesis (H_a) of research is accepted and the null hypothesis (H_o) is rejected. In another words, it means that there is a significant effect of the students' writing skill of recount text who are taught using Collaborative Writing and who are taught using non Collaborative Writing.

CONCLUSION

Based on the finding and discussion in chapter IV, it could be concluded that collaborative writing was very effective to improve students' understanding on recount writing text. It was proved by the result of t -observed.

The t - observed showed that t -observed 2.79 was higher than t -table 2.02. It means that H_a was accepted and H_o was rejected. Since the t -observed was higher than the t -table, there was a significant difference in the achievement between students in class VIII 9 who were taught recount text

through the use of collaborative writing and students in class VIII 8 who were taught recount text without using collaborative writing (using CLT). The average score of experimental group was 82.05 and the average score of control group was 69.71. It means that the experimental class (class VIII 9) was better than the control class (class VIII 8).

From the conclusion above, there are some suggestions that are proposed by the writer: (1) For Teacher. Teacher may consider the use of collaborative writing in the teaching of recount text because it can inspire students' mind what they have to write. By using collaborative writing as a method of teaching, students will not find difficulties in getting an idea to write. Teacher should prepare the equipment well. It means that before using collaborative writing as a method in the teaching of recount writing, it will be better for teacher to make sure that the qualities of equipment used are good. (2) For Students. The students should study more and respond in writing process, be more interested in writing skill, and improve their ability in writing skill.

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