

IMPROVING STUDENTS' WRITING DESCRIPTIVE ENGLISH TEXT IN MULTILITERATION LEARNING THROUGH COLLABORATIVE TECHNIQUES

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Abstract: The purpose of this study is to improve students' writing skills in Multiliteration Learning English descriptive text through collaboration techniques in Senior high school students in Palembang. This study used a Quasi-experimental research design method; non equivalent pretest and posttest. In analyzing the level of writing comprehension of students by using the rubric of writing descriptive text, the final test scores of control class students and experimental class students were compared. Then the *t-test* value was compared with the value of *t-table*. The results obtained, by looking at *Table t-test* results, it was found that the F value is 110.049 with degree of freedom (df) 292 with a significance value (sig.) 0,000. With the difference in the mean value of 4.116. Due to the sig value. 0,000 (<0,005) with a t-count value was 8.540, it can be concluded that there are significant differences between the two sample groups in the final results of writing skills. It can be concluded that collaboration techniques have a positive impact on students' writing abilities.

Keywords: *multiliteration, collaboration, descriptive text*

Writing is one of an English skill that should be mastered by the students. In writing the students can express their feeling, idea and their desire. Of the four skills in English, writing is considered the most complex skill and difficult to master. This difficulty, according to Richards and Renandya (2002, p. 303), "lies not only in generating and organizing ideas but also translating these ideas into readable text."

In this modern era, the students and the teacher need to be creative and innovative in doing the teaching and learning process. The ideal

learning process needs to prioritize concepts that aim to improve and enhance students' thinking abilities to help students to gain more knowledge.

Furthermore, the problem of techniques and teaching methods in the class. There are still some teachers who are reluctant to open themselves up in order to enrich knowledge about teaching methods. They tend to assume that they have had a lot of teaching experience and feel that they are quite capable in teaching. When sent to attend training on teaching methods, they are reluctant to

participate in the activity. As a result, the way their teaching tends to be monotonous (boring). Collaborative Learning Method is expected to be able to develop brilliant ideas that students have in multiliteration learning in writing English descriptive text.

The best solution of some problems of teaching process above is multiliteration learning. Multiliteration learning is learning that is intended to develop the competencies of various literacy sources both visual literacy, multimedia, technology, critical, cross curriculum, as well as various sources of literacy that exist around people's lives (Nurgiyantoro, 2016: 424).

From an explanation of the definition and virtues of multiliteration learning and collaboration techniques as well as the limited ability of students to develop ideas that they will convey in a paper so that they often write their writing is very far from perfect words and very unethical ideas. then the researcher is interested in conducting this research which is expected to be a reference to overcome this problems in learning English, especially learning writing skills in English descriptive texts. There is also the title of this study is Multiliteration Learning English descriptive text through collaboration techniques in high school students in Palembang.

METHODOLOGY

Research Methodology

In this study, the researcher used a Quasi-experimental research design; non equivalent pretest and posttest. This design was divided into two groups, namely the experimental group and the control group. Each group was given two initial tests and a final test.

The initial group will be given an initial test, learning using multiliteration learning with collaboration techniques, and final tests. While the control group was only given cloud tests and final tests in the absence of multiliteration learning with collaboration techniques.

Location and Time of Research

This research conducted in 10 Senior High Schools from 31 Senior High Schools in Palembang. It was taken randomly. They are SMA Sriguna, SMA PGRI 2, SMA N 8, SMA N 4, SMA Darul Aitam, SMA Muhammadiyah 3, SMA Setia Darma, SMA Bina Karya, SMA N 19, SMA NU . The timing of this determination is estimated to be twelve (12) months: starting from the preparation stage, implementation stage, analysis stage and the reporting stage.

Data Collection

The researcher used the instrument (test equipment / test), namely the initial test and the final test in obtaining data from students. The test was in the form of descriptive writing, the initial test was used to determine the initial acquisition before being given learning. While the final test was given to find out the learning gains obtained by students.

Validity and Reliability Test

In this study researchers used instruments (test instruments). It was given before and after the learning process. The type of text was tested (try out) to other students who were not research samples to find out whether the instrument used is valid and releasing to be used in the study. The data obtained managed using the SPSS 22 program.

Data Analysis

The technique for analyzing the ability to write descriptive text, in this study used the descriptive text results rubric.

FINDINGS AND DISCUSSION

Independent Sample t-test

Using the SPSS program, researchers found that the results of the t test of both sample groups. The means value of the experimental group was 5.1 with a standard deviation of 5.770, while the control group has a means value of 0.98 with a standard deviation of 1.040. Next, by looking at the T-Test Table results, it was found that the F value was 110.049 with degree of freedom (df) 292 with a significance value (sig.) 0,000. With the difference in the mean value of 4.116. Due to the sig value. 0,000 (<0,005) with a t-count value of 8.540, it can be concluded that there are significant differences between the two sample groups in the final results of writing skills. This means that the experimental group given treatment with collaboration techniques has a better improvement than the control group. It can be concluded that collaboration techniques have a positive impact on students' writing abilities. This means that the alternative hypothesis that says that there is a significant difference in writing achievement between the two sample groups is accepted.

CONCLUSION

In this part, there are some conclusions based on research findings and interpretations. Researchers also provide useful advice to help English teachers, especially in delivering and having

interesting techniques in the learning process.

Based on research findings and interpretations, researchers made several conclusions, including:

1. after being taught with collaboration techniques there was an increasing in ability in writing descriptive English text;
2. there was a decrease in writing ability in the control group due to not taught with appropriate techniques; and
3. there were some significant differences between writing skills the experimental group and the control group based on the final test and results t-test analysis.

Based on the results of the above studies, some suggestions that can be given to English teachers in the learning process, especially writing descriptive text, include:

1. English teachers need to make collaboration techniques in learning multiliteration one alternative in teaching English descriptive texts
2. Schools should provide adequate facilities so that multiliteration learning through collaboration techniques can work well and attract students' interest in learning.

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