



Journal

THE IMPLEMENTATION OF COLLABORATIVE WRITING STRATEGY TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN RECOUNT TEXT

**Submitted to English Education Departement of STKIP SOE as a Partial Fulfillment of the
Requerements for Sarjana Degree**

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DECLARATION OF ORIGINALITY

Hereby declare that this journal entitle “The Implementation of Collaborative Writing Strategy to Implementation of Collaborative Writing Strategy to Improve Students Writing Achievement in Recount Text” is original and definitely the researcher own work. The researcher is completely responsible for all the contents.

Other writers’ opinions or findings included in this journal are quoted and cited in accordance with ethical standard.



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APPROVAL SHEET

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The writer realized that this report is not perfect enough and there are critics, suggestions are needed in order to make this report be better.

Soe,2021

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The Implementation of Collaborative Writing Strategy to Improve Students Writing Achievement in Writing Recount Text

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Abstract

The objective of this research is to describe students' improvement in writing recount text after learning using collaborative writing strategy. This research was conducted at English education program in STKIP SoE especially in English Department. The subject of this research were consisted of 15 students of second semester in basic writing class

The research was conducted with Classroom Action Research. The instrument of collecting data were observation checklist and test, based on the result of the data analysis showed that there was an improvement of the result of the students' achievement in writing recount text using collaborative writing strategy. After doing the post text there was an improvement of the students' mean score was 75,13 where 12 students who got successful criterion above 68 and it was only 24,88% and three students who got unsuccessful criterion above 68 and the researcher showed that the students result from the pre-test and the post-test was achieving so the researcher did not continued the second cycle. In other words, the students' achievement in writing recount text was improved and based on observation it showed that the expression and excitement of students were research only one cycle, the researcher collaboratively involved the research members namely the lecturer, the students and the researcher herself.

Keywords: Achievement, Writing, Recount text.

INTRODUCTION

Writing is one of productive skill which has to be mastered by EFL students; it can help them explore their ability in all aspects in learning English. Komaria (2015) said that, writing is an intellectual activity of finding ideas, thinking about the ways to express and arranging them into statements and paragraphs that are clear to be understood by people. It means that, writing is one way for students to increase knowledge or to express ideas, experiences and feelings in well written form. As a productive skill, writing demands learners to undergo holistic and careful process in order to reach the goal of being skillfull writers. Since, it exists as a complex skill, there must be lots of weaknesses occur done by learners along the process of writing especially in writing recount text. According to Siswita (2014) recount text is a text written to retell events with the purpose of either informing or entertaining the reader, it means that the students are expected to express their ideas or experience in the past.

Generally, EFL learners come up with the weaknesses they have that finally become problems to be noticed and solved. The weaknesss intended such as, many students do not really keen onwriting and regard it as a difficult and boring activity. These weaknesses happened