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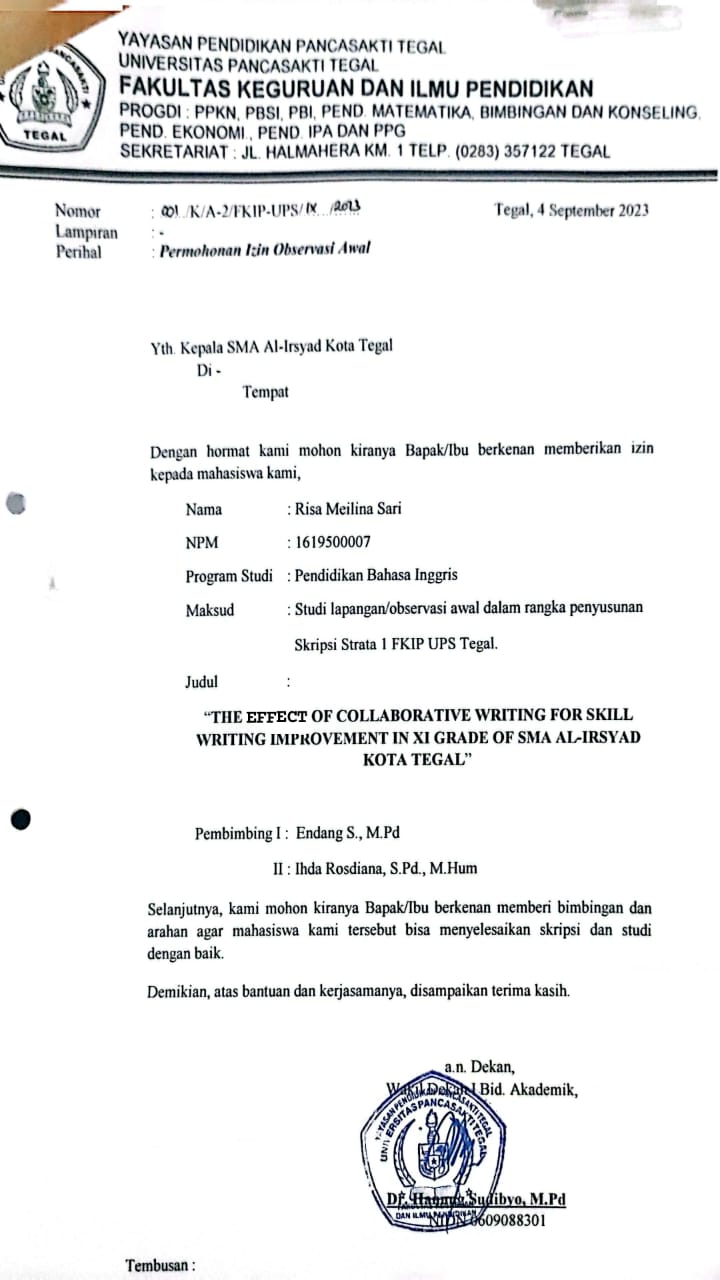
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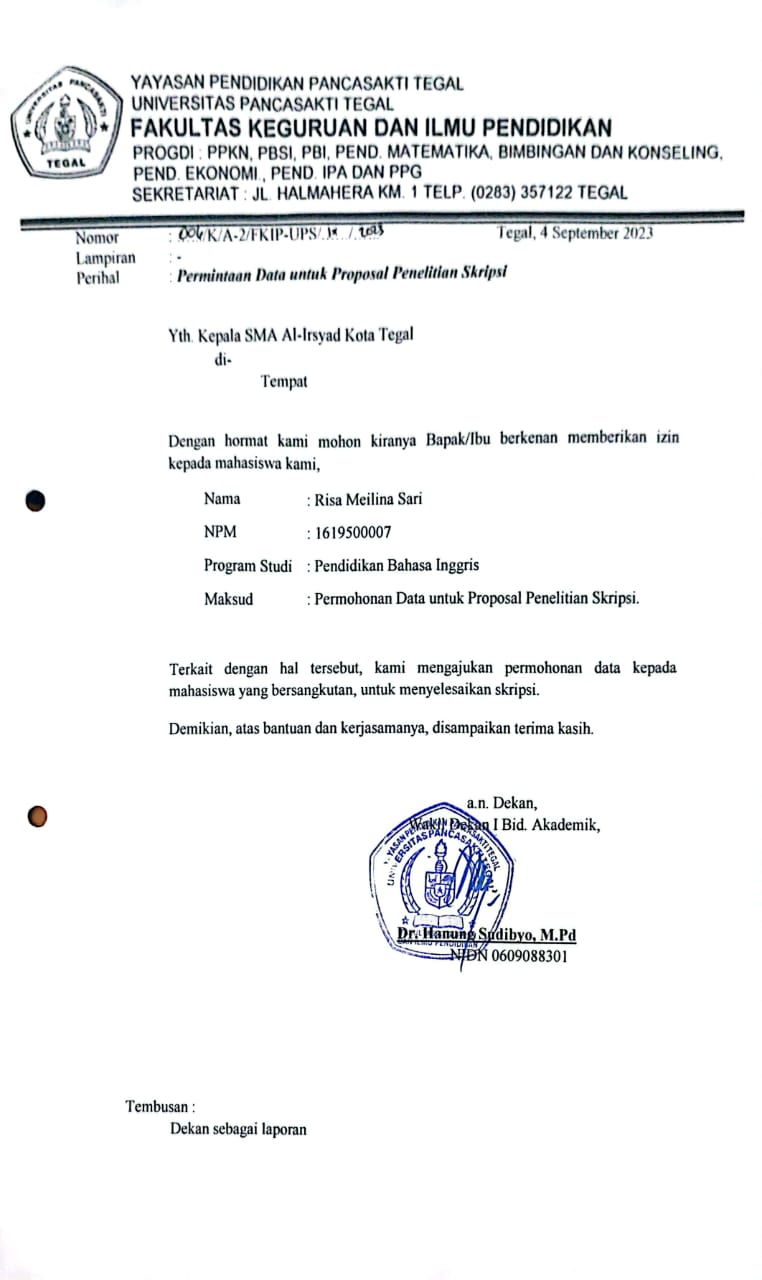
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# APPENDICES

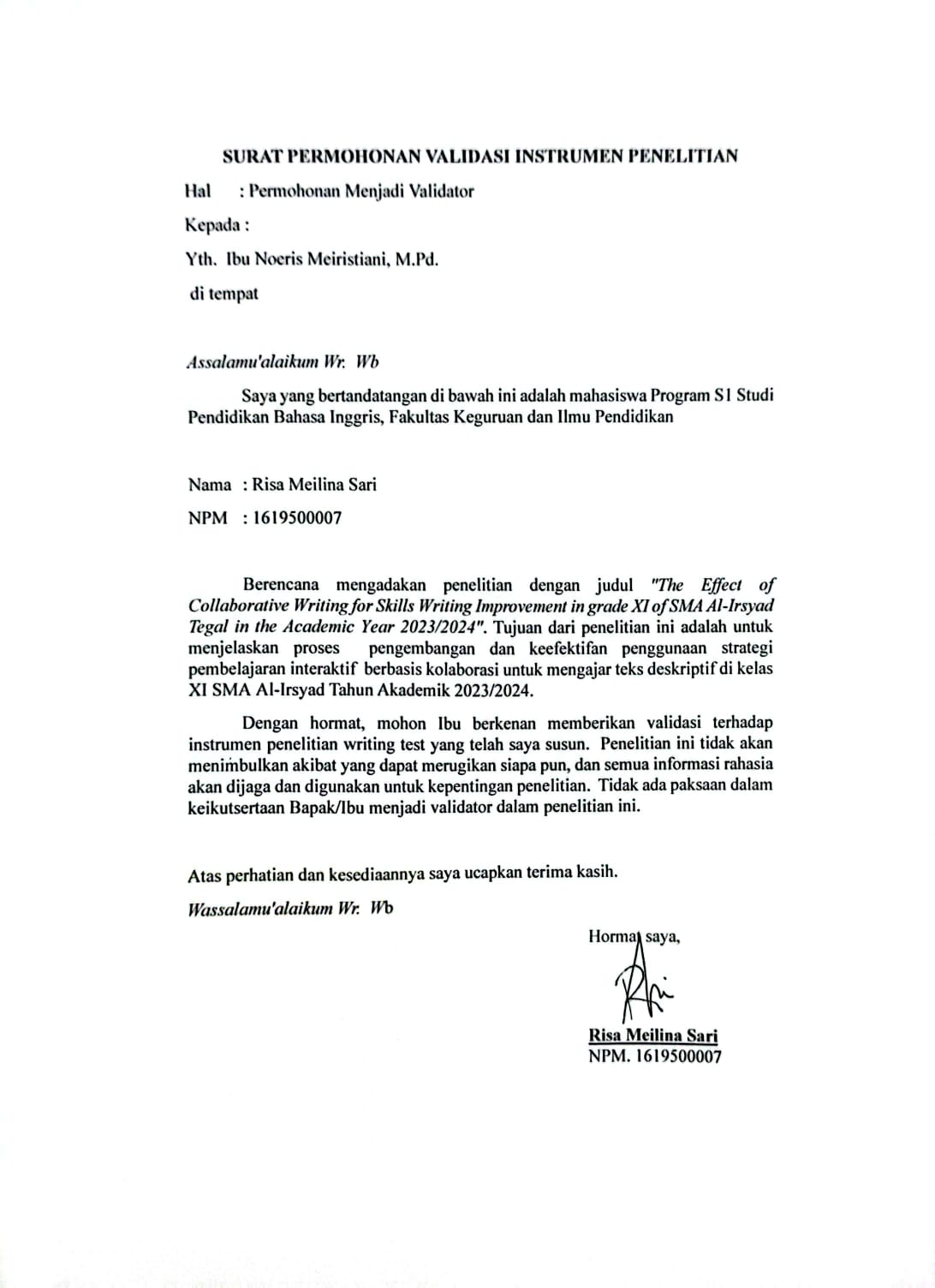
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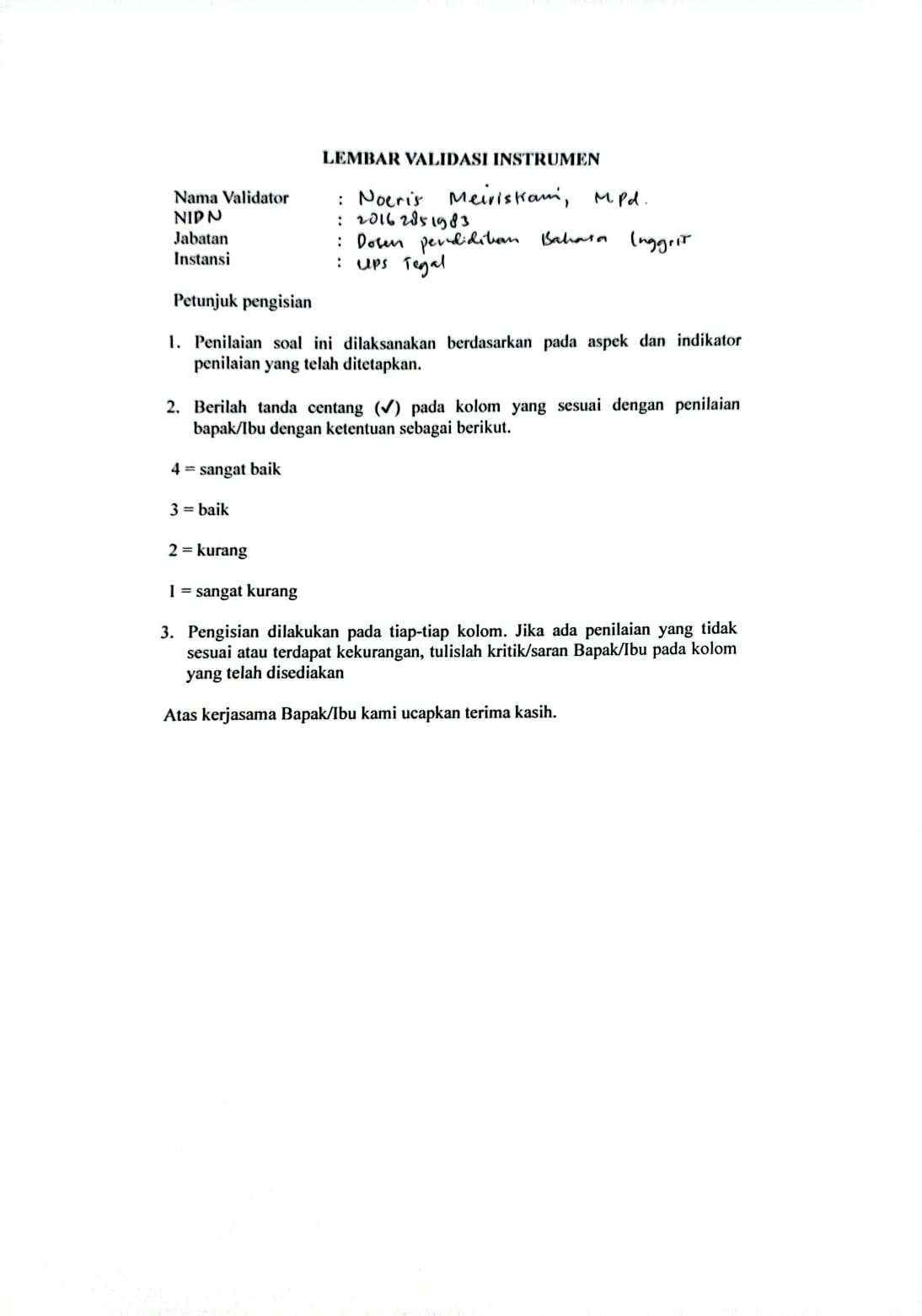
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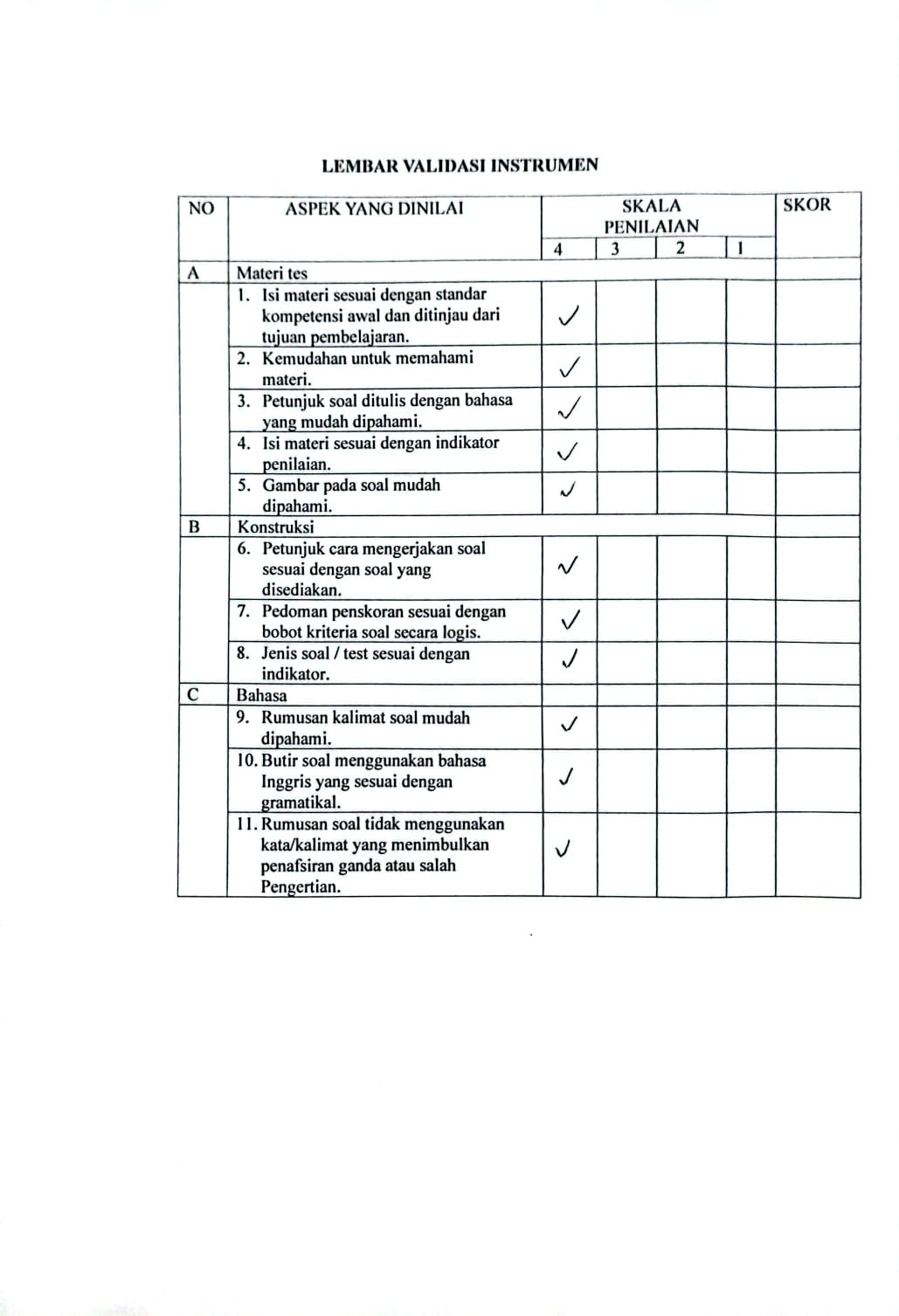
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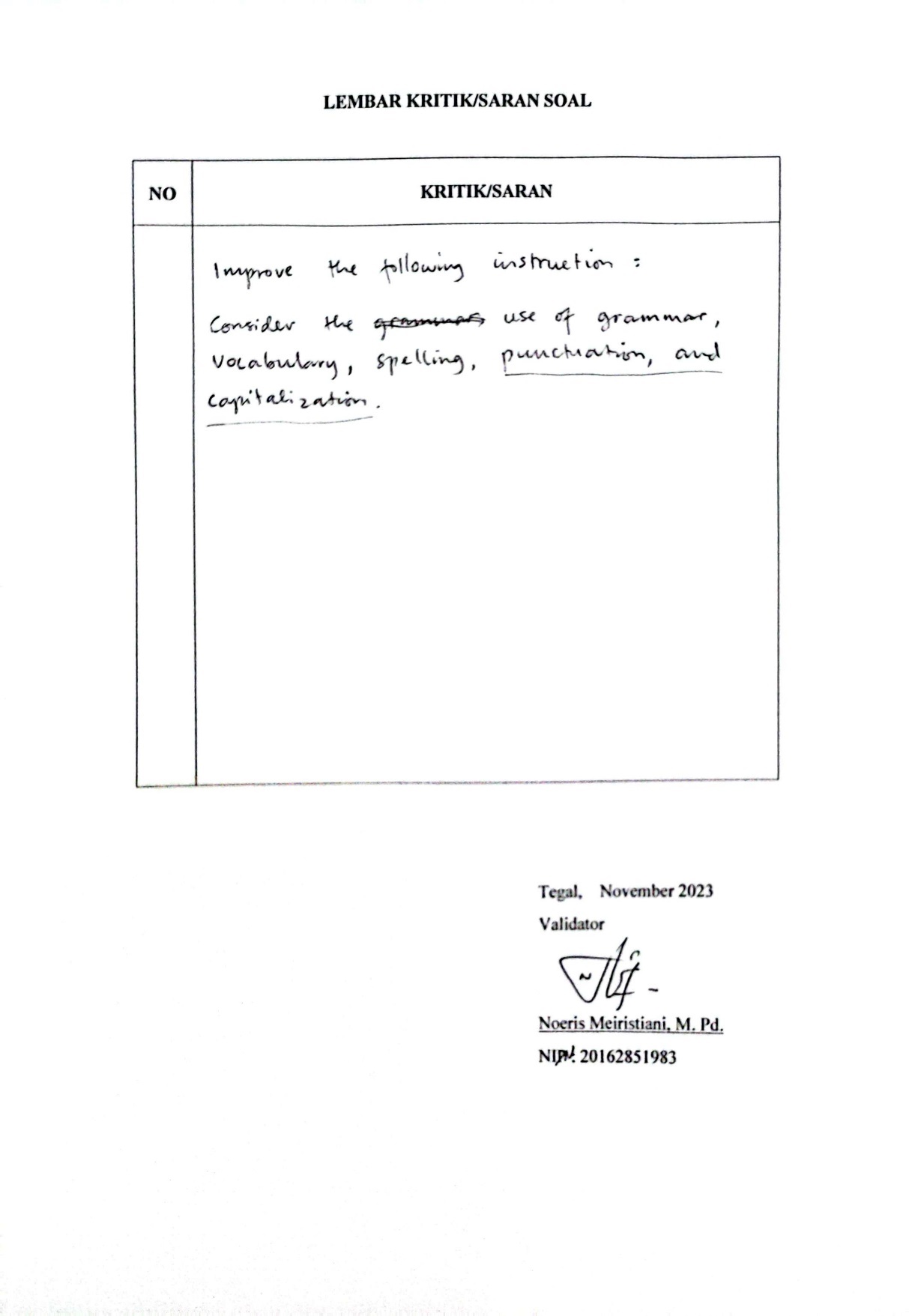
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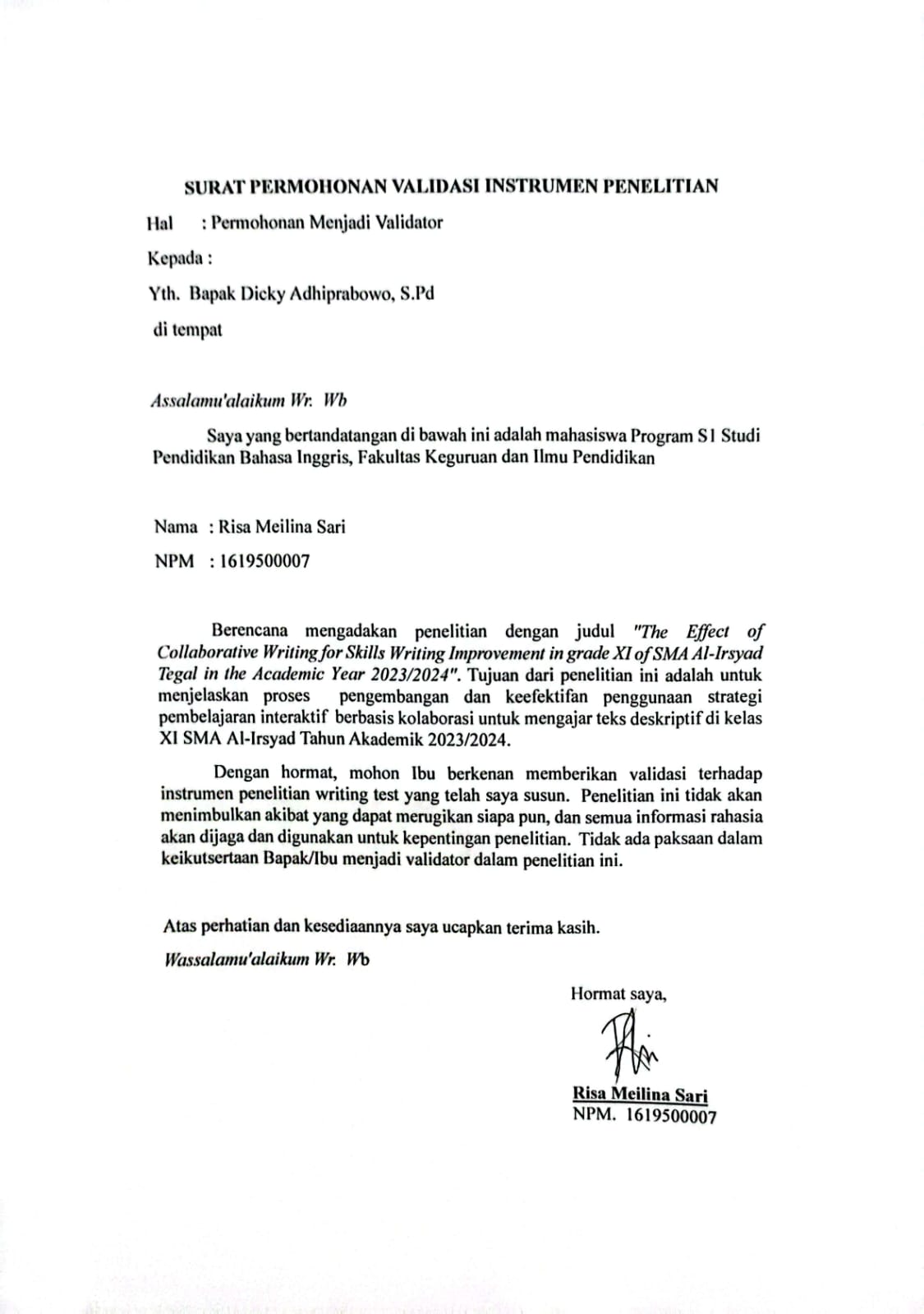
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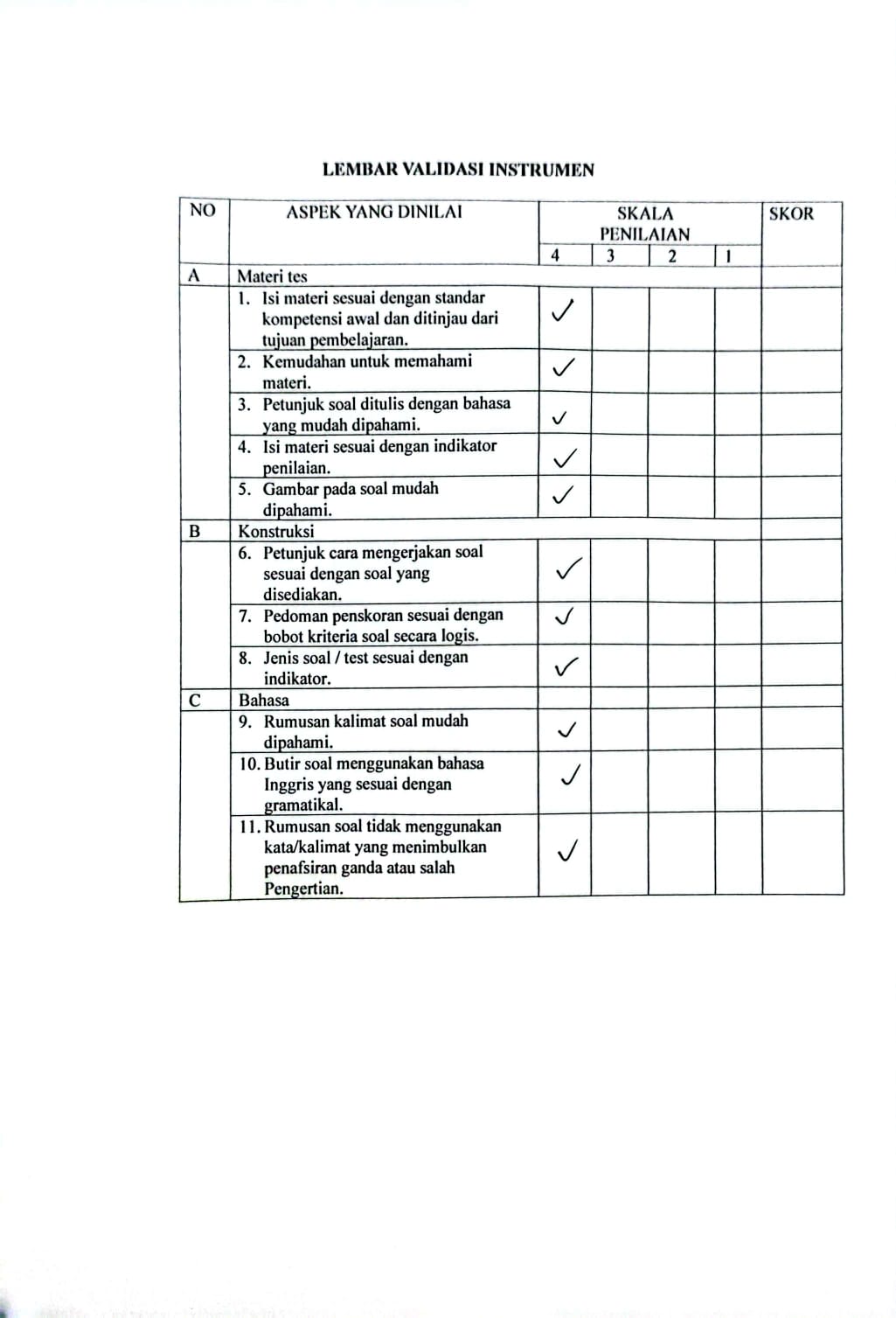
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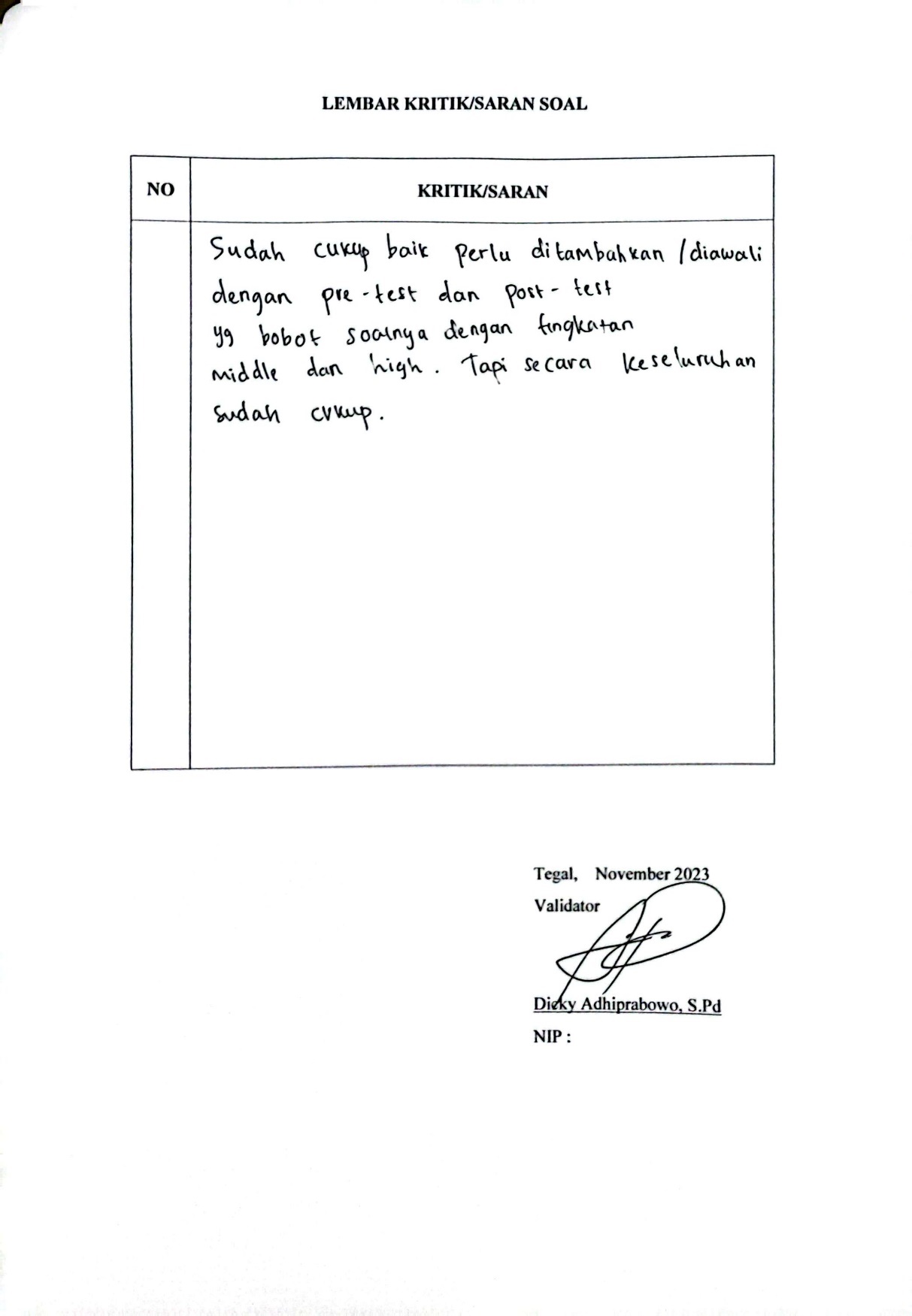
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**Appendix 4 Lesson Plan**

**MODUL AJAR**

**MATERI : *Descriptive Text***

**INFORMASI UMUM**

Nama Penyusun : Risa Meilina Sari

Institusi : SMA Al-Irsyad Tegal

Tahun : 2023/2024

Jenjang Sekolah : SMA

Kelas : XI

Alokasi waktu : 1 x 45 Menit (1 kali pertemuan)

Elemen : Menyimak - Berbicara

Menulis - Mempresentasikan

Kompetensi Awal : Peserta didik memiliki pengetahuan awal tentang teks deskriptif dalam kehidupan sehari-hari , berdasarkan tes diagnostic yang diberikan.

Profil Pelajar Pancasila : Beriman dan Bertaqwa kepada Tuhan YME dan Berakhlak mulia

Bergotong royong

Mandiri

Kreatif

Sarana dan Prasarana : Alat dan Bahan: LCD, Speaker, Laptop, Spidol, Papan tulis

Sumber Bahan Ajar : Buku English in Mind Edisi 2021, Cambridge Diktat Bahasa Inggris Fase E

: Internet

Target Peserta Didik : Reguler/umum

Model Pembelajaran : Tatap muka

Kegiatan Pembelajaran Utama : Individu

Berkelompok

Metode : Diskusi (CW : *Collaborative Writing*)

**KOMPONEN INTI**

1. **Tujuan Pembelajaran**
2. Setelah mendengarkan penjelasan dari guru peserta didik mampu **mengidentifikasi** *characteristics /personality*  seseorang.
3. Peserta didik mampu **membandingkan**karakter seseorang dengan tepat.
4. Setelah diskusi kelompok peserta didik mampu **menganalisis**secara kontekstual *social function, generic structure and language feature descriptive text*.
5. Setelah diskusi kelompok peserta didik mampu **menghasilkan** sebuah *descriptive text* dalam bentuk tulisan.
6. Setelah diskusi kelompok peserta didik mampu **mempraktekkan** *Describing people (personality)* dengan bahasa sendiri dengan tepat.
7. Meningkatkan **motivasi** dan pembentukan karakter peserta didik (Profil Pelajar Pancasila)
8. **Pemahaman Bermakna**

Setelah mempelajari modul ini peserta didik mengetahui:

1. Cara mendeskripsikan seseorang sesuai dengan benar.
2. Percakapan terkait menyebutkan sifat /kepribadian seseorang.
3. **Pertanyaan Pemantik**
4. *Do you like making a friend?*
5. *What does she/he look like?*
6. *What kind of person are you?*
7. *What kind of characteristics does she/he have?*
8. **Persiapan Pembelajaran**

Mempersiapkan materi, sumber referensi, merancang presentasi, checking kelas, sarana dan prasarana.

1. **Materi**
2. **Definition**

Descriptive text is the text that describes a particular person, animal, place, or thing in detail.

1. **Generic Structure of Descriptive Text**
2. Identification, to identify the phenomenon to be described.
3. Description, to describe parts, physical appearance, habit, function, qualities, and characteristics of something or someone in detail.
4. **Language Feature of Descriptive Text**
5. Focus on the specific participant
6. Use action verb V1 (Work, study, walk)
7. Use adjectives (Cute, smart, beautiful)
8. Frequent use of epithets and classifiers in nominal groups
9. Use of simple present tense
10. **Type of Descriptive Text**
11. Person ( My best friend )
12. Lovely animal ( My cute dog )
13. Place ( Candi Prambanan )
14. Favorite thing (Risa’s Guitar )

Dalam mendeskripsikan seseorang, kita perlu mengenal tiga aspek penting yang akan dibutuhkan; yakni *adjectives, descriptive words/phrases*, dan *personality/characteristics.* Simak penjelasannya di bawah ini:

1. Adjectives

*Adjective* atau kata sifat adalah kata-kata yang menggambarkan atau memodifikasi seseorang/benda/tempat/konsep dalam sebuah kalimat

Untuk keperluan descriptive text tentang seseorang, contohnya adalah sebagai berikut:

|  |  |
| --- | --- |
| *Maria is* ***smart*** *and* ***beautiful*** | (Maria pintar dan cantik) |
| *Her parents are* ***older*** *than mine* | (Orangtuanya lebih tua dari orangtuaku) |
| *Amber has* ***long, curly*** *hair* | (Amber memiliki rambut keriting panjang) |

1. Descriptive words and Phrases

Selanjutnya, kita perlu mengenal descriptive words atau kata deskriptif untuk menjelaskan tentang seseorang. Descriptive words juga bisa berupa adjective atau kata sifat. Berikut ini adalah beberapa contoh descriptive words/phrases yang berhubungan tentang fisik seseorang.

1. Complexion (warna kulit) : light (putih), fair (cerah), tan (kecoklatan), dark (gelap).
2. Heigh (tinggi badan) : short (pendek), tall (tinggi), of medium heigh (sedang).
3. Age (usia) : young (muda), old (tua), middle-aged (paruh baya), elderly (usia lanjut).
4. Build/figure (bentuk tubuh) : small (kecil), big (besar), skinny (kurus), slim (ramping), fat (gemuk), stocky (kekar), muscular (berotot).
5. Looks (penampilan) : beautiful/pretty (cantik), cute (imut, manis), attractive (menarik), cool (keren), ugly (jelek)
6. Personality/Characteristic

Dalam mendeskripsikan seseorang, seringkali kita juga menggambarkan kepribadian atau karakteristiknya. Tiap-tiap orang memiliki ragam sifat yang tidak hanya positif namun juga ada yang negatif.

|  |  |
| --- | --- |
| **Good personal qualities** | **Bad Personal qualities** |
| Polite (sopan) | Selfish (egois) |
| Honest (jujur) | Arrogant (sombong, angkuh) |
| Optimistic (optimis) | Careless (ceroboh) |
| Generous (murah hati, dermawan) | Short tempered (pemarah) |
| Diligent (rajin) | Greedy (tamak, serakah) |
| Confident (percaya diri) | Stingy (pelit) |

1. **Kegiatan Pembelajaran**

Pendahuluan

1. Orientasi

* Guru meminta ketua kelas untuk memimpin peserta didik memberi salam dan berdoa menurut agama dan kepercayaannya masing- masing.
* Guru menanyakan kabar dan kondisi peserta didik.
* Guru memeriksa kehadiran peserta didik sebagai wujud sikap disiplin
* Guru menanyakan kesiapan belajar peserta didik serta mempersiapkan fisik dan psikis peserta d didik dalam mengawali kegiatan pembelajaran.

1. Apersepsi

* Guru mengajukan pertanyaan mengenai materi sudah dipelajari pada pertemuan sebelumnya.
* Guru menyampaikan keterkaitan materi sebelumnya dengan materi pembelajaran yang akan dipelajari hari ini.

1. Motivasi

* Guru memotivasi peserta didik dengan menyampaikan capaian pembelajaran dan tujuan pembelajaran.
* Guru menyampaikan garis besar cakupan materi yang akan disampaikan.
* Guru menyampaikan tentang kegiatan yang akan dilakukan peserta didik dalam pembelajaran.
* Guru memberikan gambaran tentang manfaat atau kegunaan mempelajari materi yang akan dipelajari.

1. Pemberian Acuan

* Guru menyampaikan kompetensi awal yang harus dimiliki peserta didik untuk mempelajari materi hari ini.
* Guru melakukan asesmen diagnostik non- kognitif dan kognitif

Inti (Langkah Langkah Pembelajaran)

Pertemuan ke 2-3

* Warm Up: Pertanyaan pemantik, ditunjukkan contoh *what does she/he look like?*
* Orientasi masalah: Peserta didik mendengarkan pemaparan materi tentang *text descriptive.*
* Organizing student: Peserta didik membentuk beberapa kelompok, kemudian guru membagikan beberapa contoh *text descriptive* tentang seseorang, benda, hewan, atau tempat kemudian peserta didik menganalisis *generic structure* dan *language feature.*
* Perwakilan kelompok mempresentasikan hasilnya didepan kelas.
* Guru menganalisa dan mengevaluasi hasil kerja peserta didik.

Pertemuan ke 4-5

* Peserta didik membentuk beberapa kelompok, kemudian memilih topik berdasarkan gambar yang disediakan tentang seseorang, benda, hewan, atau tempat untuk berdiskusi.
* Peserta didik menyusun teks deskriptif dengan kelompoknya sesuai dengan topik yang dipilih.
* Setiap siswa saling berkolaborasi secara aktif.
* Peserta didik menganalisis *generic structure* dan *language feature* pada teks yang telah disusun.
* Perwakilan kelompok mempresentasikan hasilnya didepan kelas.
* Guru memberikan *feedback*.

Pertemuan ke 6

* Warm up: Ice Breaking (*If you’re happy and you know it clap your hands*)
* Pemantik: Apa pesan dari lagu pada *ice breaking* tadi? (Sebuah tips)
* Peserta didik duduk berkelompok.
* Guru mengingatkan kembali materi yang diajarkan pada pertemuan sebelumnya.
* Peserta didik membentuk beberapa kelompok, kemudian peserta didik menyusun teks deskriptif dengan kelompoknya sesuai dengan topik yang dipilih.
* Setiap siswa saling berkolaborasi secara aktif.
* Perwakilan kelompok mempresentasikan hasilnya didepan kelas.
* Guru menganalisa dan mengevaluasi hasil kerja peserta didik

Penutup

* Guru memberikan apresiasi kepada seluruh peserta didik yang telah mengikuti pembelajaran pada hari ini.
* Guru dan peserta didik melakukan kesimpulan bersama peserta didik dan refleksi mengenai pembelajaran hari ini.

1. **Assesmen**

**Assesmen :** Bagaimana guru menilai ketercapaian Tujuan Pembelajaran?

* Asesmen individual: Portfolio (*writing test*)

1. **Pedoman Penilaian**

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Score** | **Description** |
| Content  - Topic  - Details | 4 | The topic is complete and clear and the details are relating to the topic |
| 3 | The topic is complete and clear but the details are almost relating to the topic |
| 2 | The topic is complete and clear but the details are not relating to the topic |
| 1 | The topic is not clear and the details are not relating to the topic |
| Organization  -Identification  -Description | 4 | Identification is complete and descriptions are arranged with proper connectives |
| 3 | Identification is almost complete and  descriptions are arranged with almost proper connectives |
| 2 | Identification is not complete and descriptions are arranged with few misuse of connectives |
| 1 | Identification is not complete and descriptions arranged with misuse of connectives |
| Grammar  - Use present tense  - Adjective | 4 | Very few grammatical or adjective in accuracies |
| 3 | Few grammatical or adjective inaccuracies but not effect on meaning |
| 2 | Numerous grammatical or adjective inaccuracies |
| 1 | Frequent grammatical or adjective in accuracies |
| Vocabulary | 4 | Effective choice of words and word forms |
| 3 | Few misuses of vocabulary, word form, but not change the meaning |
| 2 | Limited range of confusing words and word  Form |
| 1 | Very poor knowledge of words, word forms, and not understandable |
| Mechanics  - Spelling  - Punctuation  - Capitalization | 4 | It uses correct spelling, punctuation, and  Capitalization |
| 3 | It has occasional errors of spelling, punctuation, capitalization |
| 2 | It has frequent errors of spelling, punctuation,  and capitalization |
| 1 | It is dominated by errors of spelling, punctuation, and capitalization |

*A Writing Rubric Adopted from Brown (2007)*

1. **Refleksi Peserta Didik dan Guru**

Write down your experience in learning this material

|  |  |
| --- | --- |
| Questions | Answers |
| The words that are new to me |  |
| Can you understand the material given? |  |
| Is the method easy to follow? |  |

Tegal, November 2023

Mengetahui

Guru Pengampu Mahasiswa

Dicky Adhiprabowo, S.Pd Risa Meilina Sari

NIP : - NPM : 1619500007

GLOSARIUM

Accomplished : selesai

Action verbs : kata kerja Tindakan

Goal : tujuan

Imperative : perintah

Operate : mengoperasikan

Procedure : prosedur

Steps : Langkah-langkah

Use : menggunakan

**Appendix 5**

**Research Instrument**

**Pre-test**

Name :

Class :

Instruction :

Describe the picture below by answering the following questions. Then, fill in the table based on your answer. Develop your idea based on your own words, you may use your dictionary if you find difficult words. Consider the use of grammar, vocabulary, and spelling. You have 45 minutes in writing!



1. What is her name?

2. Who is she?

3. Where does she come from?

4. How is her appearance?

5. How is her ability?

6. How is her personality?

|  |  |
| --- | --- |
| Title |  |
| Identification |  |
| Description |  |

**Post-test**

Name :

Class :

Instruction :

Describe the picture below by answering the following questions. Then, fill in the table based on your answer. Develop your idea based on your own words, you may use your dictionary if you find difficult words. Consider the use of grammar, vocabulary, and spelling. You have 45 minutes in writing!



1. What is her name?

2. Who is she?

3. Where does she come from?

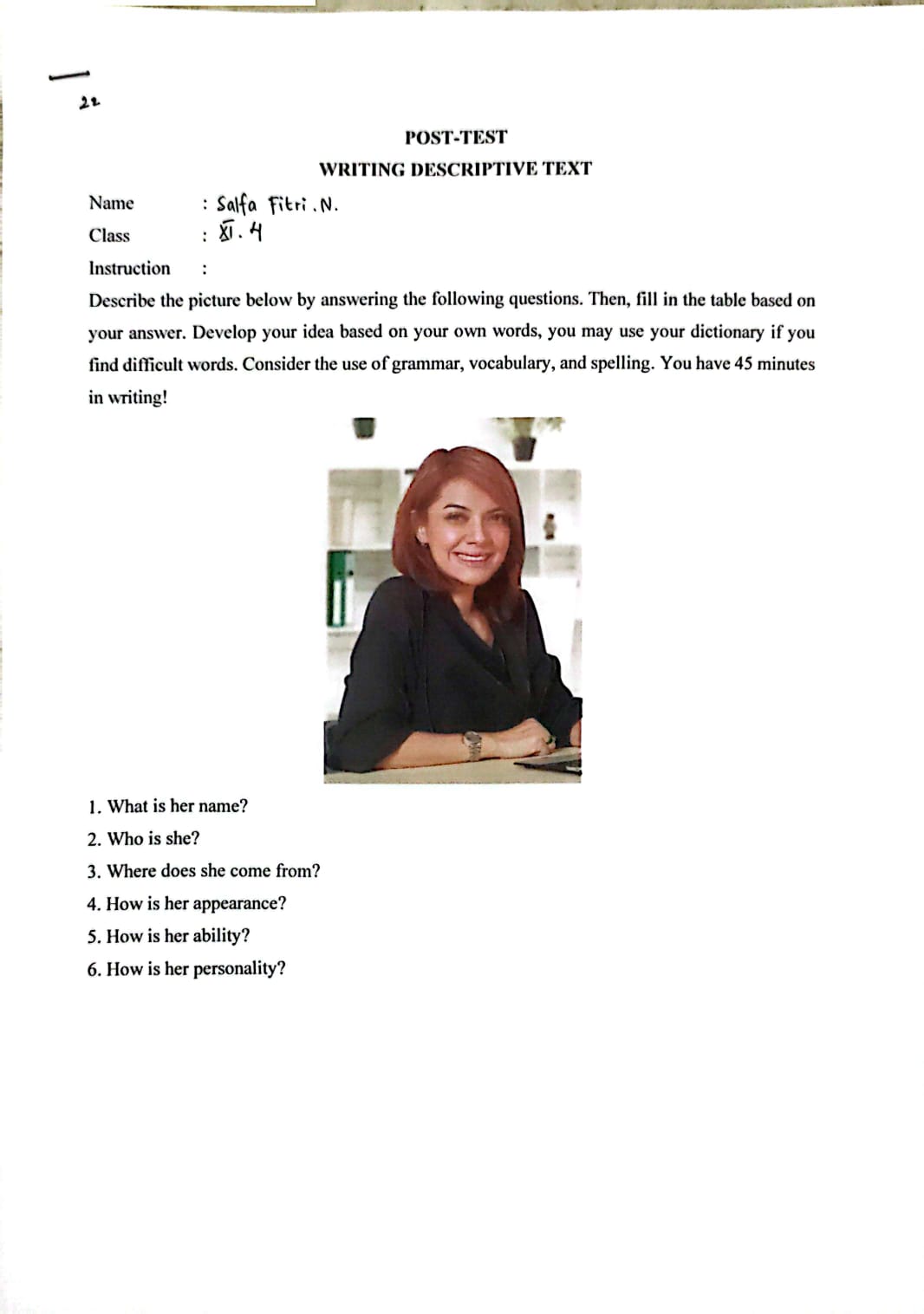
4. How is her appearance?

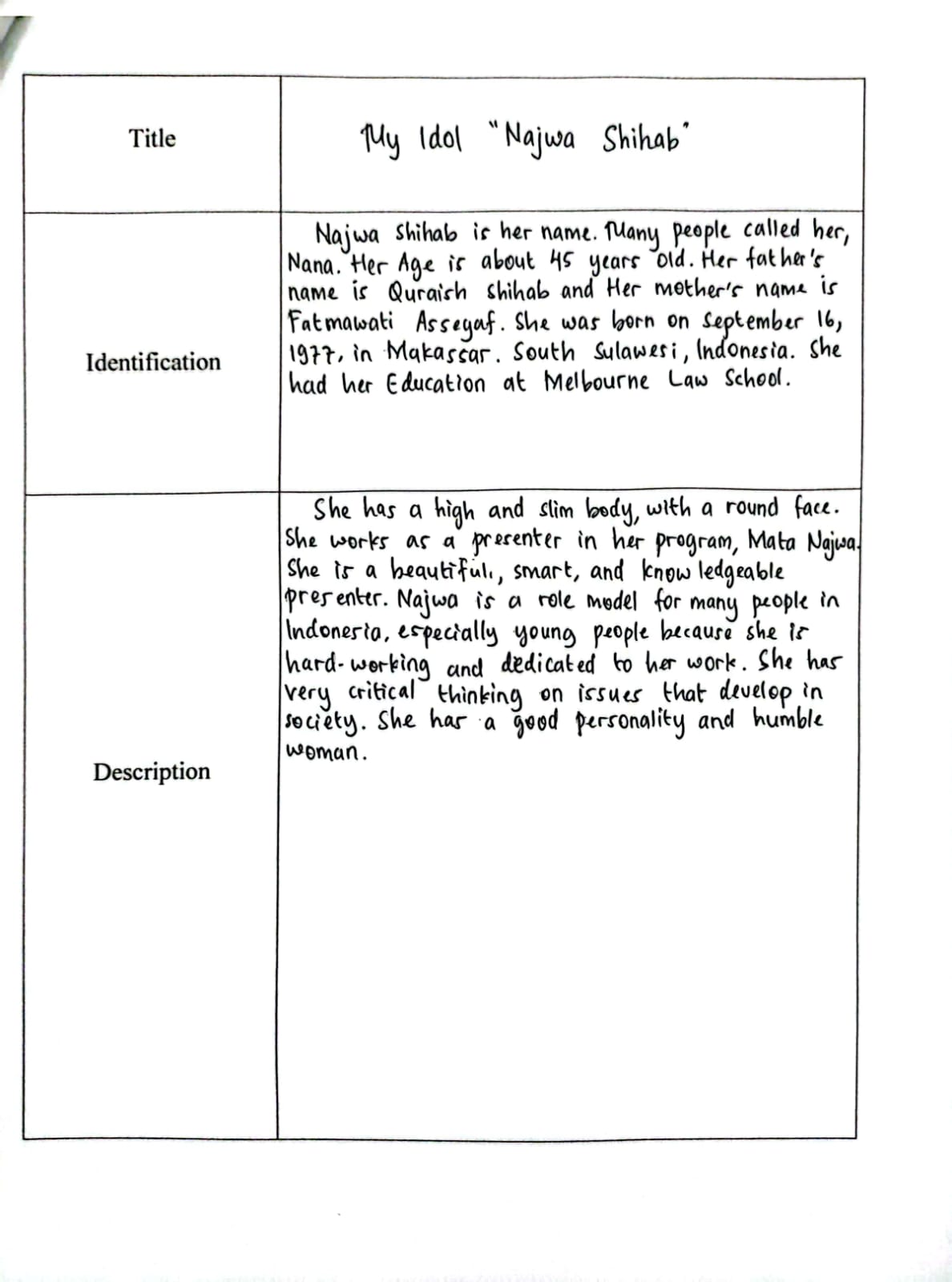
5. How is her ability?

6. How is her personality?

|  |  |
| --- | --- |
| Title |  |
| Identification |  |
| Description |  |

**Appendix 6 Student Worksheet**

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**Appendix 7 Students Writing Scores**

**DAFTAR NILAI PRE-TEST SISWA (XI IPA 4)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Siswa | Content | Organiza  Tion | Grammar | Vocabul  ary | Mechani  cs | Score |
| 1. | SE1 | 2 | 2 | 1 | 1 | 1 | 35 |
| 2. | SE2 | 3 | 3 | 2 | 2 | 1 | 55 |
| 3. | SE3 | 3 | 2 | 1 | 2 | 1 | 45 |
| 4. | SE4 | 4 | 3 | 2 | 3 | 2 | 70 |
| 5. | SE5 | 3 | 2 | 2 | 3 | 2 | 60 |
| 6. | SE6 | 3 | 2 | 2 | 2 | 1 | 50 |
| 7. | SE7 | 2 | 2 | 1 | 2 | 1 | 40 |
| 8. | SE8 | 4 | 3 | 3 | 3 | 2 | 75 |
| 9. | SE9 | 3 | 3 | 2 | 2 | 1 | 55 |
| 10. | SE10 | 3 | 3 | 2 | 2 | 2 | 60 |
| 11. | SE11 | 2 | 2 | 1 | 2 | 1 | 40 |
| 12. | SE12 | 4 | 3 | 2 | 3 | 2 | 70 |
| 13. | SE13 | 3 | 2 | 1 | 2 | 1 | 45 |
| 14. | SE14 | 3 | 2 | 2 | 2 | 2 | 55 |
| 15. | SE15 | 3 | 2 | 1 | 2 | 2 | 50 |
| 16. | SE16 | 3 | 3 | 2 | 3 | 2 | 65 |
| 17. | SE17 | 2 | 3 | 2 | 2 | 2 | 55 |
| 18. | SE18 | 3 | 1 | 2 | 2 | 2 | 50 |
| 19. | SE19 | 3 | 3 | 2 | 2 | 2 | 60 |
| 20. | SE20 | 2 | 2 | 2 | 2 | 1 | 45 |
| 21. | SE21 | 2 | 2 | 2 | 3 | 2 | 55 |
| 22. | SE22 | 4 | 3 | 3 | 3 | 2 | 75 |
| 23. | SE23 | 3 | 3 | 2 | 3 | 2 | 65 |
| 24. | SE24 | 3 | 2 | 2 | 2 | 1 | 50 |
| 25. | SE25 | 2 | 2 | 2 | 2 | 1 | 45 |
| 26. | SE26 | 3 | 2 | 2 | 3 | 1 | 55 |
| 27. | SE27 | 4 | 3 | 2 | 3 | 2 | 70 |
| 28. | SE28 | 2 | 2 | 1 | 1 | 1 | 35 |
| 29. | SE29 | 3 | 3 | 2 | 3 | 2 | 65 |
| 30. | SE30 | 2 | 2 | 2 | 2 | 2 | 50 |
| 31. | SE31 | 2 | 2 | 1 | 2 | 1 | 40 |
| 32. | SE32 | 3 | 3 | 2 | 2 | 2 | 60 |

**DAFTAR NILAI PRE-TEST SISWA (XI IPS 1)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Siswa | Content | Organiza  tion | Grammar | Vocabul  Ary | Mechani  cs | Score |
| 1. | SC1 | 2 | 2 | 2 | 2 | 1 | 45 |
| 2. | SC2 | 3 | 3 | 2 | 2 | 1 | 55 |
| 3. | SC3 | 3 | 3 | 2 | 2 | 2 | 60 |
| 4. | SC4 | 3 | 3 | 2 | 3 | 2 | 65 |
| 5. | SC5 | 2 | 2 | 2 | 2 | 1 | 45 |
| 6. | SC6 | 3 | 2 | 2 | 3 | 2 | 60 |
| 7. | SC7 | 3 | 3 | 2 | 2 | 1 | 55 |
| 8. | SC8 | 3 | 3 | 3 | 2 | 1 | 60 |
| 9. | SC9 | 3 | 4 | 2 | 3 | 2 | 70 |
| 10. | SC10 | 2 | 2 | 2 | 2 | 1 | 45 |
| 11. | SC11 | 3 | 3 | 2 | 3 | 2 | 65 |
| 12. | SC12 | 2 | 2 | 2 | 2 | 2 | 50 |
| 13. | SC13 | 3 | 3 | 3 | 2 | 1 | 60 |
| 14. | SC14 | 3 | 3 | 2 | 2 | 1 | 55 |
| 15. | SC15 | 3 | 3 | 2 | 3 | 2 | 65 |
| 16. | SC16 | 3 | 2 | 2 | 3 | 2 | 60 |
| 17. | SC17 | 3 | 2 | 2 | 2 | 2 | 55 |
| 18. | SC18 | 4 | 3 | 3 | 2 | 2 | 70 |
| 19. | SC19 | 3 | 3 | 2 | 3 | 2 | 65 |
| 20. | SC20 | 3 | 2 | 2 | 2 | 1 | 50 |
| 21. | SC21 | 2 | 3 | 2 | 3 | 2 | 60 |
| 22. | SC22 | 3 | 3 | 3 | 3 | 3 | 75 |
| 23. | SC23 | 2 | 2 | 2 | 2 | 1 | 45 |
| 24. | SC24 | 3 | 3 | 2 | 3 | 3 | 70 |
| 25. | SC25 | 3 | 2 | 2 | 2 | 2 | 55 |
| 26. | SC26 | 2 | 2 | 2 | 2 | 2 | 50 |
| 27. | SC27 | 4 | 3 | 3 | 3 | 2 | 75 |
| 28. | SC28 | 3 | 3 | 2 | 3 | 2 | 65 |
| 29. | SC29 | 3 | 3 | 2 | 2 | 1 | 55 |
| 30. | SC30 | 4 | 3 | 2 | 3 | 2 | 70 |
| 31. | SC31 | 3 | 3 | 2 | 2 | 2 | 60 |
| 32. | SC32 | 3 | 2 | 2 | 2 | 1 | 50 |

**DAFTAR NILAI POST-TEST SISWA (XI IPA 4)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Siswa | Content | Organiza  tion | Grammar | Vocabul  ary | Mechani  cs | Score |
| 1. | SE1 | 3 | 4 | 3 | 3 | 2 | 75 |
| 2. | SE2 | 4 | 4 | 3 | 3 | 3 | 85 |
| 3. | SE3 | 3 | 3 | 2 | 3 | 3 | 70 |
| 4. | SE4 | 3 | 3 | 3 | 3 | 2 | 70 |
| 5. | SE5 | 4 | 4 | 3 | 4 | 3 | 90 |
| 6. | SE6 | 4 | 3 | 3 | 3 | 3 | 85 |
| 7. | SE7 | 4 | 3 | 3 | 3 | 2 | 75 |
| 8. | SE8 | 4 | 4 | 3 | 4 | 3 | 90 |
| 9. | SE9 | 4 | 4 | 3 | 3 | 3 | 85 |
| 10. | SE10 | 4 | 4 | 3 | 3 | 3 | 90 |
| 11. | SE11 | 3 | 4 | 3 | 3 | 2 | 75 |
| 12. | SE12 | 4 | 4 | 4 | 4 | 4 | 100 |
| 13. | SE13 | 4 | 4 | 3 | 3 | 2 | 80 |
| 14. | SE14 | 4 | 4 | 3 | 4 | 3 | 90 |
| 15. | SE15 | 4 | 4 | 3 | 3 | 2 | 80 |
| 16. | SE16 | 4 | 4 | 3 | 4 | 4 | 95 |
| 17. | SE17 | 4 | 4 | 3 | 3 | 3 | 85 |
| 18. | SE18 | 4 | 3 | 3 | 3 | 3 | 80 |
| 19. | SE19 | 4 | 4 | 4 | 4 | 3 | 95 |
| 20. | SE20 | 4 | 3 | 3 | 3 | 3 | 80 |
| 21. | SE21 | 4 | 4 | 3 | 3 | 3 | 85 |
| 22. | SE22 | 4 | 4 | 4 | 4 | 4 | 100 |
| 23. | SE23 | 4 | 4 | 3 | 4 | 3 | 90 |
| 24. | SE24 | 4 | 4 | 3 | 3 | 3 | 85 |
| 25. | SE25 | 4 | 3 | 3 | 3 | 3 | 80 |
| 26. | SE26 | 4 | 4 | 3 | 4 | 3 | 90 |
| 27. | SE27 | 4 | 4 | 4 | 4 | 3 | 95 |
| 28. | SE28 | 3 | 3 | 3 | 3 | 3 | 75 |
| 29. | SE29 | 4 | 4 | 4 | 4 | 3 | 95 |
| 30. | SE30 | 4 | 4 | 3 | 3 | 3 | 85 |
| 31. | SE31 | 3 | 3 | 3 | 3 | 3 | 75 |
| 32. | SE32 | 4 | 4 | 3 | 4 | 3 | 90 |

**DAFTAR NILAI POST-TEST SISWA (XI IPS 1)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Siswa | Content | Organiza  tion | Grammar | Vocabul  ary | Mechani  cs | Score |
| 1. | SC1 | 3 | 3 | 2 | 3 | 2 | 65 |
| 2. | SC2 | 4 | 3 | 3 | 3 | 2 | 75 |
| 3. | SC3 | 3 | 3 | 3 | 3 | 2 | 70 |
| 4. | SC4 | 3 | 3 | 3 | 3 | 2 | 70 |
| 5. | SC5 | 3 | 3 | 2 | 3 | 2 | 65 |
| 6. | SC6 | 4 | 4 | 3 | 3 | 3 | 85 |
| 7. | SC7 | 3 | 3 | 3 | 3 | 2 | 70 |
| 8. | SC8 | 4 | 4 | 3 | 3 | 3 | 85 |
| 9. | SC9 | 4 | 4 | 4 | 4 | 3 | 95 |
| 10. | SC10 | 3 | 3 | 3 | 3 | 2 | 70 |
| 11. | SC11 | 4 | 4 | 3 | 4 | 3 | 90 |
| 12. | SC12 | 4 | 3 | 3 | 3 | 2 | 75 |
| 13. | SC13 | 4 | 4 | 3 | 3 | 3 | 85 |
| 14. | SC14 | 4 | 4 | 3 | 3 | 2 | 80 |
| 15. | SC15 | 4 | 4 | 3 | 3 | 3 | 85 |
| 16. | SC16 | 4 | 4 | 2 | 3 | 3 | 80 |
| 17. | SC17 | 4 | 4 | 3 | 3 | 2 | 80 |
| 18. | SC18 | 4 | 4 | 3 | 4 | 3 | 90 |
| 19. | SC19 | 4 | 3 | 3 | 4 | 3 | 85 |
| 20. | SC20 | 4 | 3 | 3 | 3 | 2 | 75 |
| 21. | SC21 | 4 | 3 | 3 | 3 | 3 | 80 |
| 22. | SC22 | 4 | 4 | 4 | 4 | 3 | 95 |
| 23. | SC23 | 3 | 4 | 3 | 3 | 2 | 70 |
| 24. | SC24 | 4 | 4 | 3 | 4 | 3 | 90 |
| 25. | SC25 | 4 | 3 | 3 | 3 | 3 | 80 |
| 26. | SC26 | 3 | 3 | 3 | 3 | 3 | 75 |
| 27. | SC27 | 4 | 4 | 4 | 4 | 3 | 95 |
| 28. | SC28 | 4 | 4 | 3 | 3 | 3 | 85 |
| 29. | SC29 | 3 | 4 | 3 | 3 | 3 | 80 |
| 30. | SC30 | 4 | 4 | 3 | 4 | 3 | 90 |
| 31. | SC31 | 4 | 3 | 3 | 3 | 3 | 80 |
| 32 | SC32 | 3 | 4 | 3 | 3 | 2 | 75 |

**Appendix 8 Questionnaire**

**KUESIONER PENELITIAN**

Kuesioner ini bertujuan untuk memperoleh data berkaitan dengan persepsi siswa terhadap penggunaan strategi *Collaborative Writing* untuk mengembangkan kemampuan siswa dalam menulis *Descriptive text* di SMA Al-Irsyad Kota Tegal.

**Jawablah pertanyaan dibawah ini yang sesuai dengan diri anda!**

Name :

Class :

Silahkan beri tanda (✓) pada setiap tingkat persetujuan yang mewakili pendapat anda terhadap setiap pernyataan yang tersedia.

1. Sangat Tidak Setuju (STS) 2. Tidak Setuju (TS)

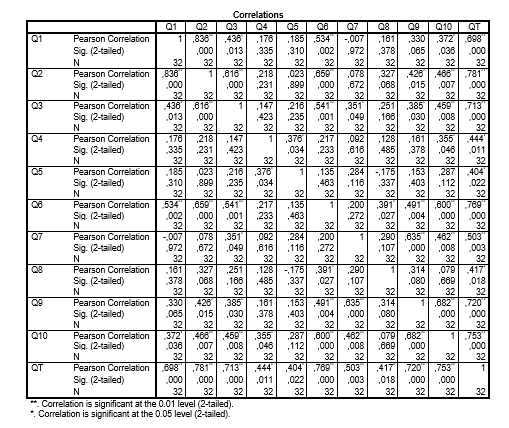
3. Netral (N) 4. Setuju (S)

5. Sangat Setuju (SS)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Pertanyaan | STS | TS | N | S | SS |
| 1. | Belajar menggunakan *collaborative writing* merupakan pengalaman berharga bagi saya. |  |  |  |  |  |
| 2. | Saya lebih suka belajar dalam kelompok dari pada belajar sendiri setelah menulis menggunakan strategi *collaborative writing*. |  |  |  |  |  |
| 3. | *Collaborative writing* meningkatkan kreativitas saya dalam menulis. |  |  |  |  |  |
| 4. | Dengan *collaborative writing* saya dapat berdiskusi dengan teman secara aktif. |  |  |  |  |  |
| 5. | *Collaborative writing* menjadi startegi pembelajaran yang menyenangkan untuk di ikuti. |  |  |  |  |  |
| 6. | Dengan menggunakan *collaborative writing* membuat saya lebih mudah dalam menyampaikan ide. |  |  |  |  |  |
| 7. | Saya menikmati penggunaan c*ollaborative writing* sebagai strategi pembelajaran dalam kelas. |  |  |  |  |  |
| 8. | Saya percaya bahwa *collaborative writing* adalah strtegi pembelajaran yang efektif untuk menulis teks deskriptif. |  |  |  |  |  |
| 9. | Mengerjakan dengan kelompok membantu saya menyelesaikan tugas lebih cepat. |  |  |  |  |  |
| 10. | Strategi *collaborative writing* membuat saya lebih banyak memperoleh kosa kata baru. |  |  |  |  |  |

*Van, Cong Hoang Truong Tran, Thi Thanh Mai (2023) EFL Students’ Perceptions Toward the Use of Collaborative Writing. International Journal of TESOL & Education, 3(3), 57-77.* [*https://doi.org/10.54855/ijte.23334*](https://doi.org/10.54855/ijte.23334)

**Appendix 9 Validity Questionnaire**

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**Appendix 10 Reliability Questionnaire**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| ,824 | 10 |

**Appendix 11 Documentations**

**Experimental Class**

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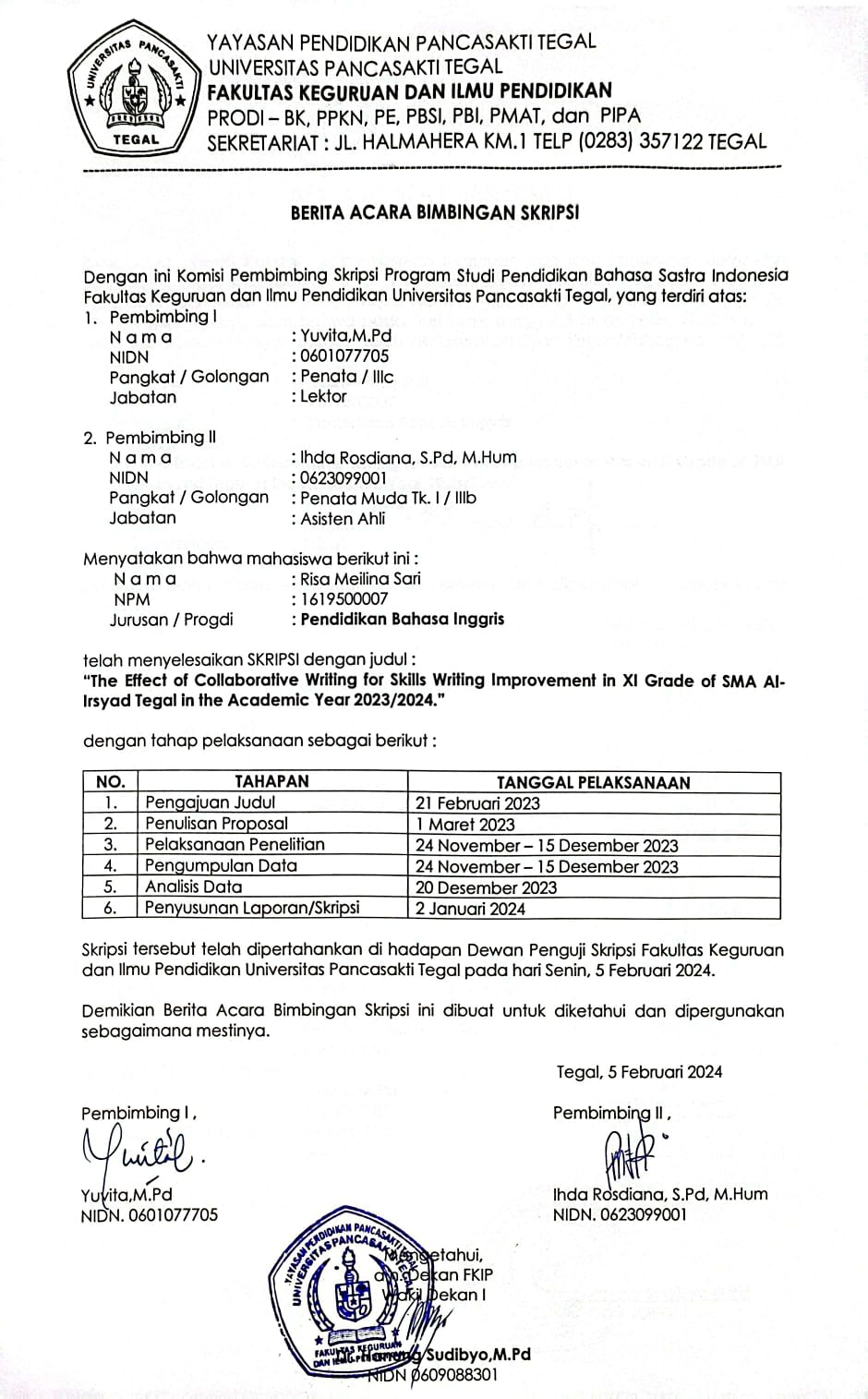
**Control Class**

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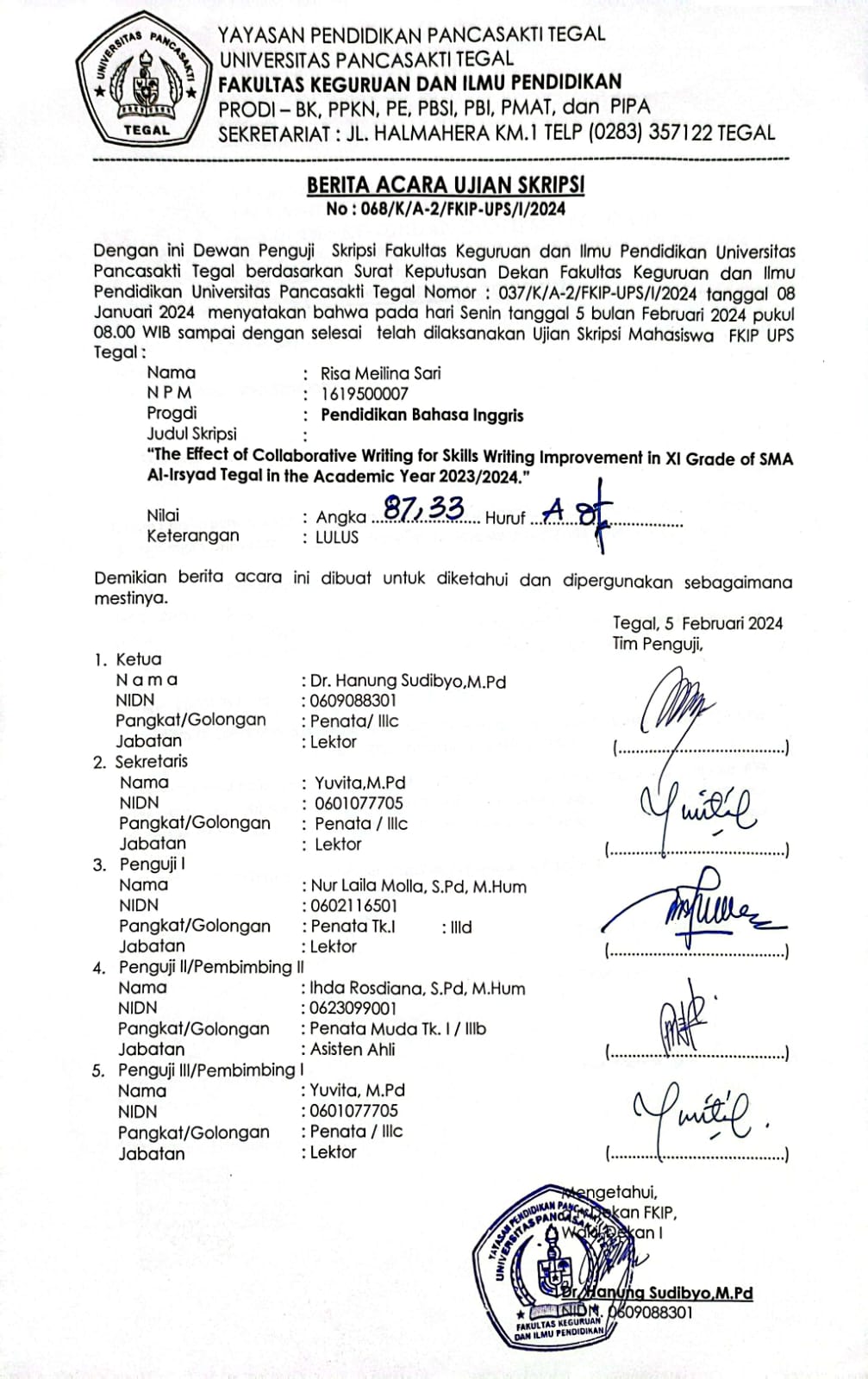
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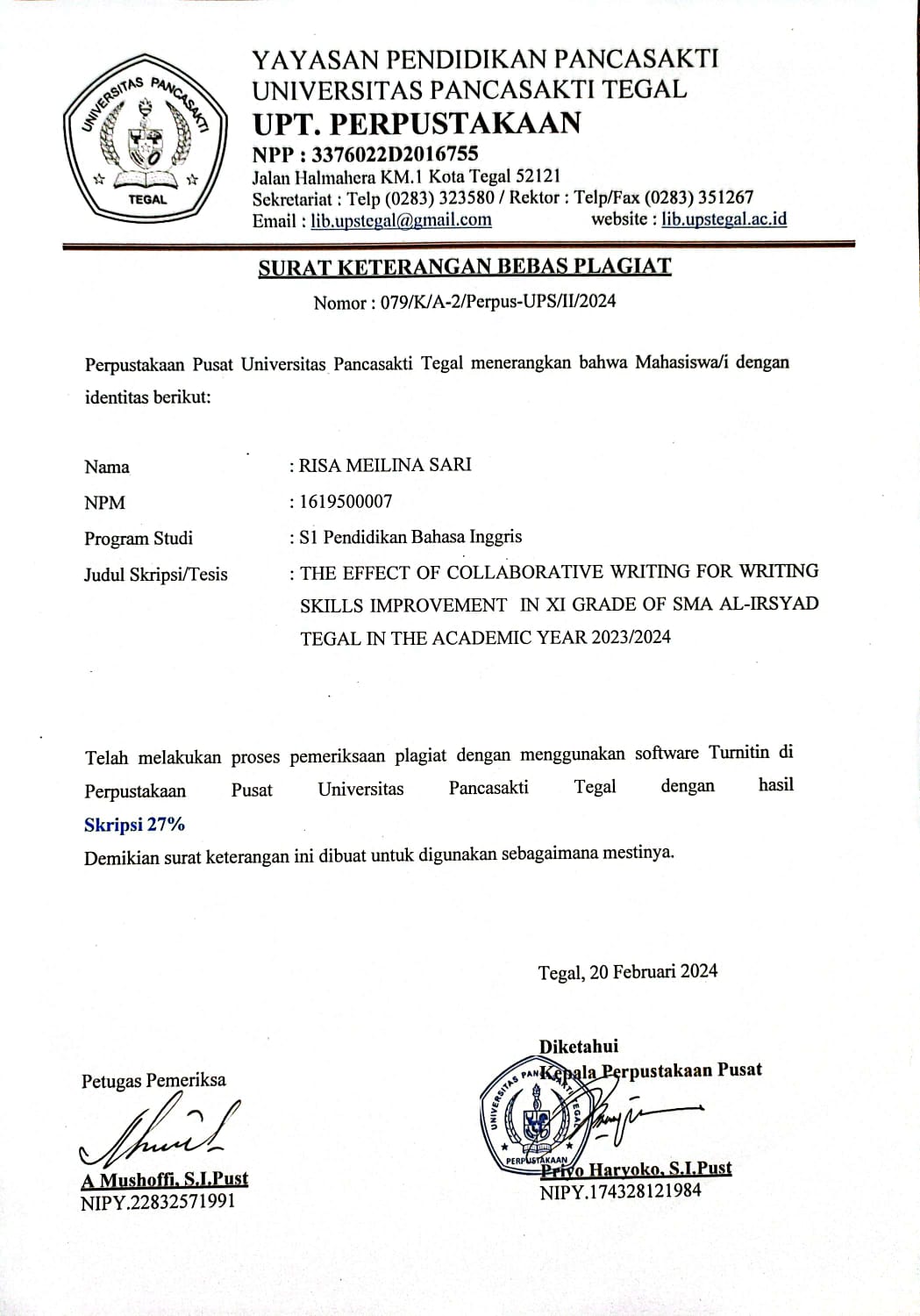
**Appendix 12 Berita Bimbingan**

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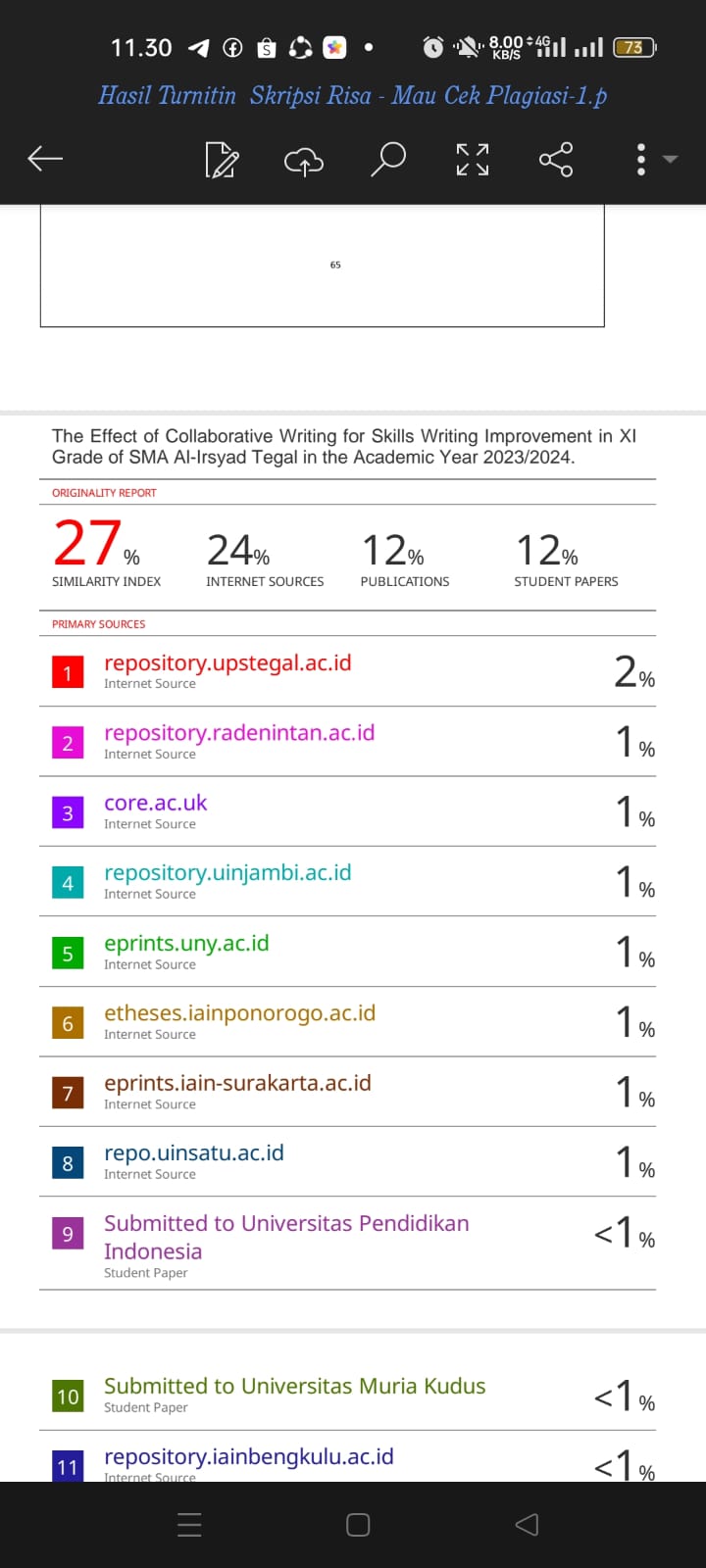
**Appendix 13 Berita Ujian Skripsi**

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**Appendix 14 Similarity**

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**Appendix 16 Similarity**

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