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The Effect of Collaborative-Learning Strategy on Students Ability to Write Narrative Essay

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A B S T R A C T

This article explores the effect of collaborative learning strategies on students' narrative writing. A quasi-experimental study involving two groups showed that the experimental group (m=0.5), demonstrated a noteworthy enhancement on their writing abilities in contrast to the control group. This suggests that collaborative learning strategies enhance writing abilities and increase active participation in learning. The study emphasizes the importance of innovative and interactive learning strategies, especially in language teaching, for optimizing students' narrative writing abilities. A test was employed as the study's instrument. The experimental class's average pre-test scores were 72.42, whereas the control groups were 65.67. Following therapy, the average scores of experimental class's roses to 86.13, while the control class's average was 79.33. The result revealed that the p-value (.000) is less than 0.05. The alternative hypothesis (Ha) uses statistical analysis with SPSS and t-test, shows a significant increase in narrative knowledge in the experimental group.

Keywords: *Collaborative Learning, Narrative Essay, Strategy, The Effect*

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INTRODUCTION

Listening, reading, speaking, and writing are the four essential language skills taught in English classes. Writing talents are particular characteristics that allow authors to express their thoughts in meaningful ways and cognitively connect with communications. Writing is a social instrument that facilitates interpersonal communication. The process of social interaction involves the creation of social relationships, modification of the writer's social presence, a generation of shared meaning, and culminating in social action. Composing words through writing allows people to communicate their ideas, opinions, and thoughts. Writing can be used as a communication tool in readable form. Writing can develop students' critical thinking (Rizki et al., 2020).Among other reasons, writing skills are difficult because they require increased focus and adherence to a number of step-by-step criteria, including grammar, word-choice, coherence, and correlation. To ensure that readers understand the information they write, students must select the appropriate words to convey meaning. Each paragraph's content, the primary idea, and the researcher's reasoning must all make sense (Amna Saleem et al., 2021).

To be more precise, in academic writing classes, teachers and researchers frequently used cooperative and collaborative learning activities to help students explore and write an outline in order to support one other's writing (Pham, 2021). One of the key competencies in teaching English is writing (A. R. Sa'adah, 2020). Genre-focused writing skills are those types of writing that concentrate on the text and its structure. This perspective on writing skills demonstrates that students must consider the audience for their work, the best text pattern to

organize the writing's material, and the language they will use to communicate effectively (Keen, 2020). Writing also means composing letters with a pen or pencil, conveying thoughts or opinions, composing stories and explaining them. Therefore, writers will also be influenced by content, mood and context when writing. Writing is a process of creating words by which people expressing their thoughts, ideas, and opinions. Writing can be used as a communication tool in readable form. Writing can develop students' critical thinking (Rizki et al., 2020).

Collaborative writing is a model resulting from the development of the concept of collaborative learning. It can be concluded that the characteristics of collaborative learning are mutual sharing between teachers and learners in terms of both knowledge and authority in the classroom. The method by which two students or a group of students produce a piece of writing in which group members' cooperation and contributions are crucial is the fundamental component of collaborative writing. Consequently, the writing and interpersonal interactions between instructors and students will provide superior outcomes compared to previous times (Anggraini et al., 2020).Thus, the impact of explicitly teaching self-regulation techniques and collaboratively modelling text structure on the composition skills of younger English language learners (Teng, 2020). When student groups collaborate to uncover knowledge, significance, or solutions to develop their learning artifacts or products, collaborative learning often takes place. The idea underlying the collective working memory effect was that teaching EFL students process-genre writing techniques in a group environment may enhance writing output, lessen cognitive burden, and boost instructional effectiveness (Jiang & Kalyuga, 2022). Collaborative learning activities include group projects, conversations, team studies, and other activities.

Collaborative learning (CL), a collection of teaching strategies, encourages students to collaborate in pairs or teams (two to five people) to maximize their own and each other's learning (Le et al., 2018). Peers or bigger groups can engage in collaborative learning. Peer learning, sometimes referred to as peer instruction, is a kind of cooperative learning in which students work together in pairs or small groups to investigate ideas or solve issues. When compared to studying in general or alone, researchers have found that using collaborative learning approaches can improve students' capacity to engage with their friends in class and groups. Students must actively explore material linked to the learning subjects in their groups during this collaborative learning experience. Not only must students participate actively in group projects, but they will also be expected to take charge of their own study groups (Sekarinasih, 2022).

The writing process can be enhanced through collaborative learning methods. Group work, peer review, brainstorming sessions, shared writing activities, role assignments, reflection and discussion, scaffolded tasks, peer editing workshops, and a teacher guide can all help create a deeper comprehension of the writing process. By dividing students into small groups, they can discuss ideas, share perspectives, and plan before individually drafting. This collaborative approach fosters creativity, encourages diverse perspectives, and helps students understand the various elements involved in crafting a piece. Additionally, the teacher guide provides guidance and support; ensuring students understand objectives, monitor group dynamics, and offer assistance as needed. Overall, these methods foster a culture of collaboration and communication, ultimately improving students' writing skills (Lingard, 2021).

One of the most important abilities that students need to master in foreign languages is writing. that approaches to teaching writing in ESL and other foreign languages are combined with another skills especially when speaking and listening (Maulidah & Aziz,

2020). Enhancing students' proficiency and skills in a specific area, such as writing a narrative text, through effective educational methods and strategies. Improving refers to the process of making something better or more satisfactory by enhancing its quality, performance, or condition. It involves positive changes, developments, or advancements that result in a higher standard or a more desirable state compared to the previous condition (Thirakunkovit & Boonyaprakob, 2022).Improvement can be seen in various aspects, such as skills, efficiency, effectiveness, or overall well-being. Writing scientific articles can be enhanced by collaborative learning because students who participate in this type of learning are highly engaged, driven, and inspired to solve problems in groups. They can also engage in competitive competition and inspire other students to reach the highest possible learning objectives (Hasanuddin et al., 2019).

Another genre that is easily able to coexist with one or more other genres and maintain its dominance is narrative. In general, a narrative text is any text that uses paragraphs to tell a story—such as a folktale, fable, or legend (Sari & Susiani, 2021)A text that aims to amuse the reader or listener through fictional or not, experiences is another definition of a narrative text. In addition to serving an intended function, it addresses troubling or uncommon situations. Therefore, narrative texts can be used for many purposes, such as history, novels, short stories, biographies, etc. A narrative text is a story that entertains or informs readers through real or imagined experiences. They often work on problems that lead to the top and turn them into solutions.

Story, a plot, and conflict are important elements in a narrative, which determine the quality of the story. The narrative structure is a framework that outlines the sequence and way the narrative is presented to readers, listeners or viewers. It is divided into three parts: setting, conflict, and resolution. A narrative can be a process of feeling a story through the description of events, particularly those found in novel, fable, mythology, etc. In this way, narrative describes an event that occurred in the past. The past tense is typically the one that is employed in storytelling (Dhillon et al., 2020). The setting introduces the main characters and their basic situations, with a focus on their backgrounds and personalities. Conflict begins when an inciting event triggers major changes in the lives of the characters, known as a character arc. Resolution occurs when the problem has escalated, forcing the characters to face it, until it leads to the end. The steps for composing a narrative text include orientation, complication, and sequence of events, resolution, and coda (Nawabi et al., 2021).

METHOD

In this study, the researcher uses quantitative research approach. The number of quantifiable or numerical data that are gathered throughout the research is referred to as "quantitative" data, commonly using software like Excel, Access, SPSS, Python, SAS, JMP, R, or Stata (Mohajan, 2020). This study looked at the possible effects of a collaborative learning strategy on students' capacity for growth using a quasi-experimental methodology. A subclass of non-trials known as quasi-experiments make an effort to resemble real, randomized experiments in terms of rigor and experimental design, but they do not employ random assignment. In quasi-experimental research, a comparison group may be used even when an actual control group is not required. A comparison group is an additional experimental group that receives an alternative experimental treatment (Rogers & Révész, 2019).

Population and Samples

The population is the total number of people to whom a study's findings apply. A group of individuals possesses one characteristic that distinguishes them from other groups. The populations of this study were students of class X MA Darul Ulum Palangkaraya and the class consisted of 24 and 27 students. Since the population is less than 100, the sample of the study takes all the population. Therefore, the study is called the research population. The sample for this study is class X-A and X-B MA Darul Ulum Palangkaraya.

Instruments

A test was employed as the study's instrument. A research instrument is a device that collects, measures, and assesses data relevant to research goals. These questions and answers from the narrative text will be used in the test to assess the candidate's understanding of narratives. A research instrument is a device that collects, measures, and assesses data relevant to research goals. The purpose of the post-test is to evaluate the students' performance following their study of narrative text material using the Collaborative Learning Strategy. The test assigns the students to write a narrative text. They are asked to select one of these genres: fairy tales, myth, legend, mysteries, or personal experiences. They should write a narrative text about 200 words.

Procedures

This study takes multiple approaches to determine how collaborative learning improves the students' narrative writing skills: To identify the experimental and control class, the researcher administered a pre-test during the first week of study. The pre-test is in the form of writing a narrative text of at least 200 words with several genre choices, namely: fairy tales, myth, legend, mysteries, or personal experiences. So, it made conclusions that Class XA became the experimental class because the student in that class has higher score in pre-test than class XB. And class XB became the control class. In the next week (Week 2-5), the steps are to provide treatment in the form of a collaborative-learning strategy. The researcher dividing students in experimental class into 4 group containing 6 students. While in control the class was not divided into several groups, but still received similar learning modules. Then the researcher distributed the module containing the nature, characteristic, types of narrative text, and the task to do at the least of the modules. After that, the researcher asked all of the students about the answer of the task that they did together before. Once all the questions get answered, the researcher started a Team Group Tournament (TGT). The entire groups are participating into TGT with great enthusiasm. The researcher is giving 10 questions which answered quickly by the students. The questions focus on material previously studied in groups. The group that raises its hand first and is able to answer correctly gets points for its own group. The points that have been collected are then compared with each other to get a ranking and then a small prize is awarded. In the last week (Week 6), the researcher gave the post-test to check their achievement after learning narrative essay material through Collaborative Learning Strategy. The post-test assigns the students to write a narrative essay. They are asked to select one of these genres: fairy tales, myth, legend, mysteries, or personal experiences. They should write a narrative essay about 200 words.

Data analysis

The t-test was used as a statistical analytic approach to examine the results of the experiment and control groups' pre-test and post-tests. The analysts used the Kolmogorov-Smirnov test in SPSS Adaptation 26 to verify the data for normality and homogeneity before executing the test. In order to ensure that the data met the normal distribution assumption, a

normality test would be required if the score was higher than 0.05. However, if the scores were less than 0.05, it was determined that the data was not normally distributed. To calculate t-test data, follow these steps:

Launch the SPSS version 26 program first. Secondly, enter the data, making sure that the Variable View section contains the written names of the variables. Next, enter the information in the Data View area. Once completed, proceed to click Analyze > Descriptive Statistics > Frequencies. Third, add the dependent data to the section labelled Dependent List, and the other data to the section labelled Factor List. Click Plots, then checkbox Normality plots with test and Power Estimation in the fourth step. Then, click Continuous and then OK. Next, test homogeneity. Launch the SPSS Version 26 program first. Make sure the variable name is recorded in the Variable View part before entering the data, then input the data in the Data View area. Click Descriptive > Statistical Analysis > Frequency when you're finished. Thirdly, add information to the Factors List part and the Dependents List section for the dependent data. Click Plot in the fourth step and verify the Power Estimate. Click Continuous then OK. The final test is the t-test, Launch SPSS Version 26 program to get started. Make sure the variable to be analyzed is correctly named in the Variable View section before entering the data. Add the data into Data View area after this is finished. Once these procedures are finished, choosed Analyze > Compare Means > Independent Samples T Test to continue. In the Independent Samples T test dialogue, click the box next to the variable name. Move the variable to the List Variables box with the arrow, then type the name of another variable in the Grouping Variable-Define Groups box. To continue with the analysis, click Continuous and then OK.

FINDINGS AND DISCUSSION

This research was conducted individually. Finding out how collaborative learning strategies, impact students' ability to write narratives is the goal of this research. The study aims to assess the effects of collaborative learning techniques on writing quality and student engagement by conducting a comprehensive analysis of students' narrative writing performance before and after the implementation of these tactics. A popular statistical tool in educational research is SPSS, which may be used to examine how a variable change after receiving a certain treatment. The variation in the student learning outcomes is one of the variables that can be examined (Afifah et al., 2022).

The data acquired consists of values from the post-test and pre-test and is compared. Is there a noticeable change between the data from the pre-test and post-test? The T test is the procedure used to test for variations in value only between the means of two variables. The following analytical methods were applied in this study:

Normality Test

To determine the normality of the data are being tested, just simply read the Asymp value. signature. (2 tails). A decision making from the normality test results is as follows:

a. If the value of Asymp. signature. (2-tailed) > 0.05, it can be concluded that the data comes from a normally distributed population.
b. If the value of Asymp. signature. (2-tailed) < 0.05, it can be concluded that the data comes from a population that is not normally distributed.

Homogeneity Test

The purpose of this variance homogeneity test is to ascertain if the variance is consistent across all sample classes. To ascertain the outcomes of the data homogeneity test, just refer to the significance (Sig) value. Based on the homogeneity of variance test findings, the following choice was made:

a. If the significance value is > 0.05 then it can be concluded that the variances are significantly the same (homogeneous)
b. If the significance value is <0.05 then it can be concluded that the variances are significantly different (not homogeneous)

Independent T Test

In order to examine the differences in vocabulary findings for students who are not receiving therapy and students who are receiving treatment, the researcher in this study employed two samples in the independent t test technique of hypothesis testing. An independent t test is being used to determine the difference in the growing student ability scores between the experimental class and the control class. If there are differences in the hypothesis test results, it suggests that the Collaborative Learning Strategy affects students' ability to write narrative texts. The independent t test in this investigation is conducted using the SPSS 26 program. The research hypothesis is as follow:

a. Ha: Collaborative learning strategy gives effect on students' ability to write a narrative essay.
b. H^0: Collaborative learning strategy doesn't give effect on students' ability to write a narrative essay.

Examine how the independent and dependent variables are affected by one another. The effectiveness value of the size of the impact may be used to identify the factors assessing the influence of dependent variables.

Table 1. The Statistics of Experimental Class and Control Classes

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest Experimental	24	23	55	78	1738	72.42	1.20	5.89	34.69
Posttest Experimental	24	15	80	95	2067	86.13	.802	3.93	15.42
Pretest Control	27	25	50	75	1773	65.67	1.02	5.20	28.08
Posttest Control	27	13	75	88	2142	79.33	.413	2.15	4.61
Valid N (listwise)	24								

The performance of the experimental and control groups is displayed in the data above. On the pre-test, the experiment class average was 72.42. A minimum score of 55 and a maximum score of 78 were assigned for the pre-test. The average post-test score climbed to 86.13 after the collaborative learning approach was used; the lowest and the highest scores were, respectively, 80 and 95.

The control group, on the other hand, started with a pre-test average of 65.67, which varied between 50 and 75. Unlike the experimental class, the control group did not receive any additional learning tactics beyond the traditional teaching approaches provided in the teacher's handbook. Consequently, the post-test average for the control group was 79.33, with individual scores ranging from 75 to 88.

Table 2. Test Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental	.21	24	.01	.84	24	.01
Posttest Experimental	.15	24	.14	.92	24	.07
Pretest Control	.13	24	.20*	.95	24	.33
Posttest Control	.38	24	.01	.60	24	.001

Table 2 indicates that the experimental class and control classes for the pre-test and post-test data were determined to have a normally distributed distribution. The Kolmogorov-Smirnova and Shapiro-Wilk sig > 0.05 show this.

Table 3. Homogeneity Test of Variance

		Levene Statistic	df1	df2	Sig.
Pretest Experimental	Based on Mean	2.26	1	46	.14
	Based on Median	.83	1	46	.37
	Based on Median and with adjusted df	.83	1	35.38	.37
	Based on trimmed mean	1.67	1	46	.20
Pretest Control	Based on Mean	2.14	1	46	.15
	Based on Median	.07	1	46	.79
	Based on Median and with adjusted df	.07	1	27.28	.79
	Based on trimmed mean	.62	1	46	.43

Table 3 indicates that the sig. value based on Mean is.008, exceeding the significance level of 0.05, indicating that the data classes are homogenous. The researcher tested the hypothesis using the Independent Sample t-test after acquiring homogeneity and normalcy data. The following tables display the results of the independent sample t test:

Table 4. Independent Sample T test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Score	Equal variances assumed	11.61	.001	7.78	49	.00	6.79	.87	5.04	8.55
	Equal variances not assumed			7.53	34.69	.00	6.79	.90	4.96	8.62

The post-test sample produced a p-value, or Sig.(2-tailed), of.000, according to Table 4. Because the p-value (.000) is less than 0.05, this suggests that the findings accepted the alternative hypothesis and rejected the null hypothesis. In particular, collaborative learning greatly influences students' ability to construct narratives. By encouraging students to participate more actively in discussions, ask questions, and engage in an engaging learning process, collaborative learning goes beyond just a standard teaching strategy and has the ability to improve students' knowledge. There will be two courses for the students: the experiment class and control classes. A test consisting of pre-tests and post-tests in narrative (Write down a narrative text at least 200 words with multiple genre choices) was used as a

research instrument for data collection and was given to both groups. At first, the pre-test score averages of experimental class are 72.42 was low. But after using the collaborative learning approach and administering the post-test, their average score shot up to 86.13. This improvement indicates that, in comparison to the control class, the experimental class benefited more from the collaborative learning intervention. In particular, the control group scored 65.67 on average for the pre-test and 79.33 on average for the post-test. This contrast between collaborative learning and traditional instructional approach highlights how successful the former is in helping students become narrative writers.

CONCLUSIONS

The use of collaborative learning strategies on students' narrative writing skills was shown to be an effective medium for improving students' knowledge based on study findings. The outcomes of the experimental class support the idea that working collaboratively helps students become more proficient writers. The experimental class's pre-test mean score was 72.42 in the beginning. Their post-test mean score rose to 86.13 after intervention, confirming the alternative hypothesis (Ha). These results highlight how collaborative learning significantly improves students' writing skills. The study's conclusions show that implementing collaborative learning significantly improves students' writing skills. The experimental class, which used collaborative learning, improved significantly in writing when compared with the control class, which wasn't given this type of instruction. The experimental class's average post-test results showed significant gains, demonstrating the efficacy and efficiency of collaborative learning in enhancing writing acquisition. In order to examine the differences in vocabulary findings for students who are not receiving therapy and students who are receiving treatment, the researcher in this study employed two samples in the independent t test technique of hypothesis testing. To ascertain the difference between the experimental class and control class's developing student ability scores, an independent t test is being conducted. Should variations exist in the outcomes of the hypothesis test? it indicates that the Collaborative Learning Strategy impacts students' capacity to compose narrative texts. The SPSS 26 software is used in this study for the independent t test. The statistical analysis findings support the notion that teaching vocabulary through collaborative learning is a successful strategy. The independent sample test, normality, and homogeneity tests revealed a significant difference between the post-test findings for the experimental and control groups. Overall, these findings demonstrate how crucial it is to include cutting-edge teaching techniques, including collaborative learning, into language training. By using interactive and interesting materials in the curriculum, teachers may provide a more dynamic and productive learning environment that encourages student participation and supports language acquisition. Overall, these findings demonstrate the importance of innovative teaching methods in language instruction. Through the use of visually appealing and engaging materials in the curriculum, teachers may create a more active and productive learning environment that encourages student participation and accelerates language acquisition.

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