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Academic Year 2022–2023 Class X SMA Negeri 1 Dolok Merawan Promotion of Collaborative Learning To Enhance Students' Writing Skills

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ABSTRACT

The problem in this study is identifying how well class X students at SMA Negeri 1 Dolok Merawan will be able to write in the academic year 2022–2023 if collaborative learning is used. This study's aim was to assess how well collaborative learning improved the writing skills of class X students at SMA Negeri 1 Dolok Merawan for the academic year 2022–2023. This research uses the research and development method. This development product's validator is the research topic. A collaborative learning model for writing that is used in class X pupils at SMA Negeri 1 Dolok Merawan in the 2022–2023 school year is the topic of this research. the strategy for gathering data from studies using both test and non-test devices. The findings of this study show that the collaborative learning model is effective in improving the writing abilities of class X students at SMA Negeri 1 Dolok Merawan in the academic year 2022-2023.

Keywords: *Development, Learning Model, Writing*

1. INTRODUCTION

Even though printing is a part of language skills, learning to write does not receive specific emphasis. A person can explain things, ideas, events, and objects to others by writing them down. As a result, these skills must be made to learn in elementary schools. The reality of the situation shows that writing teaching is not being done properly. One of them is brought on by the quick development of technology, which has led to the displacing of writing activities with other entertainments and numerous modern technologies like print and electronic media. This is a function of parents' attitude, who mistreat their children because they are too busy working. This means that kids watch television more often, making it more difficult for them to develop productive. Their skill for reasoning will be lowered, and their ability to develop useful language skills will be hampered. One of them is the dearth of writing skills because schoolchildren are used to only listening and seeing video stories.

Based on preliminary findings in class X SMA Negeri 1 Dolok Merawan for the academic year 2022–2023, it was discovered that some pupils still had below-average writing skills. This is due to the fact that when given a writing project or other similar task, students find it difficult to convey their ideas. In general, they difficulty with figuring out the theme, joining together sentences, knowing language rules, and other things. Students deal with difficulties like these that make it difficult for them to present thoughts and ideas well and even make them reluctant to write.

For the academic year 2022–2023, there are several reasons for the class X students of SMA Negeri 1 Dolok Merawan's poor writing skills. First off, there is still a lot of student motivation in studying Indonesian, especially in terms of writing. Second, the learning period is not as productive. This is because a lot of pupils are still unsure of the ideas that will be handled into their writing.

2. LITERATURE REVIEW

According to Soekamto (in Trianto, 2012:22), the learning model is a conceptual framework that describes a standard process for arranging learning experiences to achieve particular goals. It acts as a planning tool for both students and learning designers on planning teaching and learning activities.

Srinivas (2012: 1), states that there are five approaches to collaborative learning, namely:

Learning requires challenges that allow students to actively engage with their groups, process, and synthesize information rather than just remembering and swallowing it raw. Learning is an active process in which students assimilate information and relate new knowledge to the framework of their prior knowledge:

1) Learning will develop well in a social environment where students interact;

2) If they receive a variety of data from various perspectives, students will greatly benefit from learning;

3) Students will benefit greatly from learning since they will be presented to a variety of information from different perspectives; and

4) In a collaborative learning environment, each student feels challenged, both socially and emotionally, because tWriting skill is one of four language skills, namely listening, speaking, reading, and writing skills.

Writing skill is a language skill that is used to communicate indirectly, not face to face with other people (Tarigan, 2015: 3). In addition, writing is a creative process of expressing ideas in the

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form of written language for purposes, example telling, convincing, or entertaining (Dalman, 2015: 3). Based on what is explained above, the writer agrees with both opinions that writing is a language skill which consists of activities to express one's thoughts, ideas, and feelings which are expressed in written language so that the writing can be used as a means of indirect communication.

3. RESEARCH METHOD

The research and development method utilized in this study. In order to collect data and also provide guidelines for their analysis of lessons and lessons, researchers used non-test instruments. In this study, following tools, questionnaires, and validation sheets were employed to collect data. Calculating the results of the questionnaire and the test of writing descriptive text is the technique used to analyze the information collected. According to Sugiyono (2015), the development research procedure is comprised of the following 10 steps, which have been summarized into the diagram.
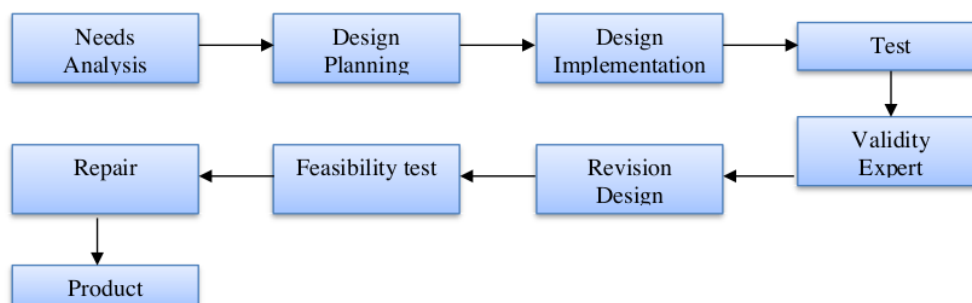

Figure 3.1 Development Research Procedure

The development research steps above depend on the situation to be encountered in a study. Of the ten steps of development, the researcher formulated three steps in this process. This is done because the development research conducted is only for one class and adjusts to the characteristics, and limitations of time, energy, and cost.

4. RESULTS

With an overall average score of 66.18, it can be determined from the pre-test results that students had to verify their knack for descriptive text that the lowest score students could achieve was 50 and the best was 75. The average score of 66.18 meets the essential conditions when used in accordance with the assessment criteria. Correspondingly, it can be said that class X students at SMA Negeri 1 Dolok Merawan have established proficiency in writing descriptive texts for the following school year 2022–2023. It was to the sufficient category before the development of the learning model. Determine the class interval of students' scores from the above table, where the highest score is 75.

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According to the post-test results, students' lowest and greatest scores for their ability to write descriptive text were 65 and 90, respectively, with an overall average score of 79.07 achieved. The average value of 79.07 falls under the good threshold when the assessment factors are taken into account. Consequently, it can be said that class X pupils at SMA Negeri 1 Dolok Merawan have displayed skill in writing descriptive texts for the upcoming academic year 2022–2023. The development of the collaborative approach to learning is positive. Finding the student grade array the highest score is 90 and the lowest is—from the above table happens next.

5. DISCUSSION

The average score for students' descriptive text writing abilities before the creation of a collaborative learning model is 66.18, according to the researchers' calculations. Consequently, it can be said that class X students at SMA Negeri 1 Dolok Merawan had sufficient descriptive text writing skills during the academic year 2022–2023 before the development of the collaborative learning model.

Furthermore, it shows that the students' average score on the capacity for descriptive texts is 79.07 after developing and executing a collaborative learning model. Consequently, for the academic year 2022–2023, class X students at SMA Negeri 1 Dolok Merawan had an average competence level in writing descriptive texts.

CONCLUSION

Based on the results of the study presented in the previous chapter, the conclusion that can be drawn is:

1. The method for creating a collaborative learning model to improve class X SMA Negeri 1 Dolok Merawan student' descriptive text writing skills for the academic year 2022-2023, specifically:

   1) Students should then be orientated,
   2) put into groups, given assignments,
   3) invited to collaborate,
   4) followed by having their collaborative learning evaluated and assessed.

2. The results of the validation of collaborative learning models' development in improving class X SMA Negeri 1 Dolok student' ability to write descriptive writings According Merawan for the academic year 2022–2023, the material feasibility aspect got a median validation score of 4.19 with a good category, guided by the presentation of the material, that also earned an average validation score of 4, and the language feasibility aspect, which received an average validation score of 4.2 with a good category. And hence, it can be concluded that the collaborative learning model may be employed to help class X students at SMA Negeri 1 Dolok advance their capacity

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to develop descriptive writings.

3. In the academic year 2022–2023, the class X students at SMA Negeri 1 Dolok Merawan might very well start writing more descriptive text messages as a result of the collaborative learning model, where initially the method used to create the model was in the attainment category and then increased to good after the collaborative learning development process to enhance writing skills.

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Model", International Journal of Interactive Mobile Technologies (iJIM), 2021
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