

**INVESTIGATING STUDENTS' COLLABORATIVE WRITING
PROCESS IN LEARNING A RECOUNT TEXT AT MTSN 8
BANYUWANGI**

THESIS



**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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JUNE, 2025**

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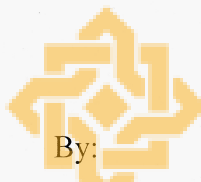


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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill requirement to get Bachelor's degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education



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THESIS


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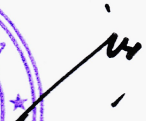

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MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning : “O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.” (QS. Al-Hujurat: 13)¹



¹ “Downloaded from Www.Holybooks.Com - <https://Www.Holybooks.Com/Download-the-Quran-in-English/>,” n.d.

DEDICATION

With respect and pleasure. I dedicate this thesis to:

1. To my beloved parents, Mrs. Endang Susilowati and Mr. Rozikin my greatest sources of strength. I am forever grateful for your endless love, prayers, sacrifices, and unwavering support. Mother, whose prayers never cease, whose sweat and fatigue are beyond measure, and whose love has been my light and strength in every step though you never sat on a college bench, you taught me the true meaning of knowledge, hard work, and sincerity. Father, a silent yet strong figure, whose presence is deeply felt through hard work, quiet prayers, and tireless effort your spirit has been the solid foundation of my journey. May this small achievement be a token of gratitude for all your sacrifices. May Allah reward every kindness of yours with His eternal paradise.
2. Mrs. Pariyah, my beloved Grandma, who lovingly took care of me, gave me invaluable care and love. Your prayers always flow into the strength of every step of my life. Thank you for all the sacrifices, attention, and affection that you never tire of giving.

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First of all, I would like to express my gratitude to Allah Swt, who has given me mercy, blessings and health to complete my final thesis. Additionally, the researcher acknowledges that this thesis could not have been completed without the assistance and guidance of several parties. I would like to extend my respectful thanks to the following people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as the Rector of UIN KHAS Jember.
2. Dr. H. Abdul Mu'is, S. Ag., M.Si as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this reaserch.
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5. Dr. Khoiriyah M. Pd as the Advisor of this undergraduate thesis who has guided, advised, supported, and motivated the writer to do this thesis.
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8. Sri Endah Zulaikahtul Kharimah, S.Ag., M.Pd as the principal of MTsN 8 Banyuwangi who has given permission to conduct this research.

9. All participants in this study who are willing to be involved in a series of learning activities through problem based learning and in-depth interview session.

The author acknowledges that this thesis is not yet perfect, both in terms of content and language. For the sake of improvement, the author welcomes any criticism and suggestions. It is hoped that this thesis will be useful for future researchers. May Allah reward all the kind and extraordinary efforts of those who assisted me in the completing my thesis

May Allah reward all the extraordinary efforts of those who supported me in completing my thesis.

Banyuwangi, 10th June 2025



Researcher

ABSTRACT

Yurike Findia Solikatun Nafiah, 2025: Investigating Students' Collaborative Writing Process in a Teaching Recount Text at MTsN 8 Banyuwangi

Keywords: *Collaborative writing, recount text, junior high school, teaching strategy, student collaboration, writing skills, motivation, classroom implementation, challenges, benefits.*

This study aims to investigate the implementation, challenges and benefits of collaborative writing process in learning recount texts at the Junior High School level, especially at MTsN 8 Banyuwangi. In the context of recent advancements in language learning, collaborative learning has been recognized as an effective strategy to enhance students' active participation, critical thinking, and communication skills in English. Collaborative writing offers an effective strategy to address these needs by engaging students actively in the writing process, thereby improving both writing proficiency and interpersonal skills.

This study is guided by three main research questions: (1) how is the collaborative writing process implemented during teaching recount texts; (2) what challenges are faced by students in executing collaborative writing; and (3) what benefits does this method provide to students' learning outcomes. The objectives of this research are to describe the implementation of collaborative process in learning recount text at junior high school level, analyze the challenges faced by students, and explore the benefits of collaborative in improving students' writing skills, cooperation, and learning motivation.

This study uses a descriptive qualitative approach and was conducted at MTsN 8 Banyuwangi, a junior high school located at Jl. Samiran Dusun Krajan II.7, Banyuwangi Regency, East Java, Indonesia. Data were collected from class VIIIC, consisting of 30 students and a teacher, through interviews, observations, and documentation. Data analysis was carried out using a thematic analysis model, which includes data reduction, data presentation, and iterative conclusion drawing to obtain an in-depth picture of the collaborative process and its influence on student learning motivation.

The results showed that the implementation of the collaborative process included the stages of brainstorming, drafting, editing, and revision, all of which were carried out actively and in a structured manner. The challenges encountered included low initial student motivation, limited time, and difficulties in guiding effectively. However, the implementation of collaboration indicate that the implementation of collaborative writing involves several systematic stages including brainstorming, drafting, editing, and revising, facilitated by group work that encourages interaction among students. Therefore, it is recommended that teacher design and manage collaborative writing activities systematically and develop supportive learning resources. Students are encouraged to continue improving their language and teamwork skills independently, while future researchers are advised to explore more effective strategies for overcoming challenges and assessing long-term impacts on student competence

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CHAPTER I

INTRODUCTION

The first chapter contains some aspects related to the topic of study. They are research context, research questions, research objectives, research significance, and definition of key term, and systematic discuss.

A. Background Of Research

In recent years, collaborative learning has become an important part of English language learning. It helps students work together to practice English and learn from each other. Research shows that collaborative environments encourage active participation, critical thinking, and improved communication skills among students.² Collaborative learning also fosters a supportive atmosphere where students feel more comfortable expressing themselves in English. According to Helmanda and Safura in *Engaging Strategies for Teaching English*, students in collaborative activities report greater motivation and enjoyment.³ This method also prepares students for real-world teamwork, where collaboration on written documents is common. Collaborative learning encourages deeper understanding, increases confidence, and enhances motivation through peer interaction.

Collaborative writing can be implemented in teaching writing as it allows students to share ideas, provide feedback, and work together to improve their writing skills. Writing is one of English language components

² Kyeong-Ouk Jeong, "Online Collaborative Language Learning for Enhancing Learner Motivation and Classroom Engagement," *International Journal of Contents* 15, no. 4 (2019): 89–96, <https://doi.org/10.5392/IJoC.2019.15.4.089>.

³ Cut Mawar Helmanda and Siti Safura, "ENGAGING STRATEGIES FOR TEACHING ENGLISH" 10, no. 1 (2024): 122–31.

that require working together with others to percuses well recount text. Collaborative writing is an important component in the process of creating a well-structured recount text in English.⁴ One of the reasons to take up collaborative writing is because it fosters a sense of community among students, encouraging them to share ideas. By working together, individuals can combine their strengths, ideas, and skills to produce more comprehensive and cohesive texts.⁵ This collaborative effort allows for the sharing of diverse perspectives, which helps to improve the overall quality of the recount.⁶ According to Vygotsky's Social Development Theory, social interaction plays an important role in cognitive development, and collaborative writing encourages this interaction.⁷ When students collaborate, they exchange ideas, correct mistakes, and refine the text. Input from others enriches vocabulary, sentence structure, and details not found in individual writing.

One of the reasons to do collaborative writing is because it fosters a sense of community among students, encouraging them to share ideas and learn from each other.⁸ When students work together on a writing project, they exchange ideas and perspectives, encouraging active participation. Each member contributes to create a cohesive work, and peer feedback helps

⁴ D Afifah, "Collaborative Writing Technique Effect on The Students' Writing Achievement," *LangEdu Journal*, January, no. 2016 (2020), <https://core.ac.uk/download/pdf/287229399.pdf>.

⁵ Oleh : Muhammad and Ichsan Thaib, "Essensialisme Dalam Perspektif Filsafat Pendidikan Islam," 2015.

⁶ Minh Trung Le, "The Effects of Collaborative Writing to Learners' Text in Terms of Writing Accuracy from Sociocultural Theory Perspective," *International Journal of TESOL & Education* 2, no. 1 (2021): 54–62, <https://doi.org/10.54855/ijte2202014>.

⁷ Lev Vygotsky, "Vygotsky 's Social Development Theory," no. 1978 (1980).

⁸ Novela Nur Afrezah et al., "Students' Writing Skills through Collaborative Writing and the Tendency to Work in a Group," *Journal of Research in Instructional* 4, no. 1 (2024): 100–110, <https://doi.org/10.30862/jri.v4i1.318>.

identify and correct mistakes, improving writing quality. Collaboration also enhances communication skills, as students explain their thoughts and negotiate word choices. This process fosters creativity, strengthens social bonds, boosts motivation and confidence, and builds a sense of ownership over learning. Overall, collaborative writing improves writing skills, promotes teamwork, and supports a positive, inclusive learning environment.

By working together, students can combine their strengths, ideas, and skills to produce more cohesive and comprehensive texts. For example, one may excel in writing, while another is skilled in research or analysis. Collaboration allows them to complement each other, resulting in more structured and in-depth work. Collaborative writing allows participants to bring their knowledge together, ensuring that the final product reflects a variety of perspectives and insights.⁹ This collaborative process encourages constructive discussions where ideas are tested and developed, fostering critical thinking as members evaluate contributions before integrating them. The final text reflects both individual input and group synergy, resulting in a more engaging and informative piece. Collaborative writing also builds a sense of responsibility, as each member is accountable for the quality of the outcome. This approach is particularly effective in academic or professional settings, where diverse input is essential to address complex topics.¹⁰ Through

⁹ Wenying Wang and Chaorun Zhou, "Effective Strategies to Improve English Teaching," no. February (2017): 217–20, <https://doi.org/10.5220/0006447502170220>.

¹⁰ T Talib and Y L Cheung, "Collaborative Writing in Classroom Teaching: A Synthesis of Recent Research," *English Teacher* 46, No. 2 (2017): 43–57.

this collaboration, individuals learn to appreciate each other's roles and understand the importance of teamwork in achieving common goals.

When students collaborate, they can exchange ideas, correct each other's mistakes, and refine the text to make it more effective.¹¹ Exchanging ideas allows students to see different perspectives they may not have considered, enriching the content. By correcting each other's mistakes, they not only address grammar and spelling but also give constructive feedback on structure and flow. This mutual support encourages deeper engagement with the material and encourages students to approach their work critically.¹² This creates a supportive learning environment where students feel comfortable sharing and accepting criticism. Through this interaction, they refine the text to make it clearer and more effective in conveying their message. The collaborative process helps students build on each other's strengths, combining their skills to produce slick and cohesive work.¹³ This process encourages creativity, as brainstorming often leads to innovative ideas. Through group discussions, students practice articulating thoughts and justifying choices, improving writing and communication skills.

Collaborative writing helps students develop communication, teamwork, and critical thinking skills while building confidence in expressing ideas. Through group work, they discuss, negotiate, and reach compromises-

¹¹ Della Nur Azurra et al., "Perception of EFL Junior High School Students about Collaborative Writing" *Journal of Language Education* Vol. 10, No.2: October 2023 1-23

¹² Jawari Muslim and Galuh Nur Rohmah, "Improving Students' Writing Skills by Collaborative Writing for Xi Science 2 Students at SMA Negeri 4 Kediri," *Wiralodra English Journal* 6, No. 1 (2022): 13–23, <https://doi.org/10.31943/wej.v6i1.150>.

¹³ Yanti Rosalinah et al., "Teaching Retelling Texts through Brainstorming," *Journal of Language and Literature* 12, No. 1 (2020): 79–86.

mirroring real-world cooperation. This exchange of ideas and peer correction leads to more comprehensive and cohesive writing. Vygotsky's concept of a "proximal development zone" highlights how learners achieve more with guidance from peers, making collaborative writing a powerful tool for deeper learning.¹⁴ Collaboration fosters shared responsibility and motivation, encouraging students to put more effort into their work. It also enhances social skills as they learn to value diverse perspectives and adapt based on peer feedback. Research shows that collaborative writing improves both writing proficiency and interpersonal skills, resulting in more polished texts and a holistic learning experience. Integrating this method into the English curriculum helps maximize students' potential and prepares them for future challenges.

The 8th grade English curriculum in Indonesia includes various text types, including recount texts. This chapter trains students to write and speak about personal experiences in chronological order. Students learn to structure their texts clearly, following the stages of orientation, sequence of events, and reorientation. According to Emilia in Firmansyah (2011), teaching recount texts helps students not only in writing skills but also in critical thinking, as they must reflect on experiences and structure them into a coherent story.¹⁵ Through activities like reading sample texts, discussing personal experiences, and writing exercises, students learn to structure sentences and use

¹⁴ Vygotsky, "Vygotsky's Theory of Social Development."

¹⁵ Moh Firmansyah, "The Use of Dictogloss Techniques to Improve Students' Ability to Write First-Class Recount Texts at Smk Negeri 1 Tolitoli," *Moh Firmansyah* 5, No. 7 (2017): 12580–522.

appropriate vocabulary. This helps them develop skills in describing events or experiences they have had.

The English curriculum that discusses the texts of telling aims to develop students' ability to understand and write stories of past experiences in a systematic manner.¹⁶ In addition, in the recount text chapter, students are also given the opportunity to understand the proper use of tenses, especially past tenses, because these texts often tell events that have taken place. In this lesson, students also practice identifying the main idea, specific information, and sequence of events in the recount text.¹⁷ Through writing recount texts, students develop better communication skills for both academic and everyday use. This learning enhances their English proficiency while introducing them to systematic and engaging storytelling.

In the current learning context, collaborative writing can be applied using recount texts as the main focus. Recount text is a type of English text that retells past events in chronological order, commonly used to narrate personal experiences, historical events, or past activities. It encourages students to express ideas about past experiences and enhances their writing skills, particularly in using the past tense and organizing events coherently. Recount texts typically follow a structure: orientation (background information), events (main story), and reorientation (reflection or closing).

¹⁶ Rindang Widiningrum et al., "Empowerment of Writing Ability in English in Junior High School Students through Recount Text Writing," *Magistrorum Et Scholarium: Journal of Community Service* 3, No. 1 (2022): 51–64, <https://ejournal.uksw.edu/jms/article/view/7506/2337>.

¹⁷ Siswandi, "The English Learning Process at Pekanbaru State Junior High School, Riau Province," *Journal of Social Education, Science and Humanities* 4, No. 1 (2018): 395–412.

Teaching recount texts not only improves students' grammar and vocabulary but also develops storytelling skills, creativity, and logical thinking.

Educators implement engaging strategies to ensure students understand the learning process. Research conducted by Intan in Hikmatul (2019) shows that small group discussions are effective in improving the teaching of recount texts, careful attention is needed to ensure all students are actively involved and supported throughout the process.¹⁸ This activity encourages interaction and idea exchange, enriching the learning process. Providing clear guidance helps students understand language features like past tenses, time connectors, and descriptive details. Through this method, teachers create a dynamic environment that motivates students to write and share their experiences. Similarly, Dwi (2018) revealed that making the classroom atmosphere fun and interesting, as well as helping in understanding representational texts.¹⁹

Collaborative writing in recount texts serves as a valuable strategy to enhance individual writing skills while fostering teamwork and shared responsibility. Through collaboration, students learn to combine ideas and perspectives to create well-structured texts. This approach encourages active engagement among peers, which allows them to support each other in understanding and applying recount text features, such as the use of the past

¹⁸ Hikmatul Mahmudah, Moh Yamin, and Fatchul Mu, "The Use of Think-Pair-Share (TPS) in Teaching Recount Texts," *Lingua Education Jurnal* 1, No. 2 (2019): 115–21, <http://jtam.ulm.ac.id/index.php/gej/article/view/295>.

¹⁹ Dwi Wahyu Setyorini, "Implementation of Project-Based Learning in Teaching Writing Recount Text to Eighth Grade Students of Khadijah 2 Junior High School Surabaya," *Defend* 7, No. 1 (2018): 18–29.

tense, and time conjunctions.²⁰ Collaborative writing enhances students' critical thinking and communication skills through brainstorming. It also fosters a sense of collective responsibility, motivating them to produce quality work as a team rather than relying on individual efforts.

By implementing collaborative writing, educators aim to address gaps identified in previous studies related to recount text writing.²¹ Many previous studies have focused on individual challenges faced by students, such as vocabulary limitations, grammatical errors, and difficulties in organizing ideas. However, this research often ignores the potential for collaborative learning in overcoming these challenges. Collaborative writing fills this void by providing a supportive environment where students can learn from each other's strengths and compensate for individual weaknesses.²² This encourages peer-to-peer learning, where students can provide feedback, clarify misunderstandings, and refine their work collectively. Through this process, it is expected that students will not only improve their ability to write recount texts effectively but also develop essential life skills, such as teamwork, accountability, and problem-solving.

Based on previous studies, teachers need innovative approaches to teaching recount texts to help students better understand and apply writing

²⁰ Intan Dwi Lestari, "The Implementation of Small Group Discussion in Teaching Writing Recount Text for the Tenth Grade Students of SMKN 1 Bendo," *English Teaching Journal: A Journal of English Literature, Language and Education* 7, no. 1 (2019): 20, <https://doi.org/10.25273/etj.v7i1.4546>.

²¹ Afifah, "Collaborative Writing Technique Effect on The Students' Writing Achievement."

²² Mardin Silalahi and Nelma Hartati Simamora, "The Effect of Collaborative Writing Technique on Students Writing Ability At the Eighth Grade of Smp Negeri 8 Pematangsiantar," *Bilingual: Jurnal Pendidikan Bahasa Inggris* 1, no. 2 (2019): 26–31, <https://doi.org/10.36985/jbl.v1i1.240>.

skills. This research focuses on the collaborative writing process in teaching recount texts at the junior high school level. In this process, students work in groups to produce writing together, which enhances their writing skills while fostering cooperation, communication, and problem-solving. The study was conducted at MTsN 8 Banyuwangi, where the researcher carried out initial observations and interviews with English teachers. The interviews revealed several challenges, including low student motivation, limited time to develop writing skills, and a lack of effective strategies to actively engage students. Teachers also noted that individual writing tasks often overwhelm students and reduce their confidence. To address these challenges, this study recommends the implementation of a collaborative writing process as a strategy to improve student engagement and learning outcomes.²³ Based on observation results, students showed varying levels of involvement in writing activities some participated actively, while others were more passive and needed encouragement. A collaborative approach allows students to share ideas, learn from one another, and receive direct feedback from peers and the teacher.

This approach is supported by social learning theory, which emphasizes the importance of interaction in the learning process. This study highlights how the collaborative writing process can be effectively applied in the teaching of recount texts. The study also aims to explore how this approach affects student motivation, writing skills, and engagement during

²³ Afrezah et al., "Students' Writing Skills through Collaborative Writing and the Tendency to Work in a Group."

the learning process. Through the application of this approach, this research is expected to provide new insights in developing more inclusive and effective teaching strategies, especially in the context of the Independent Learning curriculum. This research fills the gap in the literature regarding the application of the collaborative writing process at the junior high school level, especially in the teaching of recount texts. While previous research has addressed the effectiveness of group work in learning, few have specifically examined how collaborative processes affect the teaching of recount texts. Thus, this study offers a new perspective on the importance of collaboration in English learning, especially in teaching writing skills, especially recount texts.

Therefore, this study aims to determine the role of Investigating Students' Collaborative Writing Process in Learning a Recount Text at Junior High School Level at the junior high school level, especially MTsN 8 Banyuwangi. This study aims to explore how collaborative strategies support students in developing their writing skills, particularly in addressing challenges related to recount text structure, grammar and vocabulary usage, peer feedback, emotional engagement, and diverse student backgrounds. In addition, this study aims to identify how teacher can adjust collaborative teaching methods according to student needs to improve learning effectiveness. Through this research, it is hoped that it can provide insight into the contribution of the collaborative writing process in supporting student engagement, improving learning outcomes, and developing more effective

teaching practices at the junior high school level, especially MTsN 8 Banyuwangi.

B. Research Question

Based on the description of the background above, we can know the problem formulation in this study is as follows:

1. How is the implementation of the collaborative writing process in teaching recount texts at the junior high school level?
2. What are the challenges faced by students in implementing collaborative writing for recount texts at the junior high school level?
3. What are the benefits of using collaborative writing in learning recount texts to junior high school students?

C. Research Objectives

1. To describe the implementation of the collaborative writing process in teaching recount texts at the junior high school level.
2. To describe the challenges faced in applying collaborative writing for recount texts in junior high schools.
3. To explore the benefits of using collaborative writing in learning recount texts to junior high school students.

D. Significant Of Research

This research has several benefits for teacher, students and other researchers. The results of this study can be used in the language teaching and learning process, especially in teaching using technology. Specifically, the benefits of this research are as follows:

1. Theoritically

The research contributes to the existing body of knowledge by providing insights into the implementation, challenges, and benefits of collaborative writing in teaching recount texts at the junior high school level. It addresses gaps in current studies, particularly focusing on recount texts, and offers a framework for understanding collaborative writing in this specific educational context.

2. Practically

a. For Teacher

This research offers practical strategies for implementing collaborative writing effectively in the classroom. It helps teacher understand potential challenges and equips them with solutions to enhance the learning experience.

b. For Students

The study highlights how collaborative writing can improve students' writing skills, teamwork abilities, and motivation. By fostering a collaborative environment, students can develop critical thinking and engage more actively in the learning process.

c. For Researchers

The results of this study can be used as literature and sources of information about collaborative writing in teaching recount texts to junior high school students.

E. Definition of Keyterms

In order to make the readers get easier in understanding this study, the reasearcher will give the definition of some key terms that is important to be understood as following:

1. Collaborative writing

Collaborative writing is a process where two or more individuals work together to create a written text through shared decision-making. It involves stages like brainstorming, drafting, revising, and editing. Each member contributes ideas and feedback, resulting in a collective final product. This method is widely applied in educational and professional contexts.

2. Recount Text

A recount text is a type of writing that retells past events or experiences in chronological order. Its main purpose is to inform or entertain by giving a detailed account of what happened. It typically includes orientation, a sequence of events, and a reorientation. Recount texts are often used in education to help students express past experiences.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter reviews related literature, including relevant previous research and theoretical and conceptual framework.

A. Previous Study

The first previous research that has been conducted by Ulfiatul Latifah, Siti Maria Ulfa, and Iin Rachmawati in 2020 is titled "The effectiveness of using collaborative writing strategy for writing ability of senior high school students". The purpose of this study is to compare the effectiveness of collaborative writing strategies with conventional teaching methods on the writing skills of grade 10 students at MA Al-Ibrohimy. This study aims to determine whether collaborative writing can improve students' writing skills, especially in composing recount texts, and to assess its impact on student engagement and critical thinking. This study investigated the impact of collaborative writing strategies on the writing skills of tenth-grade students at MA Al-Ibrohimy Galis. The study found that students taught through collaborative writing techniques scored much higher in writing recount texts compared to those taught with conventional methods. By using quasi-experimental design and ANCOVA for statistical analysis, this study shows that collaborative writing not only improves writing skills but also increases students' engagement, confidence, and enjoyment in the writing process. These findings highlight the importance of integrating collaborative and

technological approaches in writing teaching to encourage better sharing of ideas and critical thinking.²⁴

The second previous research conducted by Della Nur Azurra, Abdul Kodir Al-Baekani, and Kelik Wachyudi in 2023 was titled "EFL Junior High School Students' Perception of Collaborative Writing". The purpose of this study is to explore the perception of EFL junior high school students about collaborative writing techniques. This study aims to understand how students view collaborative writing compared to individual writing, including the benefits and challenges they experience, to inform teaching strategies in writing teaching. This research is a compilation of studies focused on collaborative writing in EFL classrooms, highlighting the perspectives of students and teacher. The method used in this case study is a qualitative approach with case study design, such as performance improvement and writing motivation, in addition to issues such as differences of opinion among students. Overall, the study shows that while collaborative writing is beneficial, teacher must adapt their approach to meet students' needs and preferences. The main challenges faced by students in collaborative writing, according to the case study, include handling differences of opinion among group members. Four out of six students interviewed reported difficulties in managing different viewpoints, which makes decision-making in writing difficult. Teacher generally see the impact of collaborative writing on students' writing skills positively. They believe that collaborative writing improves

²⁴ Ulfiatul Latifah, Ulfa Maria Siti, and Iin Rachmawati, "The Effectiveness of Using Collaborative Writing Strategy for Writing Ability of Senior High School Students," *SELL Journal* 5, no. 2015 (2020): 1–18.

student performance, as it allows them to share information and understanding, leading to better mastery of English writing. Additionally, students tend to respond positively to collaborative writing strategies, preferring them to individual writing.²⁵

The third previous research that has been conducted by Desi Afifah in 2020 is titled "collaborative writing technique effect on the students' writing achievement". The purpose of this study is to investigate the effectiveness of Collaborative Writing Techniques (CWT) in improving English writing skills among junior high school students. Specifically, this study aims to assess how CWT affects students' writing achievement in recount texts and to determine whether this technique can improve students' overall motivation, creativity, and writing performance compared to conventional teaching methods. The experimental group using CWT showed a significant improvement in writing achievement compared to the control group using conventional methods, with post-test scores of 69.00 versus 62.78 respectively. The study concluded that CWT effectively improves students' overall motivation, creativity, and writing performance, which shows its application in educational settings to increase students' interest and achievement in writing.²⁶

The fourth previous research that has been conducted by Intan Dwi Lestari in 2019 with the title "The implementation of small group discussion in teaching writing recount text for the tenth grade students of SMKN 1

²⁵ Della Nur Azurra, Abdul Kodir Al-Baekani, Kelik Wachyudi "EFL Junior High School Students' Perception of Collaborative Writing" Jurnal Pendidikan Bahasa Vol. 10, No.2: Oktober 2023 578-584

²⁶ Afifah, "Collaborative Writing Technique Effect on The Students' Writing Achievement."

Bendo". The purpose of the research by Intan Dwi Lestari is to explore the use of the Small Group Discussion method in teaching writing recount texts for tenth grade students at SMKN 1 Bendo. This research aims to understand the application process, identify the advantages and disadvantages of this teaching method, and propose solutions to overcome the challenges faced by students. Through this exploration, this study seeks to assess the effectiveness of Small Group Discussions in improving student engagement, participation, and understanding in writing classes. Research by Intan Dwi Lestari investigated the use of Small Group Discussion as a teaching method for writing recount texts to tenth grade students at SMKN 1 Bendo. Using a descriptive qualitative approach, this study reveals that this method improves student understanding, participation, and engagement, while encouraging closer collaboration and relationships among students. Despite its advantages, there are challenges such as limited time, difficulty translating, and low motivation. The solution includes clear explanations, the use of dictionaries, and simplification of activities. The study concluded that Small Group Discussions are effective but require careful management to maximize their benefits.²⁷

The fifth previous research that has been conducted by Dwi Wahyu Setyorini in 2018 is entitled "The Implementation of Project Based Learning in Teaching Writing Recount Text to The Eighth Grade Students of SMP Khadijah 2 Surabaya". The purpose of this study is to describe the application of Project Based Learning (PBL) in teaching writing recount texts for eighth

²⁷ Lestari, "The Implementation of Small Group Discussion in Teaching Writing Recount Text for the Tenth Grade Students of SMKN 1 Bendo."

grade students at Khadijah 2 Junior High School Surabaya. This study aims to assess how PBL is applied, the improvement of students' writing skills, and their response to the method. This study discusses the application of Project Based Learning (PBL) in teaching writing recount texts for eighth grade students at Khadijah 2 Junior High School Surabaya. The research method carried out is qualitative descriptive research collected from three instruments: observation sheets, student assignments, and questionnaires. It highlights the effectiveness of PBL in improving students' writing skills, motivation, and collaboration through group projects on topics such as "Unforgettable Experiences at School" and "Unforgettable Birthdays." The study found that while students produce relevant content, there are areas for improvement in organization, vocabulary, and mechanics. Students responded positively to the PBL approach, finding it enjoyable and beneficial to understand the recount text. This study shows that PBL is an effective method for teaching writing and recommends its application to language skills and other text genres.²⁸

The similarities and differences between the current research and previous researches are as follows:

²⁸ Setyorini, "The Implementation of Project Based Learning in Teaching Writing Recount Text to the Eighth Grade Students of SMP Khadijah 2 Surabaya."

Table of 2.1
Differences and similarities between current research and previous research

No.	Author and Tittle	Similarities	Differences
1	Ulfiatul Latifah, Siti Maria Ulfa, and Iin Rachmawati, 2020 <i>“The effectiveness of using collaborative writing Strategy for writing ability of senior high school students”</i>	a. Both studies used collaborative writing strategies as the main method to improve students' writing skills. b. Both discussed the improvement of students' writing skills in composing recount texts.	a. Previous research focused on tenth-grade students (SMA/MA level) at MA Al-Ibrohimy, while this study focuses on eighth-grade students (SMP level) at MTsN 8 Banyuwangi. b. The previous study used a quasi-experimental design to compare the effectiveness of collaborative writing strategies with conventional methods, focusing on students' writing scores and engagement. In contrast, the current study adopts a descriptive qualitative approach to explore the collaborative writing process in depth, highlighting how students work together through various stages and how it influences their motivation and participation in learning recount texts..
2	Della Nur Azurra, Abdul Kodir Al-Baekani, and Kelik Wachyudi, 2023	a. Both focus on collaborative writing b. Both use	a. Previous research did not use recount texts, while this study use recount text.

	<i>“EFL Junior High School Students' Perception of Collaborative Writing”</i>	qualitative research	b. Previous studies involved EFL students in general at the junior high school level, focusing on their perceptions and experiences in collaborative writing. While this study emphasizes more on the application of the collaborative writing process directly in the classroom, especially in learning recount text.
3	Desi Afifah, 2020 <i>“collaborative writing technique effect on the students' writing achievement”</i>	<p>a. Both studies highlighted how collaborative writing techniques affect students' writing skills, especially in the context of recount texts,</p> <p>b. Both studies focused on junior high school students as research subjects.</p>	<p>a. Previous studies used quantitative methods by comparing experimental and control groups to assess the impact of collaborative writing technique (CWT) through measuring test scores. While in this study using qualitative descriptive methods to describe in depth the collaborative process that occurs in the classroom.</p> <p>b. The focus of previous studies was on the final results or achievements of students' writing, such as increased scores, motivation, and creativity. Meanwhile, this study emphasizes more on the stages of the collaborative</p>

			writing process, including how students interact and participate in collaborative writing activities in class.
4	Intan Dwi Lestari, 2019 <i>"The implementation of small group discussion in teaching writing recount text for the tenth grade students of SMKN 1 Bendo"</i>	<p>a. Both studies addressed the method of teaching recount texts to improve students' writing skills,</p> <p>b. Both used a collaborative approach in teaching. Both studies used a qualitative approach.</p>	<p>a. Previous research Involved tenth grade students at SMKN 1 Bendo (equivalent to SMA/SMK level) while this study focuses on eighth-grade students (SMP level) at MTsN 8 Banyuwangi</p> <p>b. Although both use a qualitative descriptive approach, previous studies have focused on the advantages and challenges of small group discussions as a learning method, while this study highlights the stages of the collaborative writing process and how student collaboration influences their motivation and participation in writing learning.</p>
5	Dwi Wahyu Setyorini, 2018 <i>"The Implementation of Project Based Learning in Teaching Writing Recount Text to The Eighth Grade Students of SMP Khadijah 2 Surabaya"</i>	<p>a. Both studies addressed teaching strategies for recount texts to improve students' writing skills,</p> <p>b. Both studies focused on junior high school students, Both studies used a</p>	<p>a. Previous research used Project Based Learning (PBL) as an approach in teaching recount text through group projects, while this research uses collaborative writing to explore how students work together in the</p>

		qualitative approach.	<p>process of writing recount text directly in the classroom.</p> <p>b. Although both use a qualitative descriptive approach, previous studies have focused more on project results and students' responses to the PBL method, while this study focuses on the stages of the collaborative process, such as brainstorming, drafting, and revising, and their impact on students' motivation and participation in writing learning.</p>
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From the comparison of the five studies above, the use of collaborative writing strategies highlights both similarities and differences in their approaches and outcomes. Most studies focus on improving students' writing skills through innovative teaching methods, such as collaborative writing, small group discussions, or Project-Based Learning (PBL). These studies also share a common emphasis on engaging students and enhancing their motivation and critical thinking. However, differences emerge in their methodologies and specific focuses. For example, Ulfiatul Latifah et al. (2020) used a quasi-experimental design with ANCOVA to evaluate the effectiveness of collaborative writing, while Della Nur Azurra et al. (2023) employed a qualitative case study to explore students' perceptions. Similarly, Desi Afifah

(2020) emphasized quantitative comparisons of test scores, and Intan Dwi Lestari (2019) adopted a descriptive qualitative approach focusing on small group discussions. In contrast, Dwi Wahyu Setyorini (2018) implemented PBL and analyzed its impact qualitatively through observations and questionnaires. These variations reflect the diverse contexts and methods used to study writing instruction.

This study aims to analyze the collaborative writing process step by step, examining its impact on students' writing skills, engagement, and critical thinking. Using a qualitative descriptive approach, my research investigates the dynamics of group collaboration, the role of peer feedback, and the challenges faced by students in managing different opinions during the writing process.

B. Theoretical Framework

1. Concept of writing

a. Definition of writing

In a broad sense, writing is not just pouring words on paper, but in writing one must think such as determining a topic and then working on it and working on it again until the writing that has been designed is as expected.²⁹ Bullock stated that writing is the process of pouring out ideas or emotions to appreciate, entertain, and write down words and events. In addition, writing can be used to communicate with others.³⁰

Oshima and Hogue argue that writing is a progressive process. This

²⁹ Thomas S. Kane, "The Oxford Essential Guide to Writing," 2003, <http://books.google.com/books?id=dFUKAAAACAAJ&pgis=1>.

³⁰ Thomas S. Kane, "The Oxford Essential Guide to Writing," 2003,.

means that when students do writing activities, they are prepared to understand what they are going to write and how to write it.

Based on this explanation, writing can be understood as the process of conveying thoughts in the form of words or describing an event, which allows the writer to communicate with others. Writing activities require deep thinking, careful processing, and revision according to expectations, so that readers can enjoy and understand the results of the writing.

b. Writing process

Harmer (2001: 4-6) mentions several elements involved in the writing process, namely:³¹

1) Planning

Writers need to plan the content of their writing. Before they begin, they must have an idea of what they want to convey. In the planning process, the author must consider three main things. First, they need to think about the purpose of the writing, because this can affect the type of text that will be produced, the language used, and the information that will be included.

Second, the writer needs to think about who the intended audience is, because this will affect not only the format of the writing (such as the layout and arrangement of paragraphs), but also the choice of language used, whether formal or informal.

³¹ T. Hedge, "The Practice of English Language Teaching," *ELT Journal*, 2003, <https://doi.org/10.1093/elt/57.4.401>.

Third, writers should consider the structure of the content of their work, which is the best way to organize the facts, ideas, or arguments that have been chosen to be included.

2) Drafting

Harmer stated that the initial writing can be considered a draft. The first experiment with a text is usually done with the understanding that the draft will undergo changes in the future. As the writing process progresses to the editing stage, the writer can produce several drafts before reaching the final version.

3) Editing (reflecting and revising)

Once the writer has produced a draft, they will usually re-read what has been written. In this process, they often find parts that need to be revised, either because the information presented is not clear or because the way it is written is ambiguous or confusing. Authors often move paragraphs or add new information to enhance the draft.

More experienced writers need to understand the overall meaning of the structure of the writing before starting to pay attention to specific details, such as word choice or grammatical accuracy. The process of reflection and revision is often supported by other readers (editors) who provide comments or suggestions. Responses from readers will help the author in making more appropriate and effective revisions.

4) Final version

Once authors have edited their drafts, revised them by changing or adding information, and reviewed general issues down to specific details, the draft will show significant changes as a result of the editing process. Thus, the author is now ready to send the writing to the audience.

Harmer stated that the writing process is not linear, but recursive. Authors often feel dissatisfied with their initial drafts and decide to replan, rearrange and edit until they reach a satisfactory final version. This process is repeated continuously until the author finds the most satisfactory result. To illustrate these two processes, Harmer uses an illustration known as the wheel process. This recursive process shows how writers can go back to previous stages in writing to improve and refine their work.

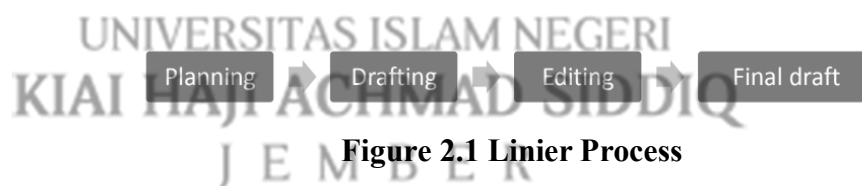


Figure 2.1 Linier Process



Figure 2.2 Wheel Process

Boardman and Frydenberg explain there are six steps in the writing.³²

- a. Analyzing the assignment
- b. Brainstorming
- c. Organizing the ideas: Write the topic sentence, eliminate ideas, make an outline and add an idea.
- d. Writing the first drive
- e. Re-writing the draft: Revise and edit
- f. Writing the final paper

While Langan (2010) divided the writing process into four step:³³

- a. Pre-writing: free writing, questioning, making a list, clustering, and preparing a scratch outline.
- b. Creating the original draft
- c. Revising
- d. Editing and proofreading

2. Concept of Collaborative Writing

- a. Definition of collaborative writing

Graham and Perin identified collaborative writing as a technique in which students work together in planning, organizing, reflecting, and revising their work.³⁴ Mulligan & Garofalo added that

³² Cynthia A. Boardman and Jia Frydenberg, "*Writing to communicate*" (United States of America: Pearson Longman, 2008) P.31

³³ Moh. Hafidz, "*Basic Academic Writing*" (2010: STKIP PGRI Bangkalan) P.1-8

³⁴ Wang and Zhou, "Effective Strategies to Improve English Teaching."

collaborative writing is a non-threatening approach for students, which has the potential to increase the use of the target language across all skills and show a noticeable improvement in writing ability. Teacher can apply these techniques without facing significant logistical losses by preparing systematic guidelines and providing the necessary support. It is important to give students the opportunity to evaluate these methods, as analysis of feedback from students allows instructors to identify less useful features and make necessary modifications in program design.³⁵ Collaboration is defined as cooperation between individuals to achieve a common goal.³⁶ Thus, collaborative writing can be considered a team activity in writing, which involves analysis and feedback from students. This technique involves two or more people working together to produce a written product. Through social interaction, students can learn new ideas and processes that stimulate their development.

Collaborative writing is a technique that involves students to collaborate with their peers. Through sharing information with colleagues, writing becomes a social activity and a real form of communication. When students are given the opportunity to work with peers instead of just receiving assignments from teacher, the writing process can become more fun and practical. Additionally, getting direct

³⁵ Christopher Mulligan and Russell Garofalo, "A Collaborative Writing Approach: Methodology and Student Assessment," *The Language Teacher* 35, no. 3 (2011): 5, <https://doi.org/10.37546/jalttl35.3-1>.

³⁶ Rebekka Andersen and Charlotte Robidoux, "Building a Collaborative Writing Strategy," *CIDM Best Practices* 13, no. 3 (2011): 57, 61–70.

feedback from peers provides a strong motivation for students to continue their writing. There are many advantages to asking students to write collaboratively. In the preparation stage, various perspectives presented help students to explore the topic more deeply. Students who collaborate with peers often produce higher-quality drafts, with a sharper focus on the topic being discussed. The immediate response from their partner during the drafting stage also helps students develop their ideas coherently. Further explanation of collaborative writing will be discussed in the next section.

In the process of learning to write, collaborative writing techniques involve meaningful communication and sharing determination among group members.³⁷ This means that the facilitation of students in collaborative writing can be achieved by providing an appropriate environment when they work with their partners. In a nutshell, it is a communicative process that supports students to engage their social interactions while working together in groups.

b. The Challenges of collaborative writing technique

In implementing the collaborative writing method, students often face various challenges that can affect the effectiveness of the learning process. One theory that can be used to analyze these challenges is the Social Interdependence Theory, first developed by

³⁷ Ali Shehadeh, Effect and students perception of collaborative writing in L2, Journal of second language writing, 2011.

Morton Deutsch (1949) and further developed by David W. Johnson and Roger T. Johnson.³⁸

This theory states that the outcome of group interaction depends on the dependency structure among its members. When students have positive interdependence, i.e., feel that they need each other to achieve a common goal, then cooperation tends to be effective. However, in practice, there is often negative interdependence or even no interdependence, which leads to challenges in the collaboration process.

Some of the challenges identified in this theory that often arise in collaborative writing practices include:

- 1) An imbalance of contributions between students, where some members dominate and others are passive;
- 2) Lack of effective communication skills;
- 3) Difficulty in uniting ideas or resolving conflicts;
- 4) As well as a low sense of individual responsibility for group outcomes.

These conditions can hinder the learning objectives through collaborative writing if not addressed with the right pedagogical approach..

Thus, an understanding of Social Interdependence Theory provides a strong basis for analyzing and finding solutions to the

³⁸ D W Johnson and R T Johnson, "The Impact of Cooperative Learning on Academic Achievement," *Educational Researcher*, no. August (2021): 320–30.

challenges faced by students in collaborative writing learning. Teacher can design learning strategies that strengthen individual responsibility while increasing positive interdependence within the group.

c. The general concept of collaborative writing technique

The collaborative writing method is rooted in the idea of group learning which is based on Vygotsky's theory, which emphasizes that human growth and learning occur in a social context.³⁹ This strategy allows students to collaborate on writing specific texts with their friends, so they can collaborate to produce quality articles. In general, this method involves two or more people writing together. Bosley (1989) supports this view by stating that collaborative writing involves two or more people working together to create a document with shared responsibility in completing a task.⁴⁰ Ede and Lunsford (1990) identified three characteristics of collaborative writing: (1) the interaction that occurs at all stages of the writing process, (2) agreement in decision-making and responsibility for the resulting text, and (3) only one written document is produced. From this perspective, collaborative writing involves participants working together and interacting throughout the writing process, contributing to planning, idea development, text structure consideration, editing, and revision.

³⁹ Inna Muthmainnah, Nor Izzatil, and Hidayah Nor, "The Effectiveness Of Using Piaget, Vygotsky, And Brunner Theories In Teaching English For Young Learners At Sdn Kebun Bunga 6 Banjarmasin," *Tarbiyah: Jurnal Ilmiah Kependidikan* 8, no. 1 (2019): 63, <https://doi.org/10.18592/tarbiyah.v8i1.2667>.

⁴⁰ Sukirman Sukirman, "Using Collaborative Writing in Teaching Writing," *Langkawi: Journal of The Association for Arabic and English* 2, no. 1 (2016): 33–46, <https://ejournal.iainkendari.ac.id/index.php/langkawi/article/view/443>.

That the collaborative writing process is not only an exchange of ideas but also a negotiation that often occurs, so it requires efforts to create mutual understanding and expression. Thus, collaborative writing not only improves the quality of writing but also enriches the student learning experience through social interaction.

Based on the explanation above, collaborative writing is a learning activity carried out by two or more students. They are allowed to cooperate with their spouses, as long as each can be responsible for the written assignment given by the teacher. In addition to exchanging ideas, students can also make decisions and share responsibility for the results of their work. Students need to receive input from their partners if something goes wrong, because in collaborative writing, they understand that the task being done is the result of cooperation. Thus, this process not only improves the quality of writing, but also strengthens communication and collaboration skills among students.

d. The purpose of the collaborative writing technique

According to Johnson in a journal written by Mulligan and Garofalo, collaborative writing aims to improve interaction between students in the classroom, reduce anxiety that arises when completing assignments individually, and increase student confidence.⁴¹ Collaborative writing assignments encourage students to use a variety of social skills that can help develop a sense of responsibility,

⁴¹ Mulligan and Garofalo, "A Collaborative Writing Approach: Methodology and Student Assessment."

cooperation, and a sense of community (Murray, 1992). Ali Shehadeh states that when students work together in writing, they help each other in terms of content, organization, and vocabulary, which in turn can improve their learning outcomes.⁴² In addition to being a social approach, group writing also supports students' exploration of various ideas, values, epistemologies, and disciplines in the community of knowledge they learn and discuss about writing.⁴³

From the above statement, it can be concluded that collaborative writing is applied in learning to produce written texts together. When students work together, they will share ideas, content, and values, and engage in conversations about writing to create quality writing. This process contributes to improving student learning outcomes.

e. The advantages of collaborative writing

According to Mulligan and Garofalo, there are several positive impacts of the use of collaborative writing that contribute to improving student learning, including:⁴⁴

1) Develops learner social skill

In cooperation, the responsibility and effort shown by students are very significant. In addition, these activities allow

⁴² Ali Shehadeh, "Effects and Student Perceptions of Collaborative Writing in L2," *Journal of Second Language Writing* 20, no. 4 (2011): 286–305, <https://doi.org/10.1016/j.jslw.2011.05.010>.

⁴³ Kathleen M. Hunzer, *Collaborative Learning and writing* (London: 2012) p.110-111

⁴⁴ Mulligan and Garofalo, "A Collaborative Writing Approach: Methodology and Student Assessment."

students to get to know their classmates better, which can help them in getting along and building better social relationships.

2) Reduce stress and time saving

Working with a partner can ease the burden of tasks, because when facing difficulties, couples can help each other or discuss problems that arise. This allows students to save time in completing assignments compared to if they worked individually.

3) Motivate learners

Learning motivation in completing tasks does not only come from oneself, but is also influenced by one's partner. When students work together, their partners can have the same motivation, which in turn increases enthusiasm in completing the tasks given by the teacher.

4) Improvement of writing content for learners

In the writing process, students will consider the content that needs to be prepared to be collected to the teacher. They can add or remove information as needed to produce quality content.

5) Improves learner in grammatical and structural skill

Working together can support students in a variety of areas of knowledge, including understanding of writing structure and grammar. By collaborating, they can share knowledge with each other and help each other to strengthen understanding.

f. Group Formation in Collaborative Writing

Collaborative writing is a teaching strategy in which students work together in groups of two or more people. Therefore, determining the size of the group is essential in collaborative writing. According to Richard and Renadya, the ideal group for collaborative writing consists of four people.⁴⁵ Meanwhile, Kagan mentioned four types of groups, namely: (1) Heterogeneous teams, which are groups formed by considering diversity such as students' ability levels (high, medium, low), gender, and ethnic and linguistic diversity; (2) Homogeneous teams, which are groups formed based on common characteristics such as ability, language, gender, or ethnicity; (3) Random teams, i.e. groups formed randomly or based on luck; and (4) Student-selected teams, which are groups formed based on students' own choices, where they can choose friends they want to work with. There are several types of groups, namely:⁴⁶

Table of 2.2
Types of groups

Team Type	Positive (+)	Negative (-)
Heterogenous	1) Balance 2) Maximizes tutoring 3) Management easier for equal ability level team 4) High achiever on each team	1) Require teacher prep time 2) Require ranking and labeling of students 3) Limited contact between the high achievers 4) Limited leadership

⁴⁵ Renadya Jack, C, Richards & Willy, A, "Methodology in Language Teaching 2002 Scanned.Pdf," 2002.

⁴⁶ Spancer Kagan and Miguel Kagan "Kagan Cooperative Learning" (Kagan Publising: San Clemente, 2009)

		opportunities for low achievers
Homogenous	1) Leadership opportunities for low achievers 2) Interaction opportunities for high achievers 3) Opportunity for some high achievers to experience being a teammate, not the leader 4) Interest teams promote inquisitiveness	1) To similar group lack input in the zone of proximal development 2) poor self-esteem for low groups 3) Lack of equity 4) challenging to manage a class team at different ability levels
Random	1) Fair 2) side-step labels and ranking 3) No prior student knowledge is necessary 4) Quick and easy 5) Novelty, Variety, and fun	1) Diversity does not ensure 2) Teams with friends, the potential for off-task 3) Teams with enemies and conflicts
Students-selected	1) Novelty, Variety, and fun 2) Familiarity 3) Easy decision-making and consensus	1) Not Balance 2) High potential for off-task behavior

From the explanation above, each teacher needs to consider the form of group to be used, because this is very important to achieve the desired work goals. Each type of group or team has its advantages and disadvantages in the selection of members, which can affect cooperation and the end result of collaborative writing.

3. Concept of Recount Text

a. Definition of Recount Text

Anderson explained that a recount text is a text that recounts events or experiences that have occurred in the past. The purpose of these texts is to tell the story chronologically, explaining a person's experience.⁴⁷ A.S. Hornby also states that recount means to tell something, and that this text serves to describe past events or experiences.⁴⁸ Recount text usually does not include conflicts, but only presents the sequence of events that occurred.⁴⁹ In this text, the author can provide more information about his experiences and events, as well as entertain the reader with the story conveyed.

Based on the definition that has been explained, the researcher concludes that the recount text serves to retell events or experiences in the past with the aim of entertaining the reader. These texts can be divided into three types, namely personal, factual, and imaginative.

b. Kind of Recount Text

Recount text consists of three different types.⁵⁰ First, Personal Recount tells the story of the author's personal experiences, providing insight into their feelings and views. Second, Factual Recount functions to report events that occurred, such as science experiment

⁴⁷ Mark Anderson and Kathy Anderson "Text type in English 3" (Australia: MC Milan, 1998)

⁴⁸ A.S. Hornby, Oxford Advanced Learners' Dictionary of Current English, Fifth Edition" (New York: Oxford University Press, 1975)

⁴⁹ Endang Fauziati et. Al, "Modul PLPG 2014: Pendalaman Materi Bahasa Inggris" (2014: Universitas Halu Oleo) p.382.

⁵⁰ Kumar, R., & Singh, A. (2020). "Understanding Recount Texts: Types and Functions." Journal of Language and Linguistic Studies.

reports or police reports, which present information based on facts. Third, Imaginative Recount creates imaginative stories that depict events that may not actually happen, but are written in an interesting and creative way. These three types of texts have the purpose of retelling events or experiences in different ways.

c. Generic Structure

To start writing recount text, it's important to understand the existing rhetorical structure.⁵¹ Orientation is the initial element that is considered the main idea that will be assessed by the reader. After that, there is an event record that contains a chronological order of events, and ends with a reorientation. In addition, we need to use the distinctive language features in the recount text to build a good text. According to Pardiyono, the generic structure of the recount text consists of three main elements: first, orientation, which introduces participants, place, and time; second, events, which tell a series of events in the past; and third, reorientation, which serves as the author's personal comment on the story.

Pardiyono explained that the recount text has three important elements. The first is orientation.⁵² Orientation consists of activities or events that will be told. Orientation aims to grab the reader's attention. Then, there was an event. Orientation focuses on experiences or

⁵¹ Bagus Candra Sadewa, "The Analysis of Recount Text Written by Tenth Graders of SMAN 2 Blitar," *Unesa* 3 (2015): 2, <https://ejournal.unesa.ac.id/index.php/retain/article/view/10768>.

⁵² Pardiyono, (2007), *Pasti Bisa! Writing Clues for Better Writing Competence*. Yogyakarta: CV ANDI, p. 64.

activities that occur and are displayed chronologically. The last is reorientation. Orientation tells about the results in the form of a simple conclusion from what the author has produced in the event record. The linguistic features of recount text are some of the features of recount text. These linguistic characteristics are referred to as follows: 1). Introducing personal participants: me, me, etc. 2). Using chronological relationships: then, first, finally, next, then, meanwhile, etc. 3). Using connecting verbs: was, were, saw, hear, etc. 4). Use action verbs: look, go, change, etc. and 5). Using the past tense.⁵³

Table of 2.3
Generic structure of recount text

Generic Structure	Function
Orientation	To tell who was involved (the participant), where the events took place, and when and why it happened.
Events	A sequence of events that happened in chronological order. What happened? First.... Next.... Soon.... During.... After.... Later.... Eventually... finally.
Reorientation	Conclusion or summary of the event. What the writer thinks, feels, or decides about the happened events

d. Language feature

In addition to understanding the structure of the recount text, researchers also need to know about the language features used in the text. This language feature is important for writing text well and can also help us recognize the type of text being discussed. According to

⁵³ Bagus Candra Sadewa, "The Analysis of Recount Text Written by Tenth Graders of SMAN 2 Blitar."

Wadiman in Hanura (2018), language features in recount texts usually involve the use of nouns or pronouns, such as (i.e. I, a magazine) and uses past tense (i.e. I took, I saw).⁵⁴

The self noun in the recount text serves to indicate who is involved in the story. Meanwhile, descriptive words are used to provide details regarding what happened, where, when, and how the event took place. These descriptive words are usually adjectives that describe nouns or reflect personal attitudes. The recount text uses several forms of past tense, such as simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. The language features in the recount text include these things:⁵⁵

1) Active and Passive

The choice between using active or passive voice is greatly influenced by the researcher's approach to expressing their ideas.

For example, "Surabaya is well known as Kota Pahlawan."

2) Past Tense

Past tense is particularly suitable for describing past activities or events, as seen in recount texts. A recount serves as a record of events that occurred in the past. These events are presented in chronological order, using various conjunctions and sequence markers.

⁵⁴ Hanura Febriani, "The Use of Picture Media to Enhance Students' Writing Ability of Recount Text at MTs N 1 Kota Bengkulu," *Al-Lughah: Jurnal Bahasa* 7, no. 1 (2018): 21, <https://doi.org/10.29300/lughah.v7i1.1605>.

⁵⁵ Novita Safitri, "An Analysis of Students' Error in Using Past Tense in Writing Recount Text at The Eleventh Grade of SMKN 1 Tuah Kemuning," 2023.

Example: Present verb Past verb

Think	Thought
Have	Had
Leave	Left

3) Past continuous tense

This tense is used to indicate that an activity was ongoing in the past. For example: "I went to the room where everyone was waiting for me."

4) The use of adverb

Adverbs are used to provide additional clarity in a sentence.

Students can incorporate adverbs in either phrase form or clause form.⁵⁶

Example:

Adverbial phrase showing time: last month, early morning, etc.

Adverbial clause showing time: soon after, before finally, etc.

Adverbial clause showing reason: because we thought that place was nice and the people were friendly.

5) Verb of „being“ and „having“

Verbs are typically followed by a noun, adjective, or adverb, and they are often presented in the form of a phrase.

⁵⁶ Novita Safitri, 2023..

Example of verb being: -It was very terrible day

-It was very nice day

Example of verb having: -He had no money at all.

6) Verb patterns

There are several verb patterns to recognize that will help us write better:⁵⁷

- a) Verb + to verb Within one sentence, if a verb is followed by another verb, the later should be with „to infinite“.

Example: Kenzo decided to give his mom and dad a call.

- b) Adjective + to verb Should an adjective is to be followed by a verb; the verb takes the form of „to infinite“.

Example: Kayla was very nice to help.

- c) Intransitive verb + verb Intransitive verb is very common to be followed by adjective, besides adverb.

Example: Naura felt very sad.

- d) Connecting words and conjunction The connecting words are used to sequence events that happened. Then, the conjunction in recount text used to combines

⁵⁷ Safitri, "An Analysis of Students' Error in Using Past Tense in Writing Recount Text at The Eleventh Grade of SMKN 1 Tuah Kemuning."

clauses. Connecting words: first, second, then, the last, finally, etc.

Conjunction : when, then, and, but.

- e) Uses reported speech Example: Mrs. Alita said that the accident was causing the traffic.

e. Example of Recount Text⁵⁸

Table of 2.4
The example of recount text

My Holiday	
Orientation	Last week, I went to Bromo mountain. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.
Events	In the morning, my friend and I saw Batok mount. The scenery was very beautiful. We rode the horseback carefully. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.
Reorientation	We were very tired. However, I think it was really fun to have holiday like this. I hope my next holiday will be more interesting.

⁵⁸ Bagus Candra Sadewa, "The Analysis of Recount Text Written by Tenth Graders of SMAN 2 Blitar."

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a category as descriptive qualitative research. John Creswell describes qualitative research as an approach that seeks to understand the phenomena experienced by the subject thoroughly, including their behaviors, perceptions, motivations, and actions. Qualitative research is a research conducted in a natural context, to understand real phenomena using certain methods.⁵⁹ On the other hand, qualitative research focuses on interpreting phenomena and makes use of open-ended interviews to investigate and understand attitudes, views, feelings, and behaviors that may be objectionable. Denzin and Lincoln explain that "qualitative words indicate an emphasis on processes and meanings that are not rigorously measured or examined." This means a qualitative approach highlighting meaning and process.⁶⁰ According to Maleong, "Descriptive data is collected in the form of words or pictures, not numbers." In qualitative methods, researchers interact with subjects in a natural setting because they seek to engage deeply with the world of the people being studied.⁶¹

As mentioned earlier, this study uses a qualitative descriptive approach. The characteristic of qualitative descriptive research is the detailed description of the phenomenon. This means that this research aims to describe social reality directly and comprehensively. Therefore, this study aims to find

⁵⁹ John W. Creswell, Educational Research, Boston: Pearson, 2015.

⁶⁰ Denzin & Lincoln. 2009. Handbook of Qualitative Research. Yogyakarta : Pustaka Pelajar.

⁶¹ Moleong Lexy J. 2005. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.

out the collaboration of process writing in the teaching of recount texts in MTsN 8 Banyuwangi.

B. Research Setting

This research was carried out at MTsN 8 Banyuwangi, which is located on Jl. Samiran Dusun Krajan II.7, RT.003/RW.003, Jalen Parungan, Setail, Genteng District, Banyuwangi Regency, East Java 68465. This location was chosen with careful consideration by the researcher because this school is a place of teaching practice (PLP) as well as has a good reputation in supporting the implementation of the English curriculum. In particular, the school has shown a strong commitment to teaching recount text material, which is one of the main focuses in English language learning at the junior high school level. Conducive academic facilities and atmosphere at MTsN 8 Banyuwangi are also supporting factors in the implementation of this research. The implementation of research in this school provides a valuable opportunity for researchers to collaborate with teacher and students.

C. Research Subject

In conducting this research, choosing the right participants is an important step. In this study, the participants were teacher who taught in grade 8 and students in grade VIIIC. The decision to choose this particular participant was based on several reasons. Class VIIIC was chosen as a participant in this study because it has characteristics that are in accordance with the purpose of the research, which is to explore the application of collaborative writing in the teaching of recount texts. First, the class is made

up of students with varying levels of English proficiency, which provides an opportunity to observe how collaborative methods of writing can help students with different ability backgrounds. Second, teacher who teach in this class have experience in using innovative learning strategies, so as to support the implementation of research that requires a collaborative approach. Class VIIIC shows a fairly high interest in group activity-based learning. This is an advantage because collaborative writing demands the active involvement of students in discussing and sharing ideas. With these conditions, class VIIIC provides a suitable setting to observe how this approach supports students in developing their writing skills, especially in composing recount texts.

D. Data Collection

Data collection techniques refer to the methods used by researchers to obtain relevant information or data. In qualitative research, this process is generally carried out through interviews, observations, and reflections. This study applies several data collection methods described below.⁶²

1. Observation

According to Creswell, observation allows researchers to record information according to real conditions in a particular location, understand actual behavior, as well as observe individuals who may have difficulty expressing their thoughts. Observation is carried out directly and openly by paying attention to people and places at the research site.

⁶² John C. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd Edition, SAGE Publications, London, 2013

Therefore, observation is an effective method to obtain authentic and in-depth data in a study.

In this study, the researcher chose the participant observer approach because it allows more in-depth observation of student interactions in the collaboration process as well as teacher strategies in learning. This direct involvement also helped the researcher build a good relationship with the research subject, creating an atmosphere conducive to natural observation and richer data.

2. Semi-structured Interview

According to Creswell (2013), qualitative interviews involve posing open-ended questions to one or more participants and recording the responses.⁶³ Mashuri et al. (2022) explain that semi-structured interviews allow the interviewer to have a framework of themes to be explored, with pre-designed open-ended questions.⁶⁴ This approach allows the researcher to elicit in-depth information from respondents, ensuring that the main topic remains focused yet providing flexibility to explore unexpected answers. In this study, semi-structured interviews were conducted with teacher and some students to gather insights into students' experiences and challenges faced in implementing collaborative learning strategies in teaching recount texts.

⁶³ John C. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd Edition, SAGE Publications, London, 2013

⁶⁴ Saepudin Mashuri et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin," *IOSR Journal of Research & Method in Education (IOSR-JRME)* 12, no. 1 (2022): 22–29, <https://doi.org/10.9790/7388-1201052229>.

Interviews were used in this study to strengthen the results of the observations made previously, with the type of interview applied being a semi-structured interview. The process in semi-structured interviews is conducted with pre-structured questions, but researcher can also ask questions freely to obtain more in-depth data. This method provides an opportunity for researchers to understand respondents' perspectives, motivations, and challenges in depth, where the semi-structured approach facilitates a more natural interaction between the researcher and the respondent, thus increasing comfort in sharing experiences honestly and openly. In addition, the flexibility in adjusting the questions during the interview was beneficial in this study; thus, semi-structured interviews were chosen as they were relevant for identifying factors influencing the successful implementation of collaborative writing strategies, ensuring the data collected was rich and supported a comprehensive analysis.

3. Documents Review

Documents in qualitative research include a variety of public and private records that provide valuable insights into the participants and phenomena under study. Document collection is an important step to support research analysis and findings. In the context of this study, emphasis was placed on documents in the form of lesson plans and learning modules. The focus on lesson plans and learning modules ensures that this research can explore in-depth learning planning and implementation strategies, especially in the context of collaborative

writing the researcher also examined students' words and written work to gain deeper insights into their collaborative writing process. The document review included:

1. Determining the types of relevant documents: The researcher focused on documents such as lesson plans, learning modules, and students' written texts produced during collaborative writing sessions. These materials reflect the planning and strategies applied by the teacher, as well as provide direct evidence of students' involvement throughout the writing process, including their drafts and final versions.
2. Considering the accessibility of the documents: Lesson plans and learning modules are typically classified as documents that can be accessed directly from the school or teacher, but official permission is required to ensure legal and ethical use in research. Students' written texts, often obtained from class assignments or teacher-collected portfolios, also require careful ethical consideration, including obtaining student consent and maintaining their anonymity throughout the study.
3. Ensure the relevance and quality of the documents: The researcher will examine whether the collected lesson plans and learning modules contain relevant information related to the research focus, particularly the use of collaborative approaches and recount text teaching strategies. In addition, the researcher will analyze students' written texts to identify key elements of the collaborative writing process and

recount text instruction, focusing on aspects such as structure, coherence, language use, and the students' ability to revise and refine their work through peer collaboration.

4. Systematically documenting the data: Once the documents are obtained, the researcher will record and organize data from the lesson plans and modules, categorizing the information based on the analysis needs. Student-written texts will be systematically arranged and labeled, highlighting collaborative contributions and the integration of peer feedback. This process enables a comprehensive analysis of how students develop their writing skills within a collaborative learning environment.

E. Data Analysis Techniques

The researcher applied three components of data analysis in accordance with Miles, Huberman, and Saldana, namely data reduction, data presentation, and conclusion extraction and verification, which are explained as follows:⁶⁵

1. Data Condensation

According to Miles, Huberman, and Saldana, data condensation is defined as the process of selecting, focusing, simplifying, and abstracting data contained in field records or transcriptions.⁶⁶ Data condensation refers to the process of selecting, organizing, simplifying, abstracting, or

⁶⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 12-14.

⁶⁶ Miles, Huberman & Saldana, *Qualitative Data Analysis*, New Delhi: Sage Publications, 2014

transforming data contained in overall field notes, interview transcripts, documents, and other empirical materials. This process takes place continuously during the analysis stage. In this study, the researcher will summarize the data to make it more structured, thus simplifying the process of analysis and drawing conclusions.

2. Data Display

Data display refers to the presentation of data in a manner that facilitates the drawing of conclusions, serving as a collection of detailed information. In this study, data will be presented through words and narratives to derive appropriate conclusions, with researchers utilizing essays and diagrams to effectively convey their findings. While qualitative research allows for various formats such as brief descriptions, infographics, or charts, this research specifically employs images and tables to showcase the findings, ensuring clarity and accessibility.

3. Drawing and Verifying Conclusion

The final stage in data analysis is the drawing and verification of conclusions. At this stage, the researcher provides an interpretation of the data that has been analyzed. Verification of conclusions is carried out continuously throughout the analysis process. Drawing conclusions begins from the time the data is collected, starting with making provisional conclusions. In other words, the conclusions are analyzed iteratively and their reliability verified to ensure accurate and in-depth final results. The researcher will provide a deeper and valid understanding of how the

collaborative writing process is applied in teaching recount texts in MTsN 8 Banyuwangi and its influence in increasing student motivation during learning to write recount texts.

F. Data Validity

To ensure the validity of the data, the researcher used triangulation in this study. According to Miles and Huberman (2014), triangulation is a method used to verify the reliability of data. This triangulation consists of two types:

1. Source of Triangulation

Source Triangulation is a technique carried out by collecting data using the same technique from different data sources, where data obtained through students will be corroborated by obtaining data from the 8th grade English teacher C through semi-structured interviews. This process aims to test the credibility of the data by checking through various stages, such as time, place, or other aspects. In this study, the sources used were the 8th-grade English teacher and several students of class VIIIC MTsN 8 Banyuwangi who were involved in the application of collaborative writing process in teaching recount texts. By using source triangulation, researchers can ensure that the information obtained is more valid and reliable, because the data is verified from various interrelated perspectives.

2. Techniques of Triangulation

Techniques triangulation is a data collection method carried out using different techniques to obtain data from the same source. For example, when researchers want to obtain data related to the collaborative

writing process in teaching recount texts, data can be collected through interviews and then corroborated by observation techniques and document reviews, such as photos, videos, and teaching modules. This process aims to assess the credibility of the data by checking the same information using various methods or techniques, such as observation, interviews. To verify the credibility of the data, this study presents evidence in the form of observations of students and teacher in the classroom regarding the implementation of collaborative writing process in teaching recount texts, the challenges faced during the implementation, and the impact on students' writing skills.

G. Research Procedure

There are several stages or processes that researchers will carry out during the research, including:

1. Pre-Field Stage

This stage describes the steps the researcher takes before collecting or analyzing the data. These steps include:

a. Develop Research Design

In this stage, the researcher designed a qualitative descriptive study to explore how collaborative writing is implemented in learning recount texts. The research focused on the process rather than outcomes, aiming to describe how students engage in collaborative writing, what stages they go through, and how they interact with peers and teachers. The design included the research objectives, focus

questions, methods of data collection (observation, interviews, documentation), and data analysis procedures to ensure clarity and consistency throughout the study.

b. Selecting Research Sites

MTsN 8 Banyuwangi was chosen as the research site because it provides a relevant context for exploring collaborative writing practices in English language learning. The school has implemented group-based learning strategies, including collaborative writing, in its English classes, particularly in the teaching of recount texts. Additionally, the accessibility of the school, the openness of the teachers, and the diversity of the student population made it an appropriate and strategic location for conducting this research.

c. Obtaining Permits

Before conducting the research, the researcher obtained formal approval from the university by securing a recommendation letter. This was followed by submitting a research permit request to the Department of Education and the head of MTsN 8 Banyuwangi. Official permission was essential to ensure ethical compliance and institutional support for accessing classrooms, teachers, students, and relevant documents during the data collection process.

d. Assessing the Research Context

The researcher assessed the context by conducting preliminary observations and informal discussions with the English teacher. This

helped in understanding the teaching methods used, students' general engagement with writing tasks, and the logistical conditions of the classroom. The researcher also examined the learning schedule, student composition, and school policies to ensure that the study would align with the daily activities of the school without disrupting the learning process.

e. Preparing Research Tools

To support effective data collection, the researcher prepared several instruments tailored to the qualitative approach. These included observation sheets to record student behavior and teacher-student interaction, interview guidelines for both teachers and students, and documentation checklists for analyzing lesson plans, modules, and students' written works. All instruments were developed based on the research objectives and were designed to capture rich, descriptive data related to the collaborative writing process.

2. Stage of fieldwork

The first step taken by the researcher was to conduct intensive communication with the administrative officer of MTsN 8 Banyuwangi. After reaching an agreement on the application of the collaborative writing process in teaching recount texts, the researcher determined a schedule to meet with the relevant English teacher and students for an interview. Data collection uses the following instruments:

- a. The researcher made observations to learn how teacher apply the collaborative writing process in the classroom in the context of the Independent curriculum.
- b. After that, Semi-structured interviews, in which the researcher conducts interviews and directly records the participants' responses, so that the interview can confirm the answer directly.
- c. The last stage is the review of documents to evaluate the credibility of the data obtained from interviews and observations.

Following all the data analysis, the next step is to recheck the findings through triangulation. The researcher utilizes two forms of triangulation: source triangulation and technique triangulation. Finally, the researcher will conclude based on the discovered outcomes.

3. Final Stage of Research

In the third or final stage, what researchers do is to process the data that has been found and has been obtained in the field, then the data is compiled and presented with a narrative to draw data conclusions from the data that has been previously presented. Furthermore, the researcher compiled a research report with rules in accordance with the scientific work guidebook to make it easier for researchers to compile scientific work properly. The final step taken by the researcher is consultation with the supervisor in order to get criticism and input that is useful for the process of improving a better research proposal.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Data Presentation and Analysis

In this stage, the researcher describes the data and findings that have been obtained in the field in accordance with the results of pre-observation in the context of the research. The data obtained makes it easier for researchers to formulate questions that are in accordance with the topic raised. The data collection techniques used were carried out directly during the research process and were able to answer the three main focuses in this research, including:

1. How is the implementation of the collaborative writing process in teaching recount texts at the junior high school level ?

In this study, the implementation of the collaborative writing process in teaching recount texts in class VIII C MTsN 8 Banyuwangi was carried out through several systematic stages. Teacher apply the group work method as the main approach to build collaboration between students in writing. Before the writing activity begins, students are divided into small groups. The formation of this group aims to increase interaction and cooperation between students with diverse backgrounds of abilities. Through this group work, students not only learn to develop ideas together, but also learn to listen, respect the opinions of others, and share responsibility in producing complete and coherent recount texts. This collaborative writing implementation provides a space for students to

actively learn, think critically, and gradually improve their English writing skills through teacher guidance and peer collaboration.

The implementation of collaborative writing in this class covers all stages of the writing process, from brainstorming, drafting, editing, revising, to publishing. Each stage is carried out by actively involving all members of the group. Teacher act as facilitators who continue to guide students, starting from helping them explore ideas in brainstorming, directing text structure during drafting, facilitating text improvement at the editing and revising stages, to finally supporting students to publish their work in the classroom. This collaborative approach not only improves students' technical writing skills, but also builds a sense of responsibility, an attitude of accepting criticism, and teamwork skills in a group.

In an interview, Mrs. Nara as an English teacher in grade VIII C said:

"I want students not only to learn to write on their own, but also to learn from each other. By working in groups, they can share ideas, improve their writing together, and give each other feedback. It's important for them to understand that writing isn't just about results, it's also about process."

From the results of these observations and interviews, it can be concluded that the implementation of collaborative writing in learning recount text has a positive impact on students' writing skills. Through a gradual process and consistent guidance from teacher, students can develop critical thinking skills, improve understanding of the structure of recount texts, and strengthen cooperation and communication in groups.

In the implementation of collaborative writing in class VIII C MTsN 8 Banyuwangi, there are three main stages that are carried out, namely planning, the process of writing and group formation. The planning stage is carried out by the teacher before learning begins, where the teacher develops a learning strategy, designs collaborative writing activities, and prepares clear materials and instructions for students. Furthermore, at the stage of the process of writing, students work together in groups to develop ideas, draft drafts, edit, revise, and publish their writing. Meanwhile, at the group formation stage, teacher form groups.

a. Planning

In the application of collaborative writing, teacher prepare the learning process with careful planning. This planning includes not only material arrangements, but also strategies, media, and evaluation tools that support the achievement of learning objectives. Teacher prioritize a structured approach while still prioritizing flexibility in order to adapt to the conditions of students in the classroom.

Regarding the implementation of the collaborative writing process, the same is said by Mrs. Nara as an English teacher:

"Before I entered the classroom, I had designed what targets I wanted to achieve in the day's learning. Including preparing observation sheets to assess students' work in a more targeted manner. I also determined the learning objectives that refer to the curriculum used by the current school, namely the Independent Curriculum. After that, I elaborate in detail into core competencies and basic competencies. I prepare all of that in advance so that when the learning takes place, I know what direction and steps to take."

This statement shows that teacher are not only focused on implementation, but also strongly emphasize the importance of planning. By preparing observation sheets, teacher can evaluate the process and results of students' work during collaborative writing. Adjustments to the curriculum are made from the beginning so that the learning process remains in the right corridor and supports the achievement of student competencies.

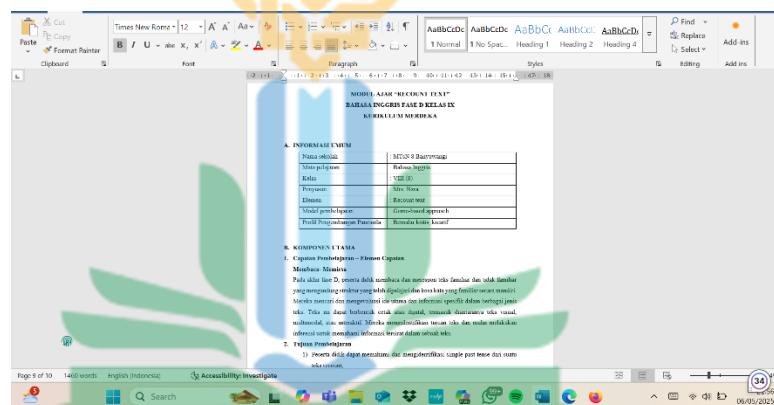


Figure 4.1
Recount text learning module

The image above shows that the planning is stated in the learning module and more details are listed in the appendix.

In addition to the planning aspect, the learning resources used in collaborative writing learning are also an important concern. Teacher select and provide various learning media that are relevant to the needs of students, especially in understanding and writing recount texts in English.

Regarding the implementation of the collaborative writing process, the same is said by Mrs. Nara as an English teacher:

"For learning resources, I use several media. Usually we use LKS (student worksheets) that have been prepared beforehand. Because this learning uses English, I also direct students to bring a dictionary so that they can find the meaning of words that they do not understand. In addition, I allow them to access the internet, such as searching for examples of recount text through Google. The goal is for them to be able to see various text models that match the text recount structure. So, our learning resources come from LKS, dictionaries, Google, and the internet in general."

From the interview, it can be seen that teacher provide space for students to take advantage of various learning resources that support their collaborative process. The use of the internet as a source of information gives students the flexibility to seek inspiration and enrich writing references. This reinforces where students search and gather ideas before starting to write together.

In every planning process, teacher also reaffirm the importance of referring to the applicable curriculum. Adjustments to the curriculum are carried out in depth, not only on the surface of general objectives, but also elaborated in the details of competencies.

Regarding the implementation of the collaborative writing process, the same is said by Mrs. Nara as an English teacher:

"I always go back to the curriculum that the school uses today to determine learning goals. Because now the school uses the Independent Curriculum, I studied the references from the curriculum. From there, I look at the profile of the students I want to form, then I reduce it to the core competencies and I detail it again to the basic competencies. That way, I know that what I teach does support the learning outcomes that the curriculum expects."

This explanation shows that the Independent Curriculum is the foundation in the learning process designed by teacher. Teacher not only follow the curriculum administratively, but also understand and translate it into classroom practice. The learning objectives in collaborative writing are also directed to form a profile of students who are able to think critically, work together, and have good communication skills.

One of the important elements of collaborative writing is the formation of a group. Teacher do not let students form groups based on their own desires, because this has the potential to cause exclusivity and make students more likely to choose close friends. Instead, teacher create an inclusive atmosphere in creative ways.

In the planning stage, the teacher guides students to design writing goals clearly, determine the role of each group member, and prepare a writing framework as the basis for the development of ideas.

"The first step I took was to determine the learning objectives clearly, then determine the roles and responsibilities of each student in the group. After that, I provide the necessary information and initial briefing so that students understand the task they are going to do. When the group has been formed, I ask students to determine the topic of the writing to be developed, especially the recount text. After the topic is determined, my students direct them to make a writing framework first so that the development process into a complete text can run more systematically and easily understand."

From the statement of the Mrs. Nara it illustrates that the planning stage in the writing process is really implemented carefully.

The teacher not only facilitates students in choosing a topic, but also

encourages them to compose a writing framework. In the planning stage, the writer must have a clear idea of what he wants to convey, who the target audience is, and how to organize information logically and in a structured manner. Thus, the planning process in collaborative writing activities in the classroom is not only a theory, but also realized concretely.

b. The process of writing

Based on the results of observations at MTsN 8 Banyuwangi, the learning process of writing recount text through the collaborative writing method shows that students are involved in the stages of the process of writing gradually and in a structured manner. The teacher guides students to follow the writing process starting from designing ideas together, compiling a writing framework, to compiling the final text collaboratively. Writing activities are not done instantly, but through a process that provides space for students to think, discuss, and revise their writing together.

In its implementation, teacher play an active role as facilitators who accompany each stage. The teacher gives clear instructions at the beginning, then monitors the course of the discussion between the group members while providing input when needed. This writing process not only emphasizes the final result, but also emphasizes the involvement of students in building understanding and writing skills gradually. The teacher said in the interview:

"What I emphasize is not directly the writing, but the process. They must first know how to compose ideas, then write. If they are confused, I will help, but I give them a chance to try together."

This statement shows that teachers are aware of the importance of the writing process as part of learning language skills as a whole.

From the results of the interview, it can be concluded that teachers consciously apply the process-based writing approach in writing activities. Teachers do not only target the final result in the form of completed text, but also emphasize the process of thinking, discussing, and structuring ideas systematically. Writing activities in the classroom are not only mechanical activities, but also a meaningful learning process.

In the process of learning to write, the process of writing is an approach that emphasizes the systematic stages that students go through before producing a complete writing. In general, these stages include brainstorming, drafting, editing, revising, and publishing. The brainstorming stage serves to explore and develop initial ideas that will be poured into the writing. After the ideas are gathered, students proceed to the drafting stage, which is compiling an initial draft based on the framework that has been designed. Furthermore, at the editing stage, students make improvements to mechanical aspects such as spelling, punctuation, and grammar. Then, at the revising stage, they evaluate the content of the writing as a whole, including plot, clarity of ideas, and suitability of structure. Finally, at the publishing stage, the

revised and edited writing results are presented or published, pasted in the class as the final result. Each of these stages is interrelated and forms a complete writing process, so that students not only write, but also learn to compose and improve their work thoroughly.

1. Brainstorming

In the brainstorming stage, the teacher facilitates students to explore initial ideas before writing a recount text. Based on the results of observations, brainstorming was carried out orally through group discussions. The teacher started by giving sparking questions related to the personal experiences of grade VIII C students, such as "Who has gone on vacation to an interesting place?" and "What happened do you remember most last week?". This question encourages students to share stories with each other and determine which events are the most interesting to use as writing material. This activity takes place actively and communicatively, where students exchange ideas and give each other responses to stories that arise in their group.



Figure 4.2
Picture for brainstorming activities

Teacher also do not directly direct students to one specific topic, but rather give them the flexibility to choose the stories they like the most or remember the most. This aims to make students feel more emotionally connected to their writing. In the interview, the teacher said:

"If the idea comes from themselves, they are usually more enthusiastic. I just help direct it so that the idea doesn't get too wide."

This statement emphasizes that the role of teacher in brainstorming is not as the main idea-giver, but as a facilitator who helps students develop ideas independently and in a directed manner.

Dido added that in his group, brainstorming was done by asking each other questions such as "what incident do you remember most last week?" or "who had a funny experience or unique vacation time?". With these questions, various stories emerged which were then chosen together. Meanwhile, Nafisa said that in this stage, she learned to express her opinion and also learned to listen to ideas from other friends. This made her feel more confident and more ready to enter the drafting stage.

Overall, the interview showed that the brainstorming activity in Collaborative Writing not only helped students find writing topics, but also trained communication skills and respect for others. This process was considered fun and encouraged the active involvement of all group members before they entered the joint writing stage.

From the results of observations and interviews, it can be seen that this brainstorming stage has succeeded in encouraging active student involvement in the writing process. The students seemed enthusiastic about sharing their experiences and showing initiative. Although some students were confused about defining the relevant experience, the teacher was quick to give simple examples and provoke them with reflective questions. With this approach, brainstorming is an important first step in building the foundation of an idea before entering the drafting stage.



Figure 4.3
Brainstorming activities in class

In the picture, it can be seen that the teacher is facilitating brainstorming activities at the beginning of learning in grade VIII C MTsN 8 Banyuwangi. Teacher ask sparker questions orally to explore students' personal ideas and experiences. This activity aims to build connections between students' initial knowledge and

learning topics, as well as prepare them to write recount texts collaboratively.

2. Drafting

At the drafting stage, students begin to compose the writing based on the framework that has been created, developing the main ideas into whole paragraphs as the initial form of the recount text to be refined.

Teacher apply a structured role division strategy in a writing group of five people. Each member of the group is given responsibilities according to the section in the structure of the recount text. The first student is in charge of determining the title and writing the orientation section, which is the introductory section that includes information about who, when, and where the event occurred. The second student continued by writing the first series of events, which is the initial events experienced by the characters in the story. Then, the third student is responsible for compiling the continuation of the story in the second series of events.

The fourth student was given the task of writing a reorientation section that contained an impression or feeling of the experience that had been told. The fifth student acted as an editor, who was responsible for combining all parts of the writing into one complete text, as well as checking storylines, spelling accuracy,

and grammatical usage. From the observations, this division of roles has been proven to help students work more focused and collaboratively. In addition, this strategy also encourages active involvement of all group members, as each student feels they have a specific responsibility in the writing process.

In an interview, Mrs. Nara said, :

"I deliberately divide tasks specifically because otherwise, usually only one or two people are active. But if it's divided like that, they all have their own responsibilities, and I can more easily monitor the involvement of each student."

From the teacher's statement, it can be concluded that this division of roles is a teacher's strategy to ensure equal activeness and involvement in the writing process together. It also reflects a teacher's process-oriented approach, not just the final result of the writing.



Figure 4.4
Writing process in recount texts

In the picture, students of grade VIII C MTsN 8 Banyuwangi are doing collaborative writing activities in groups. It can be seen that each group member focuses on their respective roles in the process of writing the recount text. One of the students is writing an orientation section, while another member is discussing the content of the series of events and reorientation. A student playing the role of an editor appears to be observing the writing to correct the flow and spelling. This activity shows the active involvement of all group members in the collaborative writing process in accordance with the division of tasks that have been mutually agreed.

The same is what was conveyed by Mrs. Nara as an English teacher at MTsN 8 Banyuwangi. He added:

"In the application of the collaborative writing method, my role as a teacher is more of a facilitator, supervisor, and also a guide for students. I try to accompany them throughout the writing process, not only from a technical point of view, but also from an idea development side. When students have difficulties, I first ask which parts they find difficult. If the difficulty lies in the choice of topic or content of the article, I usually direct them to write a recount based on their personal experiences. The goal is so that they don't have to imagine something complicated or have never been experienced. However, if the difficulty lies in grammar, such as the use of grammar, then I explain that the recount text is a type of text that rewrites events in the past, so the form used is the past tense."

From this statement, it shows that teacher not only act as assignors, but also actively accompany students in the writing

process. It describes the editing stage in the writing process that emphasizes reflection and revision. In this process, students are invited to continue to think critically about their writing and receive direction from the teacher as a form of feedback. Directions to write based on personal experience are an effective strategy to make it easier for students to convey ideas.

3. Editing (reflecting and revising)

After the whole group completes the parts of the recount text, the next stage is editing. This stage is an important part of the writing process because it aims to ensure that the resulting text is structural, grammatical, spelling, and coherence between paragraphs. In the collaborative writing activity in class VIII C, this editing task was entrusted to one of the group members who had previously been determined as the editor. The editor is in charge of re-reading the entire text that has been collected from each member and making corrections if errors or inconsistencies are found.

Based on the results of observations, the students who served as editors seemed to be working seriously. They check the storyline, fix spelling mistakes, add missing punctuation, and align sentences to make them easy to understand. In this process, the editor does not work alone. He continued to discuss with other group members to clarify parts that were less obvious or that

needed to be changed. This interaction shows that editing activities are not only individual, but also involve collaboration between group members to achieve better writing results.

Teacher also take part in accompanying the editing process. He goes around from one group to another to provide input, especially if there are fundamental errors in the structure of the recount text or the use of English. The teacher provides examples of appropriate writing and guides students in identifying and correcting mistakes. This is in line with a learning approach that places teacher as facilitators, not as the only source of information.

In an interview, English teacher Mrs. Nara said:

"I asked each group to appoint one editor. Her job is to double-check her friends' writings, make sure the order is correct and the language is appropriate. But I still help them if there is confusion, for example about grammar or the use of the past tense."

From the results of the interview, it can be concluded that the editing stage in collaborative writing not only encourages students to be more thorough and responsible for the final results of their writing, but also becomes an effective means of learning in understanding the correct use of language. Through teacher guidance and group discussions, students can develop critical thinking skills and writing skills in more depth. This process shows improving students' ability to assess and improve writing, which is one of the essential skills in good writing.

At the editing or revising stage, the four students interviewed stated that they carried out the process of reflecting and improving the text together. Pratyta explained that his group reread the writing in turns, then gave suggestions such as replacing words, improving sentence structure, and rearranging ideas to make them more coherent. A similar thing was conveyed by Erina, who emphasized the importance of checking grammar and punctuation. She said that when she found a sentence that was unclear, her group would discuss how to change it to make it easier for readers to understand.

Dido added that:

"the group divided tasks in turns during the editing process. Some focused on checking grammar, while others were responsible for the content of the story and the completeness of the recount text structure."

He said that roles in the group could be exchanged so that each member actively contributed. Meanwhile, Nafisa highlighted that this revision process made her realize that writing could be better when checked together. He admitted that he often did not realize his own mistakes, but with the help of friends, these mistakes could be corrected. Overall, the editing process in collaborative writing not only strengthens the quality of the text, but also encourages critical thinking skills, communication, and shared responsibility in completing group assignments.



Figure 4.5
Students' writing integration

In this image, it can be seen that a group of students in class VIII C MTsN 8 Banyuwangi are doing the editing stage in the collaborative writing process. The students who served as editors appeared to check the text that had been compiled by the other members of the group, while discussing to make sure the storyline and grammar used were in accordance with the correct writing rules. Several other students also provided input or clarification regarding certain parts of the text that needed improvement. This process shows active collaboration between group members in producing better and more accurate writing. Teacher are also seen accompanying the groups, providing directions related to the use of grammar and sentence structure, which strengthens students' understanding of good recount text writing.

4. Revising

In the revising stage, students work together to improve and improve their writing after the editing process. In class VIII C MTsN 8 Banyuwangi, revision activities were carried out collaboratively between students and teacher. The teacher acts as a facilitator who helps students see errors or inconsistencies in the text they have created, especially related to the structure of the text, coherence between paragraphs, and more effective use of language. In this process, the teacher not only provides corrections, but also invites students to discuss the reasons behind the changes made, such as the choice of words or the arrangement of the sequence of events in the recount text.

This revision process is more interactive because it involves input from all members of the group. Students are given the opportunity to assess the results of their revisions, propose changes, and decide together what needs to be improved. The teacher goes around to provide further explanations if any parts are confusing or need more in-depth improvement. These discussions not only improve the text technically, but also deepen the students' understanding of how to write well and correctly. With a collaborative revision process, students are more open to feedback and learn to think critically about their own work.

In an interview, Mrs. Nara said:

"The revision process is very important in learning to write. I usually invite students to review their work and make suggestions for improvements. I don't give an answer right away, but rather direct him to think about what needs to be improved, such as sentence structure or word choice. It also teaches them to accept criticism and apply feedback in a constructive way."

Related to the results of this interview, the underlying reason for the revision approach taken by Mrs. Nara is to encourage students to think more critically about their own writing. By not giving answers directly, the teacher invites students to be more active in the learning process and accept criticism as an important part of improvement.



Figure 4.6
Teacher-guided student revisions

In the picture, it can be seen that students of grade VIII C MTsN 8 Banyuwangi are conducting collaborative writing revision activities with teacher. Some students were seen discussing while

showing their writing, while the teacher accompanied and gave direct direction. The teacher acts as a facilitator who guides students to improve sentence structure, coherence between paragraphs, and the use of appropriate grammar. The active interaction between students and teacher in the picture shows the occurrence of a reflective and dialogical process that is important in perfecting the writing results.

5. Publishing

The last stage in the collaborative writing process carried out by students of grade VIII C MTsN 8 Banyuwangi is publishing. At this stage, the results of the recount text that have gone through the process of brainstorming, drafting, editing, and revising, are displayed in the classroom as a form of appreciation for the hard work of students. The teacher gave directions for each group to copy the final result of their writing neatly, either manually or typed, then decorate it so that it was interesting to be read by schoolmates.

Displaying students' work in the classroom is not only the final form of the writing process, but also a means of motivation for students to produce their best writing. When their work is on display and can be read by others, students feel proud and more motivated to write earnestly. In addition, classroom making is also an indirect learning medium for other students, because they can

read good examples of recounting texts and learn from the writings of their friends.

In this publishing process, teacher continue to provide guidance, especially in the neatness and aesthetics aspects of the appearance of the works to be displayed. Students are given the freedom to be creative in decorating their writing to make it look attractive. Some add images, colorful frames, and short excerpts from the content of their text. This activity also trains the creativity and cooperation of students in groups. By publishing their writing in the classroom, students not only learn to write, but also learn to appreciate their own processes and results.

English teacher, Mrs. Nara, in her interview stated:

"I deliberately asked for the final results of their writing to be pasted on the classroom mat. In addition to fostering a sense of responsibility for the work they create, it can also motivate other students to learn to write better."

The statement shows that teacher use the publishing stage not only as a task completion, but also as a reflective and motivational medium. By displaying works in public spaces such as classrooms, students are encouraged to produce their best writing because they will be read and graded by their peers. It also helps to foster a sense of pride and confidence in one's own work. The teacher hopes that the published writing can be an inspiration for other students in improving their ability to write English texts, especially recount texts.

At the publishing stage, students prepare the final writing based on the results of the revisions that have been made, so that the resulting text is more structured, clear, and in accordance with the rules of recounting the text that has been learned.

He also explained:

"I also emphasized the importance of the role of each student in the group. Every member of the group should realize that they have responsibilities that should not be overlooked. I do this to foster awareness that collaborative writing methods are not only about working together, but also about developing individual writing skills. Therefore, I always emphasize that every role that has been assigned must be carried out optimally. That way, every student really benefits from this collaborative work."

From these statements, it appears that teacher place special emphasis on individual responsibility in the context of group work. This is closely related to the final stage of the writing process, namely the final version, where each student is responsible for the final result of the writing they develop together. Through a clear division of roles and strengthening responsibilities, the learning process not only produces written products, but also shapes students' character in terms of cooperation, independence, and responsibility for the results of joint work.

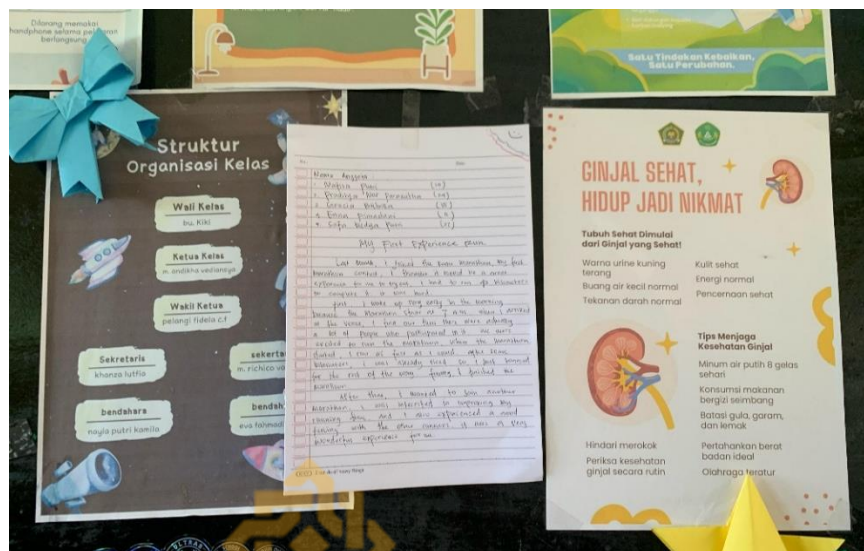


Figure 4.7
Publication of student writing in the school magazine

In the picture, it can be seen that one of the writings of grade VIII C MTsN 8 Banyuwangi students is pasted on the class mading board. This activity is part of the publishing stage in the collaborative writing learning process. Students work together to organize their works neatly and creatively, as the final form of the writing process that has been passed.

c. Group Formation

In collaborative writing learning in class VIII C MTsN 8 Banyuwangi, the formation of a group is a very important first step before students start the process of writing together. Group formation not only determines the structure of cooperation, but also affects the dynamics of interaction between members in completing writing tasks. With an effective group, the writing process can run smoothly because each member has a clear role and equal responsibilities. Therefore,

teacher have their own strategies in determining group members so that learning takes place fairly and enjoyably for all students.

The English teacher, Mrs. Nara, chose the method of forming groups randomly through the calculation method. In practice, students are asked to count from numbers one to five in order. After that, students with the same number are collected into a group. For example, students who get a "1" will be in group one, as well as for the numbers "2" to "5". This method is used so that the division of groups is not based on close friendships or academic abilities alone, so that all students have the same opportunity to collaborate with different friends.

The application of this random method also aims to train students to cooperate with anyone without being picky. This is in line with the goal of collaborative learning that encourages openness, communication, and tolerance among members. Teacher observed that with random group divisions, interaction between students became more dynamic. They learn to understand different friends' viewpoints and learn to divide tasks fairly, regardless of the background of previous friendships.



Figure 4.8
Students count off to form groups

In the picture, it can be seen that grade VIII C students are doing group formation activities at the beginning of learning. The teacher asks students to count from one to five to form groups at random. Students who get the same number then gather in a group.

Regarding the group formation collaborative writing process, the same is said by Mrs. Nara as an English teacher:

"One of the goals of this collaborative writing is to form togetherness and cooperation between students. I want children to not only work with their close friends. Therefore, when forming a group I did not free them to choose, but I made it with a calculation technique. For example, counting one to six, later the one who gets number one will gather with fellow number one, and so on. That way, they learn to work with anyone, not to be picky about their friends."

This statement shows that random methods in group formation are not without reason. Teacher want to encourage the values of cooperation, responsibility, and social adaptation through group writing activities. This method of randomizing group formation is an

effective strategy to foster an inclusive attitude in learning. The calculation techniques applied by teacher make the distribution process feel fair and do not cause social awkwardness. In addition, this method also supports the creation of collaboration between students with various abilities, so that there is mutual help and learning in groups.

The implementation of collaborative writing begins with setting the objectives of the activity and determining the roles and responsibilities of each student in the group. Once the group is formed, students are asked to determine their own writing topic, then create a writing outline to guide the text development process.

The initial instruction given by the teacher aims to direct students to have a systematic foundation of thinking before writing. The teacher also encourages students to develop a framework of ideas in advance so that the writing process becomes easier and more directed.

During the activity, teacher play the role of facilitators, supervisors, and directors. He monitors the group work process and provides assistance if students experience difficulties. The teacher revealed that the approach used to help students is to ask first which part of the student feels difficult. If students have difficulty with ideas or content, teacher suggest that they write down personal experiences that they have experienced, so that students do not have to make up stories that they are not good at. However, if the problem lies in

grammar, the teacher provides an explanation related to the use of the past tense which is characteristic of recount text.

To keep students engaged during the collaborative writing process, teacher try to make them aware of the importance of this method for the development of their writing skills. Each student is given a clear role, and the teacher emphasizes that this role must be carried out optimally to obtain optimal learning benefits.

Based on the teacher's explanation of the importance of division of roles in the group and the emphasis on the responsibilities of each member, this shows that the collaborative writing learning process that is implemented has reflected all stages in the writing process. Starting from planning, drafting, editing, final version. All of these stages then lead to the preparation of the final version of the writing which has gone through various reflection and revision processes.

2. What are the challenges faced by students in implementing collaborative writing for recount texts at the junior high school level?

In the application of the collaborative writing method to learning recount texts, students are not only required to be able to write coherently and systematically, but also must be able to work together effectively in groups.

This is in accordance with the results of an interview with Mrs. Nara as an English teacher in grade VIII

"I see that most students are able to work together quite well, especially in the early stages such as brainstorming and

brainstorming. They share opinions with each other and show enthusiasm in completing group tasks. However, there are indeed some challenges, such as students who are less active or too dominate discussions. To address this, I usually assign different roles to each group member so that all students are fairly involved. In addition, I also supervise and provide direct feedback to improve the quality of cooperation between students."

In the application of the collaborative writing method, even though students show enthusiasm and ability to compose recount texts, the learning process is inseparable from challenges. This condition requires teacher to be more active in managing group dynamics, providing clear directions, and facilitating the division of tasks so that all students can be equally involved in the writing process together.

"Yes, I do face challenges related to the dynamics of group work. The difference in the character of the students quite affects the effectiveness of the cooperation. Some students tend to be passive and less involved, while others are too dominant in discussions. This leads to inequality in the division of tasks and uneven participation. To overcome this, I give clear directions at the beginning of the activity, divide roles fairly, and provide assistance during the writing process. I also provide group evaluations as well as individual feedback so that each student understands the importance of a shared contribution to the success of the group's work."

Based on the results of the interview, it can be seen that teacher face several challenges in implementing collaborative writing methods, especially those related to the dynamics of student group work. Although most students show enthusiasm in working together, the reality on the ground shows that not all groups can run in a balanced and effective manner. Some of the challenges identified in this theory and often arise in collaborative writing practice include: 1) an imbalance of contributions

between students, where some members dominate and some are passive; 2) lack of effective communication skills; 3) difficulties in uniting ideas or resolving conflicts; and 4) low sense of individual responsibility for group results.

1) Imbalance of contribution between students

Regarding the imbalance of contributions between students,

Mrs. Nara said:

"Yes, this happens quite often. In one group there are usually students who are very active and take over roles, while others simply follow along without contributing much. I always monitor each group and give encouragement to passive students to be more active in the discussion."

Based on the results of interviews with teacher, it is known that the imbalance of contributions between group members is one of the main challenges in the application of collaborative writing methods. The teacher revealed that in each group, there are often students who tend to be dominant and take over the task, while other members are passive and do not contribute. This situation certainly hinders the achievement of the goal of equal cooperation. Teacher also encourage students who are less active so that they are more confident and involved in drafting texts. This approach is expected to be able to create a balance of participation and foster a sense of shared responsibility in the group.

The results of the interview were in accordance with the presentation from Pratya a student of grade VIII C he said:

"The challenge is that there is one member who is less active, so we end up sharing tasks more evenly. Maybe he lacks enthusiasm or doesn't like English lessons, so sometimes he doesn't seem enthusiastic during discussions. But so that the task is still completed, we try to organize and divide the tasks fairly."

From the results of the interview with Pratya, the challenge they faced in writing the recount text as a group was the lack of participation from one of the members. The student explained that the member seemed less active, possibly due to a lack of interest in English lessons or low enthusiasm for participating in activities. Nevertheless, the group still tries to complete the task by dividing the roles evenly so that the writing process continues to run well..

The same thing was also said by Dido, a student of grade VII C, namely:

"There are members who are rarely active, so we help them so that they can participate. The problem seems to be that he lacks enthusiasm and may not like English lessons very much. Sometimes he also seems confused when doing his assignments, so we invite him to take it slow so that we can work together."

Based on the results of interviews conducted by researchers in class VIII C MTsN 8 Banyuwangi, it was found that one of the challenges faced by students in collaborative writing activities was the lack of participation from one of the group members. Students said that there were members who were rarely active during the process of writing recount text. They suspect that this is due to a lack of enthusiasm or lack of interest in English lessons. In addition, the

member also looked confused when doing assignments, so he didn't seem enthusiastic when discussing. However, other students in the group try to maintain cohesiveness by dividing tasks fairly and helping less active members to participate in the writing process slowly and gradually. This shows that there is cooperation and positive initiatives in facing challenges in collaborative learning.

Some of the results of the interview above were reinforced by the results of observations on February 11, 2025 which were carried out in class VIII C MTsN 8 Banyuwangi. In the collaborative writing activities observed, it is clear that the imbalance of contributions between group members is indeed one of the problems that arise. The researchers noted that some students seemed dominant in leading the discussion and taking over almost all of the writing tasks, while some other members appeared passive and less actively involved. Passive students tend to be more silent, and some even just follow instructions without giving ideas or opinions. In this situation, the interaction in the group becomes unbalanced, so the goal of collaboration as an equal cooperation has not been fully achieved.

However, researchers also observed initiatives from several groups to address the problem. For example, students who are more active try to involve other members by inviting discussions, asking light questions, or dividing writing tasks fairly. Teacher also play a role by monitoring the course of the discussion and directly motivating

students who seem passive. He was seen approaching several groups and giving encouragement for all members to contribute to the process of preparing the recount text. With this strategy, although not completely ideal, the spirit of cooperation and a sense of responsibility began to grow in students. The results of this observation prove that despite the challenges in the implementation of collaborative writing, both teacher and students are actively looking for ways to maintain the effectiveness of these activities.

2) Lack of effective communication skills

From the results of the interview with Mrs. Nara related to the lack of effective communication skills, she said:

"Indeed, one of the challenges in collaborative writing activities is the uneven communication skills among students. There are some students who still tend to be passive when working in groups. They lack the courage to express their opinions or discuss openly. It could be because they are still embarrassed, not confident, or afraid of making mistakes. Even though good communication is very important, especially in writing activities together. If their communication is not effective, eventually the division of tasks does not run smoothly and the ideas that should be explored together are less than optimal. Therefore, I usually try to accompany them, give direction slowly, and encourage them to dare to express their opinions, even if it is simple. The goal is for them to get used to it and become more confident to be active in the group."

From the results of the interview with Mrs. Nara, it can be understood that the lack of effective communication skills is one of the obstacles in collaborative writing activities, because there are still students who are passive and lack confidence when discussing in groups.

From the results of the interview with Mrs. Nara, it was strengthened by the results of the interview with Erina that she said:

"Sometimes, I also find it difficult to speak in front of my friends, especially if my opinion is different from theirs. Sometimes I am afraid that my ideas will not be accepted or considered wrong. So, if there is a group discussion, I am more silent, unless I am asked directly. That's also a problem, because if I don't talk about it, ideas that can help friends don't come out. I feel like I should have been braver, but sometimes the shame is greater."

With the results of the interview above, Erina finds it difficult to speak in group discussions, especially when her opinions differ from her friends. The fear of ideas that are not accepted or perceived as wrong makes them tend to be silent and only speak up when asked directly. This led to some ideas that could have helped the group not to come out, although Erina realized that she should have been able to speak up.

Erina's presentation was reinforced by the results of an interview with Nafisa as a student of grade VIII C:

"In my opinion, sometimes communication is very difficult, especially if someone is not very active. For example, during group discussions, I often get confused about what to say because I am afraid that my friends will disagree or even be considered wrong. So, I just diem more often, and that doesn't make the work optimal. I also feel that other friends are more confident in talking, even though maybe if they talk more, the group's work can be done faster."

From several interview results, researchers can conclude that one of the main challenges in the application of collaborative writing methods is the lack of effective communication skills among students.

Many students find it difficult to speak or express their opinions, either because of embarrassment, lack of confidence, or fear that the ideas they convey will not be accepted by their peers. This causes some students to prefer to remain silent and not actively participate in discussions, thus hindering the smooth process of group work. In addition, despite efforts from teacher and peers to help improve communication, this challenge is still a significant obstacle in optimizing collaborative learning.

Based on the results of observations made by researchers in class VIII C, it can be seen that most students have difficulty communicating effectively during collaborative writing activities. Some students tend to be passive and don't dare to express their opinions in group discussions. This is due to a lack of confidence, fear of rejection of their ideas, or even not being interested in the subject matter. However, some of the more active students try to help their friends participate better by providing support and encouraging them to speak up. This condition shows that despite efforts to improve communication, challenges related to student involvement in group discussions are still obstacles that need to be overcome in collaborative learning.

Some of the results of the interview above were reinforced by the results of observations on February 11, 2025 in class VIII C MTsN 8 Banyuwangi. In the process of collaborative writing activities, the

researcher observed that there were significant communication barriers among students. It is seen that some students tend to be silent during group discussions, even though they are involved in the division of tasks. When the group is discussing an idea or determining the structure of the text, only one or two students are actively speaking, while the others seem to be just listening without making verbal contributions. This shows that there is a gap in communication skills between group members which has a direct impact on the smooth flow of collaboration. In fact, in some groups, the discussion takes place one-way, with one student dominating the decision-making. The lack of even communication makes the potential ideas of all members not explored optimally.

Although teacher have tried to approach them by mentoring groups that appear to be less active, communication challenges remain a major obstacle. Teacher try to encourage passive students to speak through direct questions and reassuring directions, but responses from students are still limited. Some students looked agitated when asked to express their opinions in front of their groups, which showed that their confidence had not been well formed. However, there are also groups that show positive initiative by trying to engage other members slowly, for example by offering simple questions or taking turns giving them the opportunity to talk. These observations show that in order to create effective collaboration in learning to write, improving communication

skills is an important aspect that must be nurtured continuously. Support from teacher and awareness between group members to respect each other's opinions is key to building healthy and productive interactions.

3) Difficulty in bringing ideas together or resolving conflicts

In relation to difficulties in uniting ideas or resolving conflicts,

Mrs. Nara gave the following statement:

"Indeed, in collaborative writing activities, one of the big challenges that we often face is the difficulty in uniting the ideas of each student. Each student must have a different perspective and idea, and this can trigger minor conflicts in the group. Especially when there are one or two students who feel their idea is better, or when there is a difference in the way it works. This can make the writing process hampered. As a teacher, I try to facilitate them to learn to respect each other's opinions, find common ground, and avoid unproductive conflicts. I also give directions on how to have a good discussion, so that they can work together more effectively despite differences of opinion."

Regarding the exposure of the results of the interview above, it can be concluded that in the implementation of collaborative writing, students still face difficulties in uniting ideas and resolving conflicts that arise during the group work process. Disagreements between members often trigger tension or even slow down task completion.

Related matters were also strengthened by Nafisa, as a student of grade VIII C, she said:

"Group work is sometimes exciting, but it can also be confusing, because everyone has different ideas. For example, when writing a recount text, some people want to tell a story from a certain point of view, but others don't agree. And if you like to make a little noise, it's like you're trying to make a

difference. I myself sometimes get confused about which one to join, because everyone wants the idea to be used. But after a while, we have to learn from each other, and we have to talk about it slowly, find the best fit for everyone. It's not easy to come to terms with each other, but if you listen to each other, you can find a middle ground."

The results of the interview can be understood that in the process of group work, especially when writing recount texts, students still have difficulty in uniting ideas due to differences of opinion between members. Some students tend to be dominant, while others feel reluctant to speak up or fear that their opinions will not be valued. This condition sometimes triggers small debates and hinders the smooth work of the group.

The results of the interview with Nafisa were reaffirmed by Dido, as a student of grade VIII C:

"Sometimes it's hard to come up with ideas when working in a group. The problem is that everyone has their own opinion, and not everyone wants to give up. We had a lot of discussions for a long time just to decide which one to write about. So it's a waste of time. But yes, we also learn over time, like we have to take turns talking, keep listening first before giving comments. The problem is that if everything is forced, the task is not easy."

Some of the results of the interviews above are reinforced by the results of observations made by researchers in class VIII C. During collaborative writing activities, it can be seen that students do have difficulties in uniting ideas during group discussions. Some groups seem to have difficulty reaching an agreement, some even argue for a long time before deciding on the content of the article to be made. This situation shows that differences of opinion and lack of communication

skills are obstacles in the cooperation process. Even so, there are also efforts from students to listen to each other and try to find common ground, even though it has not completely gone smoothly.

Some of the results of the interviews above are reinforced by the results of observations made by researchers on February 11, 2025 in class VIII C. During the collaborative writing activity, it can be seen that the difficulty in uniting ideas between group members is one of the most striking challenges. In some groups, the discussion was tough because each student had a different view of the topic, storyline, or point of view to be used in writing the recount text. Students who feel their ideas are most appropriate tend to insist, while others feel confused or reluctant to express their opinions for fear of not being heard. This causes the collaboration process to be less effective and take longer than it should. In fact, in some cases, writing activities were stopped because the group had not reached an agreement, so teacher needed to intervene to help mediate.

However, on the other hand, observations also show that despite frequent conflicts and disagreements, some students are starting to show progress in cooperation skills. Some groups try to implement healthier ways of discussion, such as taking turns, listening to other members' opinions without cutting corners, and finding solutions together by considering ideas from all parties. Teacher also play an active role in providing direction and encouraging students to

prioritize deliberation in group decision-making. This shows that while difficulties in bringing ideas together and resolving conflicts are still barriers, the collaborative learning process also provides space for students to learn to manage differences and improve their social skills. This habituation is an important foundation in forming a more mature attitude of mutual respect and collaborative skills in the future.

4) Low sense of individual responsibility for group results.

Based on the results of the interview with Mrs. Nara regarding the low sense of individual responsibility for the group's results, she gave the following statement:

"One of the things that I often encounter when students work in groups, especially in tasks such as *collaborative writing*, is that there is still a low sense of individual responsibility for the group's final results. Sometimes there are students who feel that it is enough to just join in or just attend without really contributing. They think, 'the important thing is that there are friends who do the work'. In fact, the group's tasks should be done together, not just charged to one or two people. I have often emphasized the importance of the role of each member in the group, because the success of the group is determined by the cooperation of everyone in it. But indeed, forming this sense of responsibility takes a process, especially at an age when they are still learning about discipline and teamwork."

From the results of the interview above, it can be understood that there are still students who do not show a sense of individual responsibility in group work. They tend to be passive and assign tasks to more active friends, so the collaboration process is not balanced.

The results of the interview were reaffirmed by Pratya, she said:

"Sometimes there are friends who are not very active during group work. For example, when writing a text recount, some people just sit still, don't give ideas or help compose sentences. Maybe he thought that there was already another friend who was doing it, so he just went along. I myself am sometimes annoyed too, because the group work should be together. But yes, in the end, me and the other friends continued their duties, because I didn't want the task to be completed. It's just a lesson, if everyone has their own responsibilities, so that it's fair."

According to Pratya, it can be understood that in the implementation of group work there is still an imbalance in roles between members. Some students show irresponsible attitudes by not actively participating, and tend to leave the whole work to more dominant peers.

Erina also reinforced the results of the interview with her statement, which read:

"Yes, I also felt the same thing during group work in class. At that time we were told to make a recount text together, but there was a friend who didn't seem to care too much about his task. He nodded, but he just kept going without much help. Finally, I reprimanded him so that he would do his job according to his part. The problem is that if it's just diem, it's a pity that others have to work more. After being reprimanded, thank God he started to help, although it was still slow."

The results of the interview above can give an idea that there is still an inequality of roles in group work. Some students show a lack of responsibility for the tasks they are part of, thus burdening other more active members. However, there are efforts from concerned students to remind and invite passive members to contribute to completing the task together. The interview showed that awareness of the importance

of cooperation began to grow, although it was not evenly distributed among all group members.

Some of the results of the interview above were reinforced by the results of observations on February 11, 2025 which were carried out during the activities taking place in the classroom. In these activities, it can be seen that role inequality in groups is not just an assumption, but actually occurs in the field. The researchers noted that in some groups, only two or three students were actively involved in the discussion and drafting of the recount text, while other members appeared passive, and some did not even focus on the activity. Some students just sit and watch without taking notes, don't give input, and tend to just follow directions without showing initiative. This condition indicates a tendency to depend on group members who are more dominant or more confident in writing. As a result, the principle of cooperation that should be at the core of collaborative writing methods is less than optimal, and the results achieved do not fully reflect equitable teamwork.

This situation shows that although the concept of collaboration has been applied in learning, its implementation still faces challenges in terms of balanced individual engagement. This is in line with Mrs. Nara statement that the formation of a sense of individual responsibility in the group takes time and habituation. In the context of junior secondary education, students are still in the learning phase

about the values of discipline, responsibility, and teamwork. Therefore, there is a need for more concrete strategies from teacher, such as a clearer division of roles, individual assessments in group work, and strengthening collaborative attitudes through reflection and group discussions. In this way, students can realize that the success of a group task is not determined by just one or two people, but rather the result of the active involvement of all members. This approach is expected to help shape a sense of individual responsibility and strengthen collective awareness of working together fairly and equally.

3. What are the benefits of using collaborative writing in teaching recount texts to junior high school students?

Regarding the benefits of using *collaborative* writing in teaching recount texts in junior high school students, this method helps students learn to work together, exchange ideas, and organize texts in a structured manner. In addition to improving writing skills, this activity also trains communication skills and responsibility between group members.

Regarding the benefits of using collaborative writing in teaching recount texts to junior high school students, Mrs. Nara said:

"In my opinion, collaborative writing is very helpful for students in learning to write, especially recount texts. Because they not only learn from teacher, but also from discussions with their friends. The brainstorming process makes it easier for them to understand the structure and content of the text. In addition, students also become more active, because they feel responsible for the results of their group's writing. It can also train them to respect each other's opinions and learn to complete tasks together."

Based on the results of the interview with Mrs. Nara, it can be understood that the use of collaborative writing has a positive impact on learning recount texts. This method not only improves students' writing skills, but also shapes active attitudes, responsibilities, and communication skills between group members. Students become more involved in the learning process and are able to understand the material better through discussion and teamwork.

Based on the results of the interview, it can be understood that the use of collaborative writing has several important benefits in learning. This method is able to develop learner social skills, reduce stress and time saving, motivate learners, improvement of writing content for learners and improves learner in grammatical and structural skill.

1) Develops learner social skill

Regarding developing learner social skills, Mrs. Nara said:

"Students become more accustomed to communicating and working together with their friends. They learn how to express opinions, listen to others, and resolve differences in a good way. This is very important to build their social skills, because not all students have the courage or habit to be active in discussions. But through this group work, they become more open and learn to respect the opinions of their peers."

Based on the results of the interview with Mrs. Nara, it can be concluded that the use of collaborative writing in learning not only helps students in the academic aspect, but also plays an important role in developing their social skills. Through group work, students are trained to communicate effectively, respect the opinions of others, and

work together in completing tasks. This is an important provision for students in facing social and academic situations in the future.

Nafisa also said that related to developing learner social skills:

"I think group work like this makes us get to know our friends better. The problem is that you have to discuss often, ask for opinions, and sometimes you also have to unite different ideas. So I learned how to speak well, listen to others, and not force my own opinion. At first it was awkward, but over time I got used to it and it was even fun because I could help each other too."

On the other hand, Dido also said that related to developing learner social skills:

"Yes, if I work in a group like that, I often talk and work with friends that I usually rarely work with. We learn how to divide tasks, and we also have to understand each other if there are difficulties. From there, I became more aware of the importance of cooperation and good communication, so that the task can be completed smoothly and no one feels burdened by themselves."

From the two students who have been interviewed, it can be understood that the use of collaborative writing has a positive impact on the development of their social skills. Through group work, students learn to communicate with each other, respect differences of opinion, divide tasks fairly, and build mutual understanding and responsibility. This shows that in addition to improving writing skills, this method also contributes to shaping students' attitudes and character in working with others.

Some of the results of the interviews above were reinforced by the results of observations on February 11, 2025, where the researcher saw firsthand the interaction of students during collaborative writing

activities taking place in class VIII C. It can be seen that students discussed with each other, divided tasks, and tried to unite ideas in their groups. Although there are some groups that still seem passive or unbalanced in their members' contributions, most students show an effort to work together and be actively involved in completing the task of writing recount texts together.

2) Reduce stress and time saving

Regarding reducing stress and time saving, Mrs. Nara said:

"In collaborative writing activities, students can share assignments, so they don't feel burdened with one job that has to be done alone. By dividing the parts, they can complete tasks faster and lighter. It also reduces stress because no one has to work too hard alone. The process becomes more efficient, and students can also focus on the quality of each part, without being burdened with limited time."

The results of the interview above show that the use of collaborative writing can reduce stress and save students time in completing assignments. By dividing tasks evenly between group members, students don't feel overwhelmed by too much work, so they can complete tasks faster and more efficiently and allow them to focus on the quality of their writing and reduce the pressure that usually arises when having to work on assignments individually in a limited amount of time.

Erina also feels the positives of collaborative writing, she says:

"I feel that collaborative writing makes group work lighter. The problem is that the task is divided, so it's not too heavy for one person. If there is a difficult part, we can help each other, so we don't have to stress about everything ourselves. And time will

also be more efficient, because we can finish faster if we work together. So, I think this method has many benefits, not only for writing, but also for making the classroom atmosphere more exciting."

Similar to what Pratya said, he also said:

"I feel that collaborative writing makes the task easier. We can divide the tasks, so no one feels burdened. If there is a difficult part, we can help each other, and finally the task is completed faster. So, we don't need to stress about everything alone. Working together is good, because it saves more time and we can focus on the part that is our responsibility."

The results of the interview with the two students showed that they felt positive benefits from the collaborative writing method. Both Erina and Pratya revealed that by dividing tasks in groups, work becomes lighter and more efficient. They don't feel burdened with tasks that have to be done alone, and if there are difficult parts, they can help each other. This makes the task time faster, reduces stress, and provides opportunities for each group member to contribute more optimally.

Some of the results of the interviews above were reinforced by the results of observations on February 11, 2025, where the researcher directly observed collaborative writing activities in the classroom. It was seen that the students actively cooperated together, divided tasks according to their abilities, and discussed with each other to complete the difficult parts. The process went smoothly, and students looked more relaxed and unburdened, although the task was quite challenging. The processing time became more efficient, and the classroom

atmosphere also seemed more dynamic, with positive interaction between group members.

3) Motivate learners

Regarding motivate learners, Mrs. Nara said:

"By using collaborative writing, students become more motivated because they can learn with their friends. There is a growing sense of responsibility when they work in a group, because each member has a role to play. Moreover, when they help each other and see the progress of their friends, it makes them feel more motivated to contribute and complete tasks. So, in addition to improving writing skills, this activity also encourages them to be more active and enthusiastic in learning."

Based on the results of the interview above, in motivate learners, it can be understood that collaborative writing plays an important role in increasing student motivation. Mrs. Nara explained that through group work, students feel more responsible for their duties, because each member has a role to be carried out. In addition, interaction with his friends and helping each other in completing tasks encourages students to be more enthusiastic and active in learning. Not only does it improve their writing skills, but it also strengthens their overall enthusiasm for learning.

The same thing was also said by Erina, Dido, Nafisa, and Pratya related to motivate learners in collaborative writing activities.

Erina states:

"If we work in groups, it feels more enthusiastic because we can help each other. When there is a difficult part, friends are ready to help. I think it's a bit of a stretch to say that when

you're alone, it's a lot more stressful. So, I feel more motivated to actively participate in the discussion."

Dido also gave a similar view, saying:

"Yes, when working together, I feel more motivated because there are friends to talk to. We remind each other, and it keeps my spirit up. Sometimes when the task is heavy, we don't give up easily because we know we are not alone. That's what makes me not lazy."

Likewise with Nafisa who added:

"I feel more enthusiastic about group work, because we can share ideas and support each other. Sometimes when you're alone, there's no one to talk to or ask questions, so it's more difficult. But if it's a group, there are friends who always remind me and that makes me more motivated to complete tasks."

Pratya also revealed the same thing:

"I feel more motivated when I work in groups. Big tasks can be completed faster if we work together. Friends also help each other and give ideas, so work becomes more enjoyable. It makes me more enthusiastic, because no one works alone."

Based on the interviews, it can be concluded that all students feel higher motivation when engaging in collaborative writing. They feel more inspired to actively participate because of the mutual support between friends in the group. Tasks that initially feel heavy become easier and more fun when done together, thus fostering a passion to learn better. With this collaboration, students not only feel responsible for their assignments, but also feel more confident in contributing, which ultimately increases their overall learning motivation.

Some of the results of the above interviews were reinforced by the results of observations on February 11, 2025, where the researcher saw firsthand the dynamics of collaborative writing that occurred in

the classroom. At that time, the students of grade VIII C seemed more enthusiastic and active in discussing the division of assignments and writing the recount text. They share ideas with each other and give feedback on their friends' writings. Although there is some confusion among some groups regarding the fair division of tasks, most students can solve the problem in a constructive way, by helping each other and making sure each group member participates. That their motivation in learning is greatly helped by interaction and cooperation in groups.

Observations also show that students who previously tended to be passive or less enthusiastic in individual learning, became more active and engaged as they worked in groups. This is in line with what students express in interviews, where they feel more motivated and excited when they can work with their peers. This collaborative process not only strengthens their writing skills, but also provides a greater sense of responsibility for the tasks they work on together. Collaborative writing has been shown to be effective in increasing student motivation and building a spirit of cooperation among them.

4) Improvement of writing content for learners

Regarding the Improvement of writing content for learners,

Mrs. Nara said:

"By using collaborative writing, I see a significant improvement in the quality of student writing content. When they work in groups, they give each other feedback on the structure and ideas to be written, so that the resulting writing becomes more structured and rich in information. The process of group discussions also encourages students to develop ideas

more deeply, making their writing not only more complete but also more relevant. So, not only did their writing skills improve, but so did the quality of the content they produced."

Based on the interview with Mrs. Nara, it can be understood that collaborative writing plays an important role in improving the quality of student writing content. Mrs. Nara explained that through group discussions, students can give each other input on the structure and ideas they develop in writing. Not only does it help them in organizing ideas better, but it also enriches their writing with various perspectives that arise from interactions in groups. Students' writing content becomes more structured and relevant, which shows a significant improvement in the quality of their work.

The results of the interview with Mrs. Nara in the affirmation of the purchase by Erina, she said:

"If you write with friends, usually the ideas become more. For example, I think of one thing, and then my friend adds or gives suggestions to make the sentence better. So the writing is also more complete and not careless. Sometimes there are also friends who understand the order of the story better, so we can help make the writing more coherent."

Erina's remarks show that students complement each other's ideas and help improve the structure of the writing. The collaborative process makes the written content richer and well-organized.

The results of the interview with Erina were in accordance with Nafisa's wishes. She says:

"When I was writing with a group, I became more aware of how to develop a story. You see, friends like to give you additional ideas that you didn't think of before. For example,

when writing a vacation experience, some people suggest adding details of funny places or events to make the story more exciting. So I learned how to make writing more interesting and not boring."

From Nafisa's statement, it can be seen that cooperation encourages students to think more creatively and enrich their writing content. The process of giving each other input not only improves the final result of the writing, but also increases students' understanding of how to compose a good story.

Some of the results of the interviews above were reinforced by the results of observations on February 11, 2025 conducted in class VIII C. During the collaborative recount text writing activity, the researcher observed that students showed active involvement in discussing and compiling ideas that they would pour into writing. The groups are seen exchanging opinions, developing storylines, and adapting the structure of the text to the topics they are discussing. Some students also seem to help their friends who are having difficulties by giving advice or guiding them on how to compose good sentences. There was an increase in cooperation and participation in line with the student's statements in previous interviews.

In addition, the researchers also noted that the quality of the observed group writing had a more elaborate structure and richer ideas compared to the individual writings that were made previously. It can be seen that in this collaborative activity, students are more confident in pouring out ideas because they are supported by input from their

friends. They seem more motivated to produce the best writing because they feel responsible for the group's work. This observation shows that the use of collaborative writing not only helps to improve the quality of student writing content, but also fosters social skills and a higher sense of responsibility in the process of learning to write recount texts.

5) Improves learner in grammatical and structural skill

Related to Improves learner in grammatical and structural skills, Mrs. Nara said:

"I see students becoming more attentive to sentence structure and grammar. When they write in groups, they correct each other, for example if there is something wrong in the use of tenses or the sentence structure is not right. So they not only write, but also learn from their friends' mistakes. This helps them to better understand the correct grammar and structure of text, especially in recounting text."

This statement shows that group work in writing not only enriches ideas, but also becomes a means of shared learning in the linguistic aspect, which is important in improving the quality of students' writing.

This is in accordance with the results of an interview with Erina as a student of grade VIII C, she said:

"When I write together, I know how to spell correctly. Sometimes I just want to make sure that I don't get it right, but my friend corrects it and asks me why it's wrong. So I learned from that, and when I write again, I try not to make the same mistake again."

Dido as a student of grade VIII C also explained, he said:

"I think writing a group is very helpful for learning sentence structure. Sometimes I was confused about how to start the sentence, but my friend helped me make it more fitting. Then

we also often check the tensions together. So it's not just about writing, it's about being more organized and organized as well."

The statement of the two strengthens that it encourages students to pay more attention to grammatical aspects and sentence structure because of the interaction and correction between group members. This indirectly forms reflective habits in writing that have a positive impact on their English language skills.

Some of the results of the interview above were reinforced by the results of observations on February 15, 2025 conducted in class VIII C. At that time, the researcher observed that collaborative writing activities were quite active. Students were seen discussing with each other to determine the sequence of events in the text recount, as well as composing sentences together by paying attention to the grammar and structure of the text. Some groups appear to have double-checked their writing before it is collected, indicating an awareness of the importance of using correct grammar.

In addition, the researcher also noted that in the discussion process, students reminded each other if there was an inappropriate sentence structure or inappropriate tenses. Some students were even seen opening notebooks or asking the teacher directly to confirm the correctness of the sentence form they were using. These findings show that collaborative writing activities not only improve students' writing skills, but also train them to think critically and work together in

improving writing results, especially in aspects of grammar and sentence structure.

B. Discussion

At the discussion stage, the researcher's findings obtained data through the field with observation, interview, and documentation techniques. The next one will be associated or connected with the existing theories discussed earlier.

1. The implementation of the collaborative writing process in teaching recount texts at the junior high school level

Referring to the first discussion related to the stage of implementing the collaborative writing process in MTsN 8 Banyuwangi, especially class VIII C. In the research process, the research obtained findings that at MTsN 8 Banyuwangi it runs systematically through three main stages, namely planning, the process of writing, and group formation. Based on the results of observations and interviews with teacher, it is known that the planning stage is carried out before learning begins, where the teacher designs a group work scheme, sets collaborative writing stages, and prepares clear instructions to guide students. This strategy aims to optimize the interaction, cooperation, and active participation of all students during the learning process.

At the stage of the process of writing, students work in small groups that have been formed beforehand. Through class observation, it can be seen that each group goes through all stages of writing, from

brainstorming, drafting, editing, revising, to publishing. Teacher play an active role as facilitators who provide direction and guidance at each stage, such as helping students explore ideas during brainstorming, directing text structure during drafting, and accompanying the revision process to correct mistakes.

As for the group formation stage, teacher form groups randomly based on the background of students' academic abilities. This aims to create a balance in teamwork, so that students with higher abilities can help their classmates who need guidance. From the results of observations, this group formation strategy is effective in increasing interaction, sense of responsibility, and active contribution of each student in completing the task of writing a recount text.

This is in accordance with Harmer's in Hedge (2001) theory which states that collaboration in learning can improve students' understanding of the material by sharing ideas and experiences, as well as improving their social and communication skills.⁶⁷

a. Planning

Based on the findings obtained from observations and interviews, the application of the collaborative writing method in teaching recount texts in class VIII C MTsN 8 Banyuwangi was carried out with a systematic and planned approach. Teacher start with

⁶⁷ Hedge, "The Practice of English Language Teaching."

careful planning, including material arrangements, learning strategies, and adjustments to the Independent Curriculum.

However, there are gaps in this planning stage. Based on the documentation of the lesson plan and the learning modules analyzed, no explicit information was found regarding the formation of small groups in the learning process. In fact, the results of observations and interviews show that in practice, teacher form students into small groups to implement collaborative writing. This shows that there are spontaneous adjustments in the field that are not fully listed in the planning documents. This gap occurs because teacher adjust to the needs of students situationally.

In addition, teacher also provide a variety of learning resources, such as worksheets, dictionaries, and internet access, which allow students to enrich their references and expand their knowledge of recount texts. This collaborative learning process not only strengthens students' writing skills, but also improves critical thinking skills and cooperation between students, in line with the student profile expected in the Independent Curriculum.

Careful planning is essential to support the success of collaborative writing, but teacher flexibility in adapting learning

strategies to students' needs is also a crucial factor in the successful implementation in the classroom.⁶⁸

b. The Process of Writing

In this study, it was found that in MTsN 8 Banyuwangi, especially in grade VIII C, the learning process of writing recount text with the collaborative writing method was carried out by following the stages in the process of writing in a gradual and structured manner. Based on the results of observations and interviews, students are not directly directed to produce the final text, but are involved in the process of developing ideas, drafting, drafting, revising, and refining writing collaboratively.

The results of these findings show that writing learning in grade VIII C MTsN 8 Banyuwangi does not only emphasize the final product, but focuses more on the process of thinking, discussing, and improving writing systematically. The application of this process-based writing approach provides a meaningful learning experience for students, while gradually improving their writing skills.

1) Brainstorming

In the brainstorming process of collaborative writing activities at MTsN 8 Banyuwangi, it was found that students were very active in producing ideas that were relevant to the given topic. Students work together in small groups, discuss with each other,

⁶⁸ Latifah, Siti, and Rachmawati, "The Effectiveness of Using Collaborative Writing Strategy for Writing Ability of Senior High School Students."

and share opinions to enrich their ideas. The teacher acts as a facilitator by providing triggering questions that help students to think deeper. This process takes place in an open atmosphere, where students feel free to express ideas without fear of being judged. In addition, in this brainstorming session, recording ideas collectively on the board is an important part. Students take notes of all the ideas that come up together, thus allowing them to see the big picture of the topic being discussed.

These findings are in line with the theory put forward by Harmer in Hedge (2001), who states that brainstorming is an important first step in the writing process, where ideas are freely gathered before being compiled into a more structured form.⁶⁹ In addition, previous research by Storch in Yomana (2010) showed that collaboration in writing, including at the brainstorming stage, can improve the quality of students' writing.⁷⁰ This collaboration allows students to share ideas and get feedback from their peers, which in turn enriches their writing.

⁶⁹ Hedge, "The Practice of English Language Teaching."

⁷⁰ Yomana Chandran et al., "Collaborative Writing: An Integration of Snack Bars and Hi-Five Fingers via Social Media," *Creative Education* 10, no. 02 (2019): 475–84, <https://doi.org/10.4236/ce.2019.102034>.

2) Drafting

Based on the findings obtained by the researcher through interviews, observations, and documentation, the implementation of the drafting stage in the collaborative writing process at MTsN 8 Banyuwangi students developed ideas that had been designed together into complete paragraphs. The teacher applies a role division strategy in a group of five students, where each student is responsible for writing a specific part of the recount text structure, such as orientation, series of events, and reorientation, and there are special students who serve as editors.

This finding is in accordance with Harmer's (2001: 4-6) theory which states that in the writing process, drafting is an important stage where the writer begins to formulate the idea into the initial form of the text, with the possibility for revision. Previous research by Shehadeh (2011) also supports these results, showing that in collaborative writing, clear division of tasks and teacher mentoring during the drafting process increases individual responsibility, strengthens group cooperation, and improves the quality of students' final writing.⁷¹

3) Editing

In this study, it was found that in MTsN 8 Banyuwangi, especially in class VIII C, the editing stage in the collaborative

⁷¹ Shehadeh, "Effects and Student Perceptions of Collaborative Writing in L2."

writing process is carried out in a structured and collaborative manner. After all the group members have completed the recount text writing parts, one of the students appointed as an editor is in charge of rereading and correcting the collected text. The editor is responsible for checking the structure of the story, grammar, spelling, and coherence between paragraphs. Based on the observations, the editing process involves active discussions between editors and other group members to clarify parts of the text that are unclear or need to be corrected. The teacher is also actively involved by going around from one group to another, providing input related to grammar and text recount structure, so that students get direct guidance during the editing process.

This is in accordance with the theory of process writing put forward by Harmer (2004), where the editing stage is one of the important steps to improve the quality of writing through a collaborative and reflective revision process. In process writing, writing is seen as a thought process that involves various stages - from pre-writing, drafting, revision, to editing - to produce good and effective writing.

4) Revising

In this study, it was found that in MTsN 8 Banyuwangi, especially in grade VIII C, the revising stage in learning to write recount texts was carried out collaboratively between students and

teacher. After going through the editing stage, students work together to improve and improve the text they have created. Teacher help students identify shortcomings in their writing, provide feedback, and invite students to discuss the reasons for the changes that need to be made.

The findings are in accordance with the opinion of Elmahida et al., (2021) The results of the study also highlight that this strategy allows students to correct each other and provide input before presenting their writing.⁷² The advantage of this strategy is that learning becomes more fun and students' understanding of the material becomes more in-depth.

5) Publishing

In this study, it was found that in MTsN 8 Banyuwangi, especially in grade VIII C, the publishing stage is by displaying the final results of students' writing in the classroom. After going through the stages of brainstorming, drafting, editing, and revising, the students and their groups compiled the recount text neatly. This activity aims to give appreciation to the students' work while increasing motivation and pride in the work they have made.

This is in accordance with the theory of process writing put forward by Harmer (2004) and Seow (2002), which states that the publishing stage is an integral part of the writing process, where

⁷² Hani Elmahida, Desi Prameli Nia, and Titik Komariyah, "Exploring Teachers' Strategies in Teaching Writing for Young Learners," *Erudita: Journal of English Language Teaching* 1, no. 1 (2021): 65–75, <https://doi.org/10.28918/erudita.v1i1.4274>.

students not only improve the text, but also share it with a wider audience as a form of actualization of learning outcomes.⁷³

c. Group Formation

In this study, it was found that in MTsN 8 Banyuwangi, especially class VIII C, the collaborative writing learning process began with the formation of random groups using counting techniques. Students were asked to count from one to five, then those who got the same number formed a group.

Based on the results of observations, the formation of groups in this way makes student interaction more dynamic and diverse. Students learn to divide tasks fairly, respect the opinions of others, and actively cooperate with each other. English teacher, Mrs. Nara, emphasized that the purpose of forming random groups is to practice openness, increase tolerance, and strengthen the value of cooperation in learning.

Although the module or Learning Implementation Plan (RPP) does not explicitly include the stages of group formation in collaborative writing activities, in practice in class VIII C MTsN 8 Banyuwangi, teacher consciously apply it as a crucial first step. This shows the flexibility of teacher in implementing learning methods that aim to achieve optimal results, both in terms of

⁷³ Nada Algharabali, "Why Write More When You Can Write Less? EFL Students' Insights on Prewriting," *Open Journal of Modern Linguistics* 13, no. 05 (2023): 790–803, <https://doi.org/10.4236/ojml.2023.135046>.

developing students' writing skills and forming the character of cooperation between students..

2. The challenges faced by students in implementing collaborative writing for recount texts at the junior high school level?

Refers to the second discussion related to the challenges faced by students in implementing collaborative writing for recount texts in MTsN 8 Banyuwangi, especially class VIII C. Based on the results of interviews, observations, and documentation collected by researchers, the application of the collaborative writing method in learning recount texts at MTsN 8 Banyuwangi shows that most students are able to work together quite well in compiling ideas and brainstorming. Students of grade VIII C in the early stages of the activity, students show enthusiasm by sharing opinions and organizing ideas collaboratively, resulting in rich and varied discussions. Success is reflected in the strategy of assigning different roles within each group, which allows each member to contribute fairly and contribute to building adequate written results.

However, the field findings also revealed that significant challenges arise regarding the dynamics of group work. Some groups face an imbalance of contributions, where there are students who dominate the discussion while others tend to be passive, thus hindering the process of even collaboration. In addition, the lack of effective communication skills, difficulties in uniting ideas, and sharp differences in character also affect the effectiveness of cooperation between students. To overcome these

challenges, Mrs. Nara emphasized the importance of clear direction at the beginning of the activity, fair division of roles, and intensive mentoring and feedback during the writing process. These efforts aim not only to improve the quality of the texts produced but also to foster awareness of the importance of individual contributions as part of the overall success of the group's work.

Some of the challenges identified in this theory and often arise in collaborative writing practice include: a) an imbalance of contributions between students, where some members dominate and some are passive; b) lack of effective communication skills; c) difficulties in uniting ideas or resolving conflicts; and d) low sense of individual responsibility for group results.

a. Imbalance of contributions between students

Based on the results of interviews, observations, and documentation collected by researchers at MTsN 8 Banyuwangi, especially in class VIII C, it was identified that the imbalance of contributions between group members is one of the main challenges in the application of the collaborative writing method. Some students are in groups, where they take over the lead role in writing, while other students tend to be passive and contribute less. One group member who is less active causes an uneven distribution of tasks, thus hindering the process of optimal discussion and development of ideas. Some groups showed unbalanced interaction, with some students

dominating almost the entire writing process while other members simply followed along without providing significant input.

Despite these challenges, the field findings also show that there are positive initiatives from both teacher and students to overcome this imbalance in contributions. Mrs. Nara actively monitors group dynamics and provides direct encouragement to students who appear passive. Some groups also independently try to create a more balanced atmosphere of cooperation by inviting less active members to get involved through clear discussions and division of tasks.

This is in accordance with the opinion of Storch and Aldori who states that in collaborative writing activities, effective interaction between group members is highly dependent on the balance of contributions and the existence of shared responsibility in completing tasks.⁷⁴ Teacher play an important role in creating a collaborative environment that supports the engagement of all students. And this is in accordance with the fact that the management of roles and the giving of responsibilities evenly is able to improve the quality of writing results as well as form a positive attitude of students towards cooperation in learning.

b. Lack of effective communication skills

Based on the findings obtained by the researcher through interviews, observations, and documentation, that there is a lack of

⁷⁴ Neomy Storch and Ali Aldosari, "Pairing Learners in Pair Work Activity," *Language Teaching Research* 17, no. 1 (2013): 31–48, <https://doi.org/10.1177/1362168812457530>.

effective communication skills among students during the implementation of collaborative writing activities. In the group discussion process, it was seen that some students still had difficulty expressing their opinions, either because of embarrassment, lack of confidence, or fear that the ideas they expressed would be considered wrong by their peers. As a result of this condition, group discussions are often dominated by only one or two active students, while other members are passive and follow without verbal contributions. In addition, the inability to communicate ideas openly also has an impact on the uneven division of tasks, as passive members are less likely to take the initiative in completing their part of the task.

This is in accordance with the opinion of Johnson & Johnson, that collaborative learning will only be effective if each member feels safe, valued, and given space to voice their opinions.⁷⁵ And this is in accordance with the fact that lack of communication skills can hinder the development of students' critical and social thinking skills. Difficulty in bringing ideas together or resolving conflicts

Based on the findings obtained by the researcher through interviews, observations, and documentation, that there are quite real challenges in the form of difficulties in uniting ideas and resolving conflicts that arise during the collaborative writing process. Students show a diversity of perspectives and ideas that instead of enriching

⁷⁵ Johnson and Johnson, "The Impact of Cooperative Learning on Academic Achievement."

discussions, often trigger debates that slow down the writing process. In practice, students who feel more confident or have ideas that are considered more interesting tend to dominate the discussion, while other students become passive or reluctant to voice their opinions for fear of being criticized or not heard.

c. Low sense of individual responsibility for group results.

Based on the findings obtained by the researcher through interviews, observations, and documentation, it is known that there is a low tendency to have a low sense of individual responsibility in the implementation of collaborative writing in class VIII C MTsN 8 Banyuwangi. Some students seem to have not fully understood that the success of group tasks does not depend only on one or two active members, but is a shared responsibility. They tend to leave the entire workload to friends who are considered more capable or dominant in the group.⁷⁶

This finding is strengthened by the results of observations made by researchers, where it can be seen that in some groups, writing activities are only done by a small number of members. The other students seemed to lack focus, showed no initiative, and in some cases just sat quietly waiting for directions from other friends.

⁷⁶ Storch and Aldosari, "Pairing Learners in Pair Work Activity."

3. The benefits of using collaborative writing in teaching recount texts to junior high school students

Refers to the third discussion related to the benefits of using collaborative writing in teaching recount texts in MTsN 8 Banyuwangi, especially class VIII C. Based on the findings obtained by the researcher through interviews, observations, and documentation, that there are significant benefits of using the collaborative writing method in learning recount texts in junior high school students. This method not only plays a role in improving students' writing skills, but also becomes an effective means of developing communication skills, a sense of responsibility, and teamwork. This strengthens students' understanding of the material and fosters active participation in learning. Students who are usually passive become more active in expressing their opinions, and there is an increase in interaction between students during the activity. Although there are some groups that still show dominance by one or two students, the overall interaction that occurs reflects the development of social skills, such as effective communication, tolerance, and mutual respect in completing tasks together.

The use of the collaborative writing method in learning recount texts in junior high school has a significant positive impact, not only in the academic aspect, but also in the development of students' social skills. Through group work, students learn to exchange ideas, share responsibilities, and structure texts in a structured manner together.

This is in accordance with the existing theory that the advantages of collaborative writing lie not only in improving individual writing skills, but also in the development of students' social, emotional, and cognitive aspects

a. Develops learner social skill.

Based on the findings obtained through interviews, observations, and documentation, it is known that the application of the collaborative writing method in learning recount texts in grade VIII C makes a significant contribution to the development of students' social skills. Students become more open in expressing opinions, are able to listen to friends' ideas, and learn to respect differences of views. Through interactions in groups, they feel motivated to participate more actively and learn to complete tasks collectively. This situation creates a collaborative learning environment and supports the development of empathy, tolerance, and responsibility towards groups, which are important skills in social and academic life.

Furthermore, based on the results of the observations made, it appears that most of the students are actively involved in group discussions, dividing assignments, and trying to unite ideas to produce a good recount text. Although there are several groups whose contributions are not evenly distributed, in general the activities are conducive and productive. Therefore, it can be concluded that the use

of the collaborative writing method is able to shape students' social skills in real terms, through direct practice in learning.

This is in accordance with the opinion of Slavin that collaborative learning methods not only improve academic outcomes, but also social skills such as empathy, tolerance, and a sense of responsibility.⁷⁷

b. Reduce stress and time saving

Based on the findings obtained through interviews, observations, and documentation, it is known that the application of the collaborative writing method in learning recount texts provides significant benefits in reducing stress and saving students' time in completing assignments. Dividing the assignments into groups, students do not feel burdened because the work is not done individually. Role division makes the writing process lighter, more efficient, and more focused, so students can devote their attention to the quality of their writing without feeling pressured by time or volume of work.

This is in accordance with the opinion of Wang and Wen (2020) who in their research found that collaborative writing helps students reduce writing anxiety and improve the efficiency of task completion time through clear division of roles in groups.⁷⁸

⁷⁷ Apriyanto, "Language as a Communication Tool in Human Life," *Journal Ilmu Hukum* 10, no. 2 (2022): 45–54, <http://ejournal.seaninstitute.or.id/index.php/Justi/index>.

⁷⁸ Yong Mei Fung, "Collaborative Writing Features," *RELC Journal* 41, no. 1 (2010): 18–30, <https://doi.org/10.1177/0033688210362610>.

c. Motivate learners

Based on the findings obtained from interviews, observations, and documentation, it is known that collaborative writing has an important role in motivating learners. When students work in groups, they not only share tasks, but also feel collective responsibility for the group's work. This sense of responsibility grows along with the realization that the success of the group depends on the contribution of each member. When students help each other and witness the progress of their peers, it fosters the spirit to contribute more actively and complete tasks together with the best results.

The interaction that occurs in a group is not just the division of tasks, but rather a process of learning from each other and building mutual understanding. Despite the challenges in the fair division of roles, students are able to solve them positively by reminding each other and supporting each other. This proves that collaboration in writing not only works academically, but also hone social skills and personal responsibility.

This is in accordance with the opinion of Novela Nur Afrezah et al. that students' involvement in collaborative writing increases their interest and motivation in writing activities because of mutual interaction and contributions in groups.⁷⁹

⁷⁹ Novela Nur Afrezah et al., "Investigating Teachers' Efficacy Beliefs in Managing English for Specific Purposes (ESP) Classroom," *Jurnal Pendidikan Progresif* 14, no. 2 (2024): 1045–58, <https://doi.org/10.23960/jpp.v14.i2.202476>.

d. Improvement of writing content for learners

Based on the findings obtained by the researcher through interviews, observations, and documentation, it is known that there is a significant increase in the quality of student writing content through the application of collaborative writing. Group work encourages students to discuss the structure and content of the writing in more depth. In this process, students provide each other with constructive input, refine the ideas that arise, and organize the storyline in a more logical and systematic way. This collaboration makes students' writing richer, relevant, and not just fulfilling assignments, but reflecting the critical thinking process and mature development of ideas.

Students are seen giving each other input and showing critical thinking skills when composing stories based on personal experiences. Some groups even seem to divide roles strategically, such as some in charge of drafting the main idea, while others focus on developing details or correcting sentence structures. This collaboration shows a deep understanding of the structure of recount texts and the ability to develop interesting and informative written content.

The documentation of students' writings during the activity reflects a more mature and creative thought process, which not only shows an improvement in the linguistic aspect, but also in the ability to convey messages in an interesting and relevant way. The use of collaborative writing contributes greatly to improving the quality of

student writing content, as well as building confidence, communication skills, and responsibility in the writing learning process.

This is in accordance with the opinion of Rahman and Aziz (2021) in their research found that collaboration in writing helps students develop critical thinking skills and significantly improve the structure of texts.⁸⁰

e. Improves learner in grammatical and structural skill

Based on the results of interviews, observations, and documentation obtained by researchers, it is proven that collaborative writing activities have a positive impact on improving students' grammar skills and sentence structure. Working in groups, students not only focus on ideas and writing content, but also correct each other mistakes in the use of grammar and sentence structure, such as improper tenses or inappropriate sentence arrangements. This process helps them to better understand the correct language rules, especially in writing recount text. Through this collaboration, students can learn from their friends' mistakes and indirectly improve their understanding of correct grammar.

They often double-check their writing, checking whether the sentence structure and tenses used are in accordance with the correct rules. Some groups were even seen opening notebooks or asking the teacher directly to make sure that the sentences they composed were

⁸⁰ Arafa Rahman Aziz, Budi Warsito, and Alan Prahutama, "Pengaruh Transformasi Data Pada Metode Learning Vector Quantization Terhadap Akurasi Klasifikasi Diagnosis Penyakit Jantung," *Jurnal Gaussian* 10, no. 1 (2021): 21–30, <https://doi.org/10.14710/j.gauss.v10i1.30933>.

correct. Interaction between students in groups allows them to remind each other and provide helpful feedback, thus creating good reflective habits in writing.

This is in line with the opinion of Zhang and Hyland (2020) stating that interactions in collaborative writing groups allow students to identify and correct grammar errors together, thereby strengthening their understanding of language rules.⁸¹



⁸¹ Zhe (Victor) Zhang and Ken Hyland, "Student Engagement with Teacher and Automated Feedback on L2 Writing," *Assessing Writing* 36, no. February (2018): 90–102, <https://doi.org/10.1016/j.asw.2018.02.004>.

CHAPTER V

CONCLUSION AND SUGGESTION

This concluding chapter serves as a comprehensive summary of the implemented strategy in this research, encompassing the final conclusion as well as providing valuable suggestions. The final conclusion encapsulates the essence of the entire chapter, while the suggestions offered can serve as a valuable resource for English teacher, students' and future researchers seeking reference points.

A. Conclusion

The implementation of the collaborative writing process in learning recount texts at the junior high school level is carried out systematically and structured, including stages such as planning, developing ideas, preparing drafts, revising, and refining the final results together. Teacher play an active role in designing strategies and facilitating the process, as well as adjusting the approach according to the conditions and needs of students in the field. Thus, the implementation of collaborative writing runs effectively and is able to improve students' writing skills gradually through direct experience in cooperation and group discussions.

The main challenges faced by students in implementing collaborative writing for recount texts at the junior high school level include unbalanced contributions among group members, lack of participation from some students, and domination by some individuals in discussion and writing. In addition, some students experienced confusion and lack of interest, which

affected their readiness and enthusiasm in working together. These challenges require special attention and strategies from teacher so that the collaborative process can run more effectively and evenly.

The use of collaborative writing method in teaching recount texts to junior high school students provides various benefits, including improving the ability to write cooperatively and structurally, as well as practicing communication skills and responsibility among group members. In addition, this method also helps students understand the material more deeply through discussion and exchange of opinions, and motivates them to actively participate in the learning process. Thus, collaborative writing not only improves academic aspects, but also supports the development of students' collaborative and social attitudes.

B. Suggestion

1. Teacher

Teacher are expected to be able to design and implement the collaborative writing method systematically. In its implementation, teacher need to guide students in the division of tasks, preparation of writing outlines, and provide active direction during the collaborative process. In addition, teacher should also be able to overcome obstacles such as unbalanced contributions or domination by one or two students through fair and inclusive coaching strategies.

2. Students'

Students are expected to be active and responsible in every stage of collaboration, from brainstorming, outlining, writing, to text revision. In this process, students need to develop communication skills and mutual respect for opinions so that the atmosphere of collaboration becomes conducive and productive. In addition, students are also advised to learn independently in developing ideas and improving language skills, so that the collaborative process can run more smoothly and effectively.

3. For further researcher

Researchers are advised to conduct more in-depth research on effective strategies in overcoming challenges in collaborative writing, such as contribution imbalance and domination. researchers can also examine the long-term impact of using collaborative writing on students' overall mastery of competencies.

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Appendix 1

Research matrix

MATRIX

TITLE	VARIABLES	SUB-VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
INVESTIGATING STUDENTS' COLLABORATIVE WRITING PROCESS IN TEACHING A RECOUNT TEXT AT MTsN 8 BANYUWANGI	Collaborative writing process	1. Teaching writing strategies	1. Planning 2. Drafting 3. Revising 4. Editing 5. Publishing	1. Observation 2. Interview a. Teacher b. Students 3. Document review a. Teaching module	Research Design Descriptive qualitative Data Collection (john cresswell) - Observation - Interview - Document review Data Analysis (Miles, Huberman) - Data reduction - Data Display - Data consensation Data Validity - Triangulation Technique	1. How is the implementation of the collaborative writing process in teaching recount texts at the junior high school level? 2. What are the challenges faced by students in implementing collaborative writing for recount texts at the junior high school level? 3. What are the benefits of using collaborative writing in teaching recount texts to junior high school students?

					- Source triangulation	
		2. Classroom Dynamics	Interaction and communication between students during collaborative writing			
		3. Teacher Role	Teacher involvement and support during the collaborative writing process			
	Recount Text Writing Ability	1. Generic structure	The general structure of a recount text consists of three main parts (orientation, events, reorientation)			
		2. Language Features	The use of past tense (V2), action verbs, temporal conjunctions, personal pronouns, and adverbs of time and place.			
		3. Content and Ideas	The content of the recount text is relevant to real experiences or events, accompanied by sufficient and clear details, and the ideas are conveyed			

			coherently and logically.		
		4. Coherence and Cohesion	logically organized sentences, using connectors between sentences appropriately		
		5. Grammar and Mechanics	correct sentence structure (subject, predicate, object, adverb),		

Appendix 2**DECLARATION OF AUTHENTICITY**

Name : Yurike Findia Solikatun Nafiah

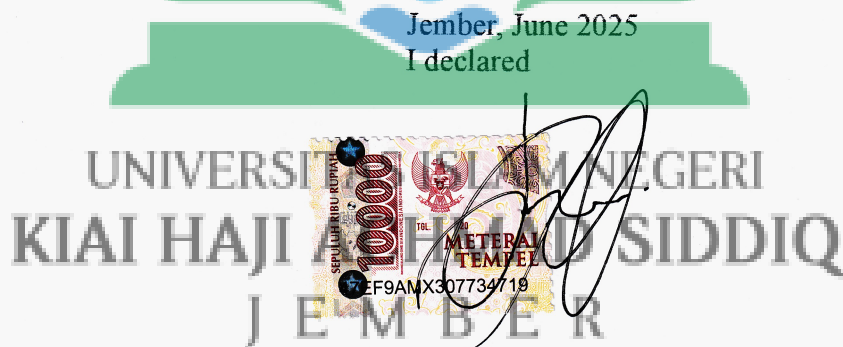
Students' number : 213101060004

Study program : English Education Department

Faculty : Education and Teacher Training

Institution : State Islamic University of KH.Achmad Siddiq of Jember.

Declare that thesis entitled "Investigating Students' Collaborative Writing Process in Learnig A Recount Text At MTsN 8 Banyuwangi" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publication cited in this work has been personality consulted.



Yurike Findia soliktun Nafiah
NIM. 213101060004

Appendix 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-10359/In.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 213101060004
Nama : YURIKE FINDIA SOLIKATUN NAFIAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "INVESTIGATING STUDENTS' COLLABORATIVE WRITING PROCESS IN TEACHING A RECOUNT TEXT AT MTsN 8 BANYUWANGI" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sri Endah Zulaikhatul Kharimah, S.Ag, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 11 Februari 2025

Dekan,
Kak Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
KEMENTERIAN AGAMA REPUBLIK INDONESIA



KHOTIBUL UMAM

Appendix 4



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH TSANAWIYAH NEGERI 8 BANYUWANGI**

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SURAT KETERANGAN

Nomor : 197/Mts.13.30.08/PP.00/03/2025

Yang bertanda tangan di bawah ini, Kepala MTsN 8 Banyuwangi menerangkan :

Nama : Yurike Findia Solikaton Nafiah
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Glenmore Banyuwangi
Program Studi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Bahwa Mahasiswa/i tersebut diatas telah melaksanakan Penelitian di MTsN 8 Banyuwangi Kecamatan Genteng Kabupaten Banyuwangi pada tanggal 11 Februari s.d 22 Maret 2025. Berdasarkan Surat Izin Penelitian dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember dengan Nomor : B-10359/In.20/3.a/PP.009/02/2025 tanggal 11 Februari 2025 untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul :

" INVESTIGATING STUDENTS COLLABORATIVE WRITING PROCESS IN TEACHING A RECOUNT TEXT AT MTsN 8 BANYUWANGI "

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Banyuwangi, 22 Maret 2025
Kepala Madrasah



Sri Endah Zulaikahtul Kharimah



Dokumen ini telah ditanda tangani secara elektronik.
Token : MSdnF4

Appendix 5



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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Yurike Findia Solikatur Nafiah

NIM : 213101060004

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Investigating Students' Collaborative Writing Process In Teaching a
 recount Text At MTsN 8 Banyuwangi

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan
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Jember, 15 Mei 2025

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NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

Appendix 6

photos of research activities



This documentation shows the moment of the researcher interview with the English teacher at MTsN 8 Banyuwangi to explore information related to the application of collaborative writing method in learning recount text. The interview was conducted directly in the teacher's room with a relaxed and informative atmosphere.



This photo documents the researcher interview process with four class representatives at MTsN 8 Banyuwangi to obtain data about their experiences in learning collaborative writing. The interview took place in the school environment with an open and communicative atmosphere.

Appendix 7

CONSENT FORM

for participation in research

Researcher : Yurike Findia Solikatun Nafiah

SRN : 213101060004

Research Tittle : Investigating Students' Collaborative Writing Process In Teaching
A recount Text At MTsN 8 Banyuwangi

Thank you for considering participating in this research study. Before you decide whether to participate, it is important for you to understand why this research is being conducted and what your participation will involve. Please take your time to read the information provide below. If you have any concern, please feel free to ask.

Purpose of study:

1. To explore the implementation of the collaborative writing process in teaching recount texts at the junior high school level
2. To identify the challenges faced in applying collaborative writing for recount texts in junior high schools,
3. To examine the benefits of using collaborative writing in teaching recount texts to junior high school students.

What will be involved in the study:

If you agree to participate, you will be asked to

1. Provide time to be interviewed about teaching experiences with collaborative writing methods.
2. Provide information related to the Learning Implementation Plan (RPP) or learning module used.
3. Gave permission to the researcher to conduct observations during the lesson.
4. Provided views regarding the challenges and benefits of using collaborative writing methods in the classroom.

Risk and benefits:

There is no expected risk from taking part in this study beyond what you might experience in your normal daily activities. By participating, you will provide valuable insights into how collaborative writing is implemented in classrooms, especially in the context of teaching recount texts. This may also support your professional development by giving you the opportunity to reflect on your teaching practices and potentially improve classroom strategies in writing instruction.

Confidentiality:

Your participation will be kept confidential. All data collected will be anonymized to protect your identity. Only the research team will have access to the original recordings and data. The data will be used solely for academic purposes and will not be shared outside the research team.

Voluntary participation:

Participation in this study is voluntary. You may refuse to participate from the at any time without any negative impact. If you decide to withdraw, all the information you have given will be deleted and will not be included in the research.

Consent:

By signing below, you indicate that you have read and understood the information provided in this consent form. You consent to participate in the study. You understand that all information will be kept confidential and used solely for research purposes.

Participant's Name

Ms. Nara

Jember, 13 February 2025

Researcher's Signature

Yurike Firdia Solikatun N.

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Appendix 8

Research Guidelines for Collaborative Writing in Teaching Recount Texts

1. Interview Guidelines

a. Teacher Interview Guidelines

Purpose: To gather insights into the planning, implementation, challenges, and perceived benefits of using collaborative writing in teaching recount texts.

Sample Questions:

- 1) How do you prepare for collaborative writing activities before class?
- 2) What stages do you typically follow in conducting collaborative writing exercises?
- 3) How do you form groups and assign roles to students?
- 4) What resources do you use to support students during collaborative writing activities?
- 5) What challenges have you encountered in implementing collaborative writing, and how do you address them?
- 6) How do you assess students' progress and participation in collaborative writing tasks?
- 7) What benefits have you observed regarding students' writing development and social interaction?
- 8) How do you manage conflicts or disagreements within student groups?

2. Student Interview Guidelines

Purpose: To understand students' experiences, perceptions, and challenges during collaborative writing activities.

Sample Questions:

- 1) How do you feel about working in groups to write recount texts?
- 2) What roles do you usually take during group discussions or writing sessions?
- 3) Do you find it easy or difficult to share your ideas with your peers? Why?

- 4) Can you describe any experiences of conflict or disagreement during group work? How were they resolved?
- 5) How has collaborative writing helped you understand recount texts better?
- 6) What challenges do you face during collaborative writing activities, and how do you deal with them?
- 7) In your opinion, how does collaborative writing influence your writing skills and social skills?

3. Observation Guidelines

Purpose: To observe classroom dynamics, group interactions, and the implementation process of collaborative writing activities.

Focus Areas:

- 1) Group formation and composition (e.g., random, ability-based)
- 2) Student engagement and participation during brainstorming, drafting, editing, revising, and publishing
- 3) Interactions among students, including communication, idea sharing, and conflict resolution
- 4) Role allocation and task distribution within groups
- 5) Teacher's facilitation strategies, including guidance, feedback, and conflict mediation
- 6) Instances of peer support and collaboration
- 7) Reflection and revision processes

4. Documentation Guidelines

Purpose: To collect and analyze students' written work and related materials systematically, in order to assess progress and quality in collaborative writing.

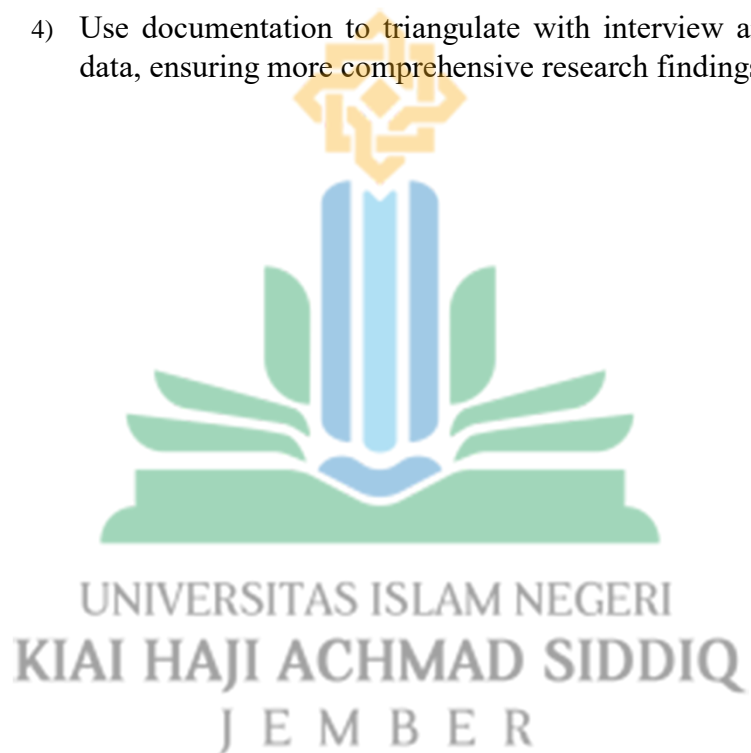
Types of Documentation:

- 1) Teaching Module
- 2) Drafts and revisions of students' recount texts
- 3) Group-produced materials such as brainstorming notes, outlines, and rough drafts
- 4) Teacher's feedback

- 5) Photographs or scanned images of group activities
- 6) Student worksheets

Guidelines:

- 1) Collect documentation consistently after each collaborative writing activity
- 2) Ensure confidentiality and organize documents chronologically
- 3) Analyze the content to assess students' improvement in writing skills over time
- 4) Use documentation to triangulate with interview and observation data, ensuring more comprehensive research findings


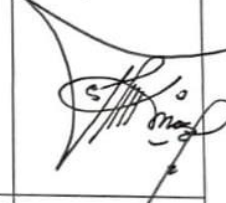

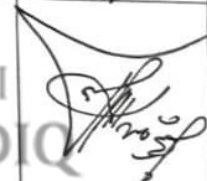

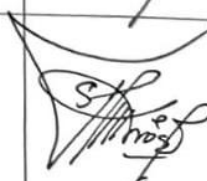







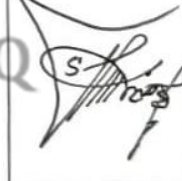
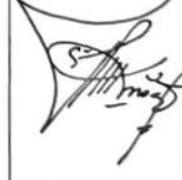
Appendix 9



RESEARCH JOURNAL

**INVESTIGATING STUDENTS COLLABORATIVE WRITING PROCESS
IN TEACHING A RECOUNT TEXT AT MTsN 8 BANYUWANGI**

Location: MtSN 8 Banyuwangi

No.	Day/Date	Activity	Informan	Signature
1.	Tuesday, februari 11 th , 2025	Licensing and initial Observation.		
2.	Thursday, februari, 13 th 2025	licensing and Schedule adjustment.		
3.	Saturday, february, 15 th 2025	First Meeting • Introduction to basic Material (Recount text)		
4.	Tuesday, February, 18 th 2025	Second Meeting • Make group discussion • drafting • Editing		
5.	saturday, february 22 th 2025	Third Meeting • Revising with teacher.		
6.	Tuesday, february, 25 th 2025	Fourth Meeting • Publishing • self - reflection.		

7.	saturday, february, 15 th 2025	interview With teacher.		
8.	Wednesday, february, 26 th 2025	Interview with Students 1		
9.	Thursday, March, 6 th 2025	Interview with Students 2		
10.	Friday, March, 7 th 2025	Interview with teacher.		
11.	saturday, March, 8 th 2025	Interview with Students 3.		
12.	saturday, March, 9 th 2025	Interview with Students 4.		
13.	Monday, 10 th 2025	Interview with teacher to add information.		

14.	Tuesday, March, 18 th 2025	Interview with teacher and students to add information		
15.	Saturday, March 22 th 2025	ask for a permit to finish research		

Headmaster



Hj Sri Endah Zulaikahtul Kharimah, S.Ag., M.Pd
NIP: 19730527199903



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Appendix 10

Profile Of School

A. Overview of the School

Madrasah Tsanawiyah Negeri (MTsN) 8 Banyuwangi stands firmly on Jalan Jember 18 A, Setail, Genteng, Banyuwangi Regency, East Java, with a National School Identification Number (NPSN) 20581637. As the first secondary education institution managed by the government, MTsN 8 Banyuwangi has received A accreditation issued on November 17, 2017, based on Decree Number 164/BAP-S/M/SK/XI/2017.

MTsN 8 Banyuwangi was established on the basis of the Decree of the Minister of Religion Number 244 of 1993, which was issued on October 25, 1993. This school has been actively operating since 2010 with an operational permit through Decree Number Kd.13.10/PP.00.5/2540/2010 on July 1, 2010.

As a madrasah oriented towards character and knowledge education, MTsN 8 Banyuwangi has a mission to form a generation of nations with noble, intelligent, and competitive character. Supported by facilities that support teaching and learning activities, MTsN 8 Banyuwangi offers a conducive and fun learning atmosphere. Although data on land area and electricity sources are not yet available, the school provides adequate internet access, allowing students to access the latest information and technology needed in the learning process.

MTsN 8 Banyuwangi consistently strives to improve the quality of education through innovation and the development of superior programs. With the support of teachers, staff, and parents, this school is committed to forming a generation that is knowledgeable, has noble character, and is beneficial to the wider community.

B. History of the Institution

MTs Negeri 8 Banyuwangi was originally named MTs Negeri Genteng, established on July 1, 1980 as a class away from MTs Negeri Srono and led by Mr. Chudlori. KBM initially took place at K.H. Daldiri's Madrasah Diniyah in Setail, Genteng, with two simple classrooms. Seeing the

development of the number of students, BP3 and the Head of Setail Village bought land to build a new classroom.

Over time, MTs Negeri Genteng received land waqf from the student's guardian in Maron, which was then occupied by MAN Genteng. On October 25, 1993, MTs Negeri Genteng officially became a state madrasah with Mr. Chudlori as the head, but shortly afterwards he had an accident and was replaced by Mr. Nurakhim as PLH until 1995.

Various leadership changes have brought progress to MTs Negeri Genteng. Mr. Choirul Anam (1995-1999) expanded the building by buying SMA Merdeka to overcome the shortage of classrooms. The leadership of Mr. Nur Hidajat (1999-2002) and Mr. Mahmud (2002-2004) strengthened the infrastructure by adding study rooms, computer laboratories, and rearranging the madrasah location to be more efficient.

During the leadership of Mr. Nurahim (2004-2007), MTs Negeri Genteng received a laboratory, library, and tennis court project, as well as centralizing KBM activities in one location on Jl. Jember No. 18A. Mr. Imam Thurmudi (2007-2011) continued this development with a classroom rehabilitation project and the construction of new facilities. Under Mr. Komarun (2011-2014), the madrasah built a music room and connecting corridor.

On April 15, 2014, Mr. Bashori became the head of the madrasah and built several new classrooms, meeting rooms, and UKS. In 2016, MTs Negeri Genteng was officially renamed MTs Negeri 8 Banyuwangi according to PMA No. 673. Mr. Bashori led until March 31, 2020 and built PTSP. After his leadership, Mr. Masykur Husni and Mr. Ahmad Suyuti became PLT, with Mr. H. Imam Syafi'i as the definitive head since October 1, 2020. The beginning of his leadership period was marked by the construction of a greening park for MTs Negeri 8 Banyuwangi.

C. Vision MTsN 8 Banyuwangi

The realization of students who are faithful, intelligent, skilled, independent, accomplished, globally insightful, moral, and environmentally cultured.

D. Mission MTsN 8 Banyuwangi

1. Instilling faith and piety through the practice of religious teachings properly and correctly
2. Optimize the learning and mentoring process
3. Developing the field of science and technology based on the interests, talents and potential of students
4. Improve academic and non-academic performance
5. Fostering students' independence through planned and sustainable habituation, entrepreneurship, and self-development activities
6. Establishing harmonious cooperation between madrasah residents, other related institutions
7. Creating digital madrasah in all fields.
8. Instilling the habit of behaving politely and well-mannered.
9. Realizing madrasah residents who care about the environment and have a lively, clean and healthy culture.
10. Creating an environmentally friendly learning atmosphere and being able to build a caring and environmentally cultured character.
11. Realizing an effective and efficient culture in the use of natural resources.

E. Organization and Institutions

1. Head of Madrasah : Sri Endah Zulaikahtul K, S.Ag,. M.Pd
2. Head of Administration : Arif Rusdi, S.Pd
3. Curriculum Coordinator : Dr. Luki Utari
4. Waka Student Affairs : Muhtarom, S.Ag
5. Waka Sarana Prasarana : Pujiadi, S.Pd
6. Public Relations Representative : Sukono, S.Pd
7. Data of MTs Negeri 8 Banyuwangi Students

MTsN 8 Banyuwangi Student Data Table

Yes	Description	Detail	Sum	Total
1.	Grade 7	L	161	365
		P	204	
2.	Grade 8	L	141	274
		P	133	
3.	Grade 9	L	138	270
		P	132	
	Total		909	

Appendix 11

MODUL AJAR “RECOUNT TEXT” BAHASA INGGRIS FASE D KELAS IX KURIKULUM MERDEKA

A. INFORMASI UMUM

Nama sekolah	: MTsN 8 Banyuwangi
Mata pelajaran	: Bahasa Inggris
Kelas	: VIII (8)
Penyusun	: Mrs. Nara
Elemen	: Recount text
Model pembelajaran	: Genre-based approach
Profil Pengembangan Pancasila	: Bernalar kritis, kreatif

B. KOMPONEN UTAMA

1. Capaian Pembelajaran – Elemen Capaian

Membaca- Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosa kata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal, atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

2. Tujuan Pembelajaran

- 1) Peserta didik dapat memahami dan mengidentifikasi simple past tense dari suatu teks recount,

2) Peserta didik dapat mengubah bentuk kosakata menjadi kosakata simple past tense,

3) Peserta didik dapat menulis beberapa contoh kalimat simple past tense.

3. **Total Alokasi Waktu:** 2x40 menit (1 pertemuan)

4. **Kegiatan Pembelajaran**

KEGIATAN	PROSEDUR	WAKTU
Introduction	<ol style="list-style-type: none"> 1. Guru mengawali dengan mengucapkan salam dan tegur sapa kepada siswa 2. Guru memulai memimpin siswa untuk doa bersama 3. Guru mengabsen kehadiran siswa sembari menyiapkan suasana belajar yang kondusif <ul style="list-style-type: none"> • Guru memulai dengan untuk merefresh semangat belajar siswa dengan memberikan brainstorming “today we will learn about experience. The title of this chapter is taking trips, right? what comes into your mind when you first hear the word <i>trip</i>?” 	15 menit
BKOF (Building Knowledge of Field)	<ol style="list-style-type: none"> 4. Guru menampilkan beberapa gambar tempat wisata, peserta didik diminta untuk melihat gambar tersebut. 5. Guru bertanya pada peserta didik apakah pernah mengunjungi beberapa tempat wisata tersebut “alright, students. “Please take a look at this picture. (1) Is it familiar to you? (2) What a places is it? (3) Have you visited before? (4) How did you feel when you visited the places?” 6. Guru menyampaikan tujuan pembelajaran 	50 menit
MOT (Modelling of Text)	<ol style="list-style-type: none"> 7. Guru menyajikan sebuah contoh recount text dan menyampaikan materi terkait recount text berdasarkan contoh yang disajikan (social function, generic structure, language features) 8. Guru dan peserta didik bersama sama menerjemahkan recount text yang telah disajikan 	

ICOT (Independence construction of Text)	<p>9. Peserta didik diminta untuk menentukan pernyataan yang benar atau salah (T/F) berdasarkan recount text yang telah disajikan.</p> <p>10. Peserta diminta untuk menuliskan beberapa kata kerja yang ditemukan dalam recount text yang telah disajikan dan meminta peserta didik untuk membuat kalimat yang bersumber dari kata kerja yang telah ditemukan</p>	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> • Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari bersama <p>Refleksi</p> <ul style="list-style-type: none"> • Apakah pelajaran hari ini terasa menyenangkan? • Peserta didik mengomunikasikan kendala yang dihadapi selama pembelajaran. • Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik. <p>Penutup</p> <ul style="list-style-type: none"> • Berdo'a bersama sebelum kelas berakhir dan mengucapkan salam penutup. 	

5. **Sarana dan Prasarana atau Media:** Papan tulis, laptop, proyektor

6. **Sumber Belajar:** LKS, Buku Paket, media gambar

7. **Alat dan Bahan:** power point, worksheet

8. **Penilaian:** MODUL AJAR KURIKULUM MERDEKA

1. RUBRIK PENILAIAN SIKAP

Nama Peserta

Didik.....

Kelas :

Tanggal Pengamatan :

..... Materi

Pokok :

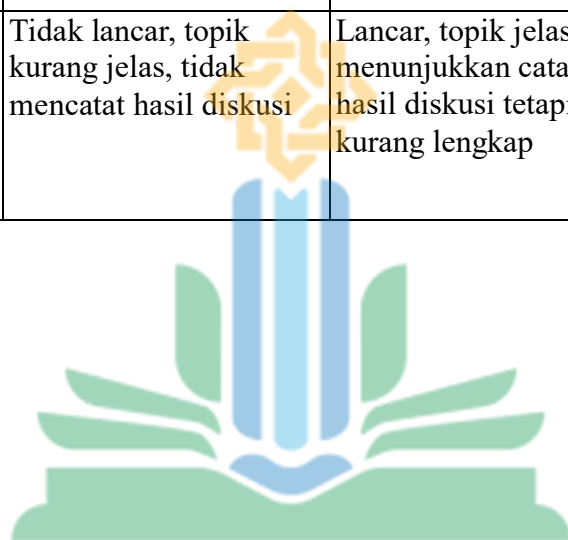
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No	Aspek yang dinilai	Kriteria	Skor
1.	Religius	Sangat sering menunjukkan sikap Religius (memberi salam)	4
		Sering menunjukkan sikap Religius (memberi salam)	3
		Kadang-kadang menunjukkan sikap Religius (memberi salam)	2
		Jarang menunjukkan sikap Religius (memberi salam)	1
		Tidak pernah menunjukkan sikap Religius (memberi salam)	0
2.	Kerja keras	Sangat sering menunjukkan sikap Kerja keras (aktif dalam belajar)	4
		Sering menunjukkan sikap Kerja keras (aktif dalam belajar)	3
		Kadang-kadang menunjukkan sikap Kerja keras (aktif dalam belajar)	2
		Jarang menunjukkan sikap Kerja keras (aktif dalam belajar)	1
		Tidak pernah menunjukkan sikap Kerja keras (aktif dalam belajar)	0
3.	Percaya Diri	Sangat sering menunjukkan sikap Percaya Diri (tidak mencontek)	4
		Sering menunjukkan sikap Percaya Diri (tidak mencontek)	3
		Kadang-kadang menunjukkan sikap Percaya Diri (tidak mencontek)	2
		Jarang menunjukkan sikap Percaya Diri (tidak mencontek)	1

2. RUBRIK PENILAIAN PENGETAHUAN

No	Aspek yang Dinilai	Kriteria		✓	✓
1.	Tujuan Komunikatif	Sangat memahami			
		Memahami			
		Cukup memahami			
		Kurang memahami	Hampir tidak		
		Tidak memahami	memahami		
2.	Keruntutan Teks	Struktur teks yang digunakan sangat runtut			
		Struktur teks yang digunakan runtut			
		Struktur teks yang digunakan cukup runtut			
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir		
		Struktur teks yang digunakan tidak runtut	tidak runtut		
3.	Pilihan Kosakata	Sangat variatif dan tepat			
		Variatif dan tepat			
		Cukup variatif dan tepat			
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat		
		Tidak variatif dan tepat			
4.	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat			
		Pilihan tata bahasa tepat			
		Pilihan tata bahasa cukup tepat			
		Pilihan tata bahasa kurang Tepat	Pilihan tata bahasa hampir tidak tepat		
		Pilihan tata bahasa tidak tepat			

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Simulasi	Fungsi sosial tidak tercapai, struktur, dan unsur kebahasaan tidak tepat	Fungsi sosial kurang, struktur, dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur, dan unsur kebahasaan tepat
Presentasi / Hasil Diskusi	Tidak lancar, topik kurang jelas, tidak mencatat hasil diskusi	Lancar, topik jelas, menunjukkan catatan hasil diskusi tetapi kurang lengkap	Sangat lancar, topik jelas, menunjukkan catatan hasil diskusi yang lengkap



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KETERANGAN

- Mahir : mendapatkan 3 point
- Memuaskan : mendapatkan 2 point
- Terbatas : mendapatkan 1 point

Lampiran: Materi singkat

RECOUNT TEXT Recount is a text which retells event or experiences in the past. (sebuah teks yang menceritakan kembali kejadian atau pengalaman di masa lampau). Purpose of Recount text is to entertaining or informing the reader (Tujuan recount text adalah untuk menghibur atau memberi informasi kepada pembaca)

A. Generic Structure of Recount Text 1. Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened. 2. Events 3. Re-orientation: A series of events, ordered in a chronological sequence. : A personal comment about the event or what happened in the end

B. The Characteristics / Language Feature of Recount Text: Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday Focus on specific participant, e.g. I (the writer) Using the conjunctions, such as: then, before, after, etc. Using action verb, e.g. went, stayed

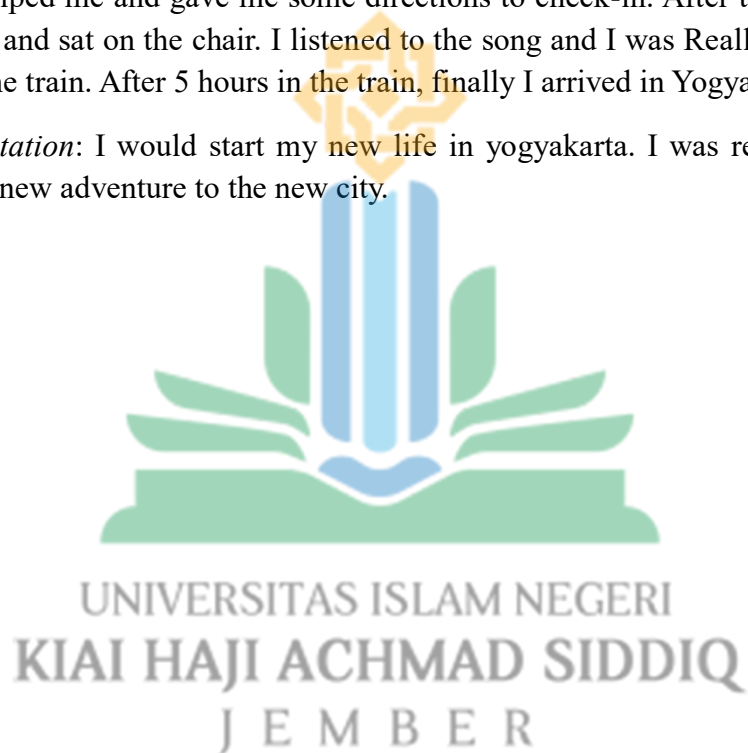
C. Macam-macam Recount Text ❖ Personal recount Personal recount adalah recount text yang berfungsi menceritakan tentang pengalaman pribadi penulis. ❖ Factual recount Factual recount adalah recount text yang berfungsi untuk menyajikan laporan peristiwa yang benar-benar terjadi, seperti laporan percobaan ilmu pengetahuan ataupun laporan kepolisian. ❖ Imaginative Imaginative adalah jenis recount text yang berfungsi menyajikan sebuah cerita imajinatif. Lalu menuliskan peristiwa atau kejadian yang telah terjadi.

Example of recount text:**Travel on the Train for the First Time**

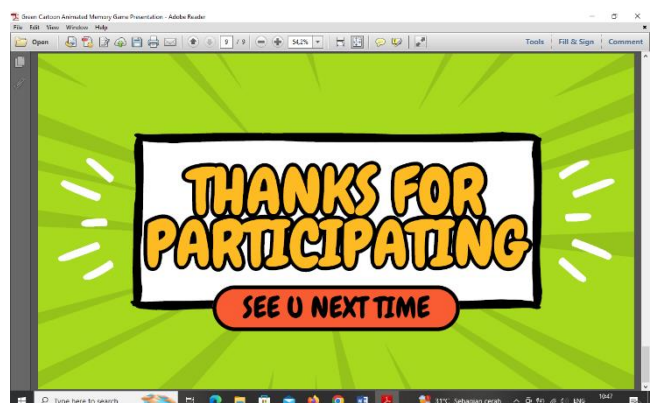
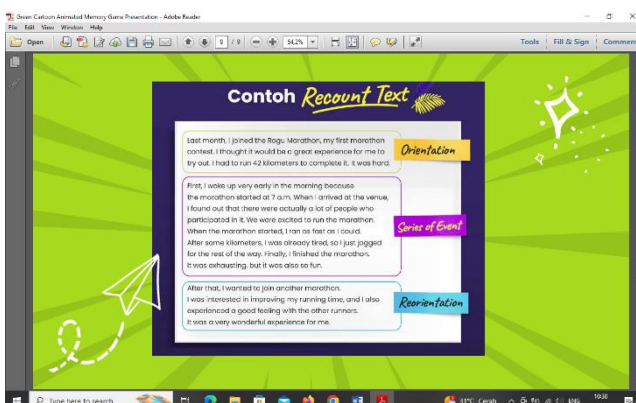
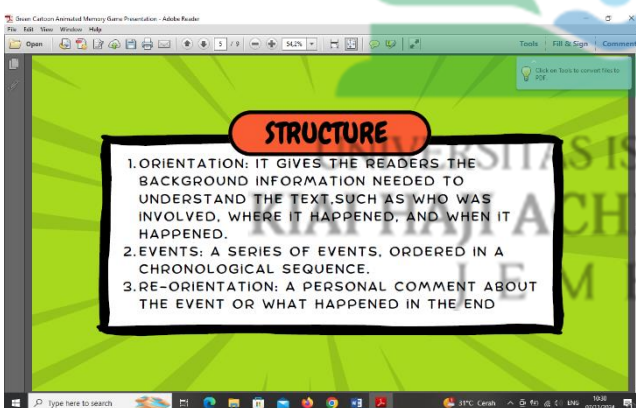
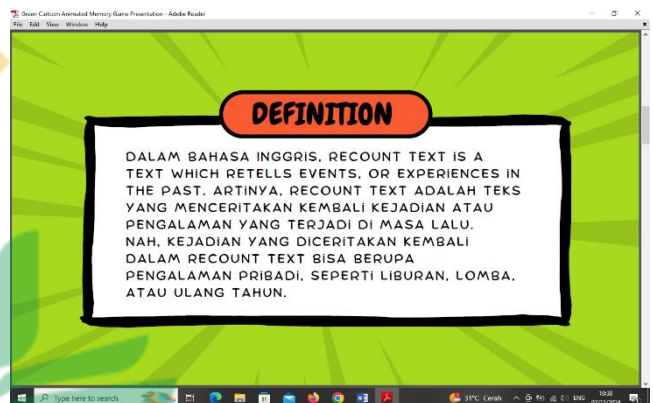
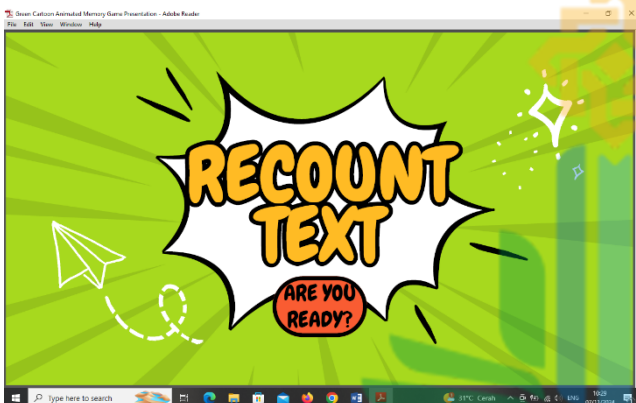
Orientation: Last year, I was fifteen years old. I had graduated from middle school and continue my education in senior high school in Yogyakarta. I was born and grew up in Surabaya. Now, I have to live in Yogyakarta with my grandparents.

Events: I went to Yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair. I listened to the song and I was Really enjoy when I was in the train. After 5 hours in the train, finally I arrived in Yogyakarta.

Re-orientation: I would start my new life in yogyakarta. I was really excited to start my new adventure to the new city.



PPT- Materi Recount Text

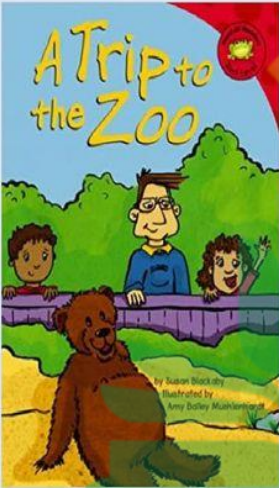


Appendix 12 LKPD

LEMBAR KERJA PESERTA DIDIK
KD. 3.1/4.1

NAME :
 Class :

Task 1
 Arrange the sentences below into a correct paragraph.



A Trip to the Zoo

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only came out at night.

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but he was ok.

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ


JEMBER

JEMBER

Orientation

The Events

Re-Orientation



Appendix 13

CURRICULUM VITAE



Personal Information

Full name : Yurike Findia Solikatun Nafiah
 Nim : 213101060004
 Gender : female
 Place & date of birth : Banyuwangi, october 11th 2001
 Adress : Glenmore-Banyuwangi
 Religion : Islam
 Department/major course : FTIK/English Department
 Email address : yurikefindia111001@gmail.com

Educational background

- TK Darma Bhakti
- SD Negeri 2 Karangharjo
- SMP NEGERI 1 GLENMORE
- SMA NEGERI GLENMORE