DEVELOPING WRITING SKILL OF GRADE VIII STUDENTS AT MTS ALKHAIRAAAT PUSAT PALU THROUGH COLLABORATIVE LEARNING

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Abstrak

Istilah Kunci: Mengembangkan, Keterampilan Menulis, dan pembelajaran kolaboratif

As a means of communication, English is a language that needs to be mastered by the students. In order to communicate well, the students need to master the language skill as well as language components. It is expected that at the end of the teaching learning process, the students are able to use English either spoken or written language.

In comparison to the other skills, writing is considered as the most complicated one for the students who are learning to write because they have to master lots of aspects related to the mechanics of writing (spelling, capitalization, and punctuation), diction and grammar. The ability to produce a piece of writing is facilitated by the ability to write correct sentences and by the ability to connect sentences to present the unified thought in written media.

Writing narrative text is one of text type learnt in school. Narrative text is the one which is learnt from the first year up to third year. It is expressed in Depdiknas (2006) that for the eighth year Junior High School student’s competence of writing is to express a meaningful idea of rhetoric in the simple narrative text. Moreover, one of the basic competences is that the students can make a simple narrative paragraph. For Junior High School students, narrative text is tought
in the form of fable and legend. This text has similar generic structure and language features such as record, anecdote, spoof, explanation text etc. The function of narrative text is to entertain or amuse the readers. Generally, the structures of narrative text are orientation, complication, and resolution (Gerrot and Wignell, 1994: 204).

There are several problems faced by the students at MTs AlKhairaat Pusat Palu related to the learning of narrative text. Narrative text is a genre which is difficult for them. First, the students have limited vocabulary which can be seen from their difficulty in choosing the diction and arranging the sentence. Second, students get difficulties in grammar. For example the difficulties in simple past form, they write “Our grandfather go for a walk two days ago” instead of “Our grandfather went for a walk two days ago”. Third is generic structure of narrative text. It has orientation which introduces the participants or the characters of the story with the time and place set, complication which tells the crisis of the story or the problem develop, and resolution where the problems in the story is solved. Here the students get difficulties in defining the orientation, complication, resolution of the story. Next, narrative text in form of fable, have a moral message in each of story. Therefore the students are expected to be able to get the message from what they have read. Unfortunately many students cannot catch the message from it, so it becomes another problem found by the researcher.

Teaching writing narratives with appropriate technique is crucial to make the writing class effective. Furthermore teacher should provide appropriate technique to teach effective writing. That technique is collaborative learning.

Collaborative learning is useful for the students in junior high school and senior high school because it has advantage to solve all topics given by the teacher in team. The topics are of course, related to what topics are learnt by the students at their grade, the topics must be suitable with the syllabus. In a team they give attention to solve the problems themselves in that team. It increases participation and minimizes weakness of the students in that team. They have to show their idea independently depend on their mind. So a topic will be discussed by several people in a group. They can transfer their mind to their friends and combine it being a good story or text. Collaborative learning also uses those elements to improve the quality of writing in learning.

Related Literature Review

Writing Skill

Writing is an effective way to communicate, produce language with readers in a text. Writing represents thinking. It is a kind of mirror that reflects things, which stay in the mind, as Meyers (2005: 2) states that writing is communicating with others in a verbal way. In addition, writing is also an action-a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Brown (2001: 322) informs that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive.

Teaching Writing to Junior High School Students

The target level of English mastery for junior high school students is to have a functional literacy which is supported by linguistic competence, socio-cultural competence and strategy competence. In this case, the teacher has to encourage the students’ ability in language skills and language components, (Depdiknas, 2006). These abilities are taught integratedly in learning and teaching process. Finocchiaro (1986: 30) informs that a conscious or unconscious knowledge of the subsystem of language (sound, grammar, vocabulary and culture) is necessary in the skill of listening with understanding; speaking appropriately, fluently and correctly; reading with
comprehension and enjoyment and writing both for practical purposes and to express original thoughts and ideas.

**Aspects of Writing Skill**

There are some aspects to be considered by the teacher in assessing students’ writing product. Some experts have classified those aspects of writing into some criteria. Heaton (1988) divides some aspects of writing into five parts: language use, mechanical skill, treatment of content, stylistic skills, and judgment skills. Furthermore, Brown (2001: 356-357) classifies the aspect of writing into six aspects; content, organization, discourse, syntax, vocabulary, and mechanics. In addition, Weigle (2002: 115-116) states that there are five aspects of writing: content, organization, vocabulary, language use, and mechanics.

**Writing Narrative Texts**

A narrative is a text that tells a story and entertains the readers. The essential of writing a narrative can be seen in the objective of the English curriculum of junior high school, a narrative text is one of the genre that have to be taught to the students because this kind of writing is found in everyday life of the students. The purpose of narrative not only proving entertainment but also making the audience think about the issue, teach them a lesson, or excite their emotions.

**Generic Structure of a Narrative Text**

The teacher in teaching and learning process introduces how to construct a narrative text. Derewianka (1990: 32) describes that the steps for constructing a narrative are:

1. **Orientation**
   
   It is where the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter).

2. **Complication**
   
   The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise.

3. **Resolution**
   
   A resolution of the complication is brought about in a “satisfying” narrative. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

**Types of Narrative Text**

A narrative text has many types. It can be imaginary, factual or combination of both. Behrman (2003: 299) categories that narrative has two types, namely personal narrative and imaginative narrative.

**Unity and Coherence**

Writing paragraph especially narrative text, we should consider about unity and coherence. Unity and coherence are elements in writing good paragraph. The term coherence can be described as the way a group of clauses relate to the context. While unity means discuss a paragraph with one idea from beginning to end.

**Unity**

Unity means that there is a concentration on the explanation of the purpose of writing sentence in a paragraph. There are no irrelevant sentences to the sentences that are developed in a paragraph. It discusses one idea from beginning to end. In other words, unity means staying on the topic by staying within the focus.

**Coherence**

A paragraph is said to be coherent when sentences in the paragraph flow from one to another without discernible bumps, gaps, or shifts. Coherence for writing is the sentence must hold together. It means that movement from one sentence to next sentence must clear and logic. Coherence here means to keep verb tenses and pronoun number consistent within the paragraph. Blatant shifts in time or person scare the reader. If she/he begins a discussion in the present tense, do not jump to the past tense in the next sentence because the shift in tense within the description immediately confuses the time.
intended. Besides, the students should know how to link between sentences within a paragraph is through transitional signal for example: and, but, so, also after, even though, whether, since, etc.

**Collaborative Learning**

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. Unlike individual learning, people engaged in collaborative learning capitalize on one another’s resources and skills. More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles.

There were two techniques conducted in this research. First was collaborative writing. In collaborative writing, each member of group is not only has responsibility to learn what they should learn but they also have responsibility to help their group member to learn and understand what they have got. Through discussion and changes ideas, students directly involved themselves in learning process and also learn how to hand responsibility in learning process. Second was peer editing. It is a teaching technique in which students read, and comments on each other’s written work. As for improvements in writing, the process of peer writing and editing can be effective in raising students’ awareness of important organizational and syntactical elements that they otherwise might not notice on their own.

**Advantages of Collaborative Learning**

Collaborative learning is useful for students especially at primary and secondary level. On a personal level, students are pleased to be able to share their difficulties with others. They gain confidence from observing that if their team-mates can solve problems, they will also be able to overcome them. On a social level, the students' level of tolerance and acceptance of other people's viewpoints is increased, a skill which no doubt is beneficial in real-life situations where one also often has to be prepared to compromise. They also form close friendships with their team-mates, and many stress that for that reason they look forward to coming to class. Alwasilah (2000) expresses that through collaborative learning students implant teamwork and tolerance toward others’ opinion and improving ability to formulate and clarify idea or opinion.

**Teaching Writing Skill through Collaborative Learning**

Writing is a collaborative process. This could not be more true than it is in the classroom, whether it be at the elementary level or in college. The fact of the matter is that students need collaboration and input from their peers if they want to be able to improve upon their writing. Harmer (2004: 57) describes that teaching means to give (someone knowledge) or to instruct or train (someone). The main thing that students these days are lacking when it comes to their writing is group feedback from their peers. And nothing is more influential to them, as writers, than this type of feedback. This is why it is a good idea to have group peer review sessions with each piece of writing that a student turns in for class. Typically, a group of four to five students depending on the size of the class will suffice. Having brainstorming groups in class is a great way to kick off any writing assignment. After all, getting ideas on what to write is often a writer’s first major road block that they encounter upon receiving any new writing assignment. But by having these groups in which they can discuss ideas and get help in coming up with new ones can make the process of getting started with a paper much easier than leaving the writer to fend for them. At the same time, having group discussions in
class that involve the teacher can also be helpful in brainstorming and running new ideas across the teacher first before pursuing them. Overall, teaching through collaborative learning is important in every aspect of education, especially in writing. Through encouraging collaboration in the classroom, writers can gain more confidence in themselves while also receiving feedback from their most important audience members, which just so happen to be their peers in the classroom.

METHOD

Research Design
This study was based on the problem found in a particular classroom. It was conducted in the classroom. That’s why, the researcher conducted a CAR (Classroom Action Research).

Setting and Time of the Research
The research was conducted at MTs Alkhairaat Pusat Palu. It is located on Jl. Sis Aljufri No. 36 Palu. The researcher took class VIII A. It contained of 17 girls and 10 boys. The researcher started to conduct her research from May 7th, 2013 up to June 17th, 2013. It is done twice a week, on Sunday and Tuesday.

Research Procedures
The procedures of the research followed the research design. The design was adapted from Kemmis and Mc. Taggarts’ model, which consisted of planning, implementing, observing, and reflecting.

Data Sources
The researcher got the data from several sources:

1) Students
2) Teachers
3) Collaborators

Data Collection Procedures
Primary data of this research was collected through observation, questionnaire, test, field notes, and test/task. Observation was applied to record and collect data of teaching narrative text through collaborative way. Questionnaire was to know the opinion of students and collaborator about developing writing narrative text through collaborative learning. Then, test was used to assess the development achieved of the students while field-notes was used by the researcher and her collaborator to make notes from the class during teaching and learning process of writing by applying collaborative writing. The researcher used them as instrument to get data or information accurately.

Technique of Data Analysis
The data was collected and analyzed qualitatively and quantitatively. It meant that the researcher combined between qualitative and quantitative technique in analyzing the data. The researcher analyzed them at each cycle.

Criteria of Success
The criteria of success are as follows:
1. The average of the obtained score is 75.00 and the percentage of classical achievement is ≥75%, the students will be categorized as successful.
2. The teaching process is successful if the score achievement of the class reaches the percentage of the success (≥75%).
<table>
<thead>
<tr>
<th>Writing Aspect</th>
<th>Level</th>
<th>Criteria</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>Very effective choice of words; no misuse of vocabulary and word forms.</td>
<td>VG (Very Good)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Effective choice of words; few misuse of vocabulary and word forms</td>
<td>G (Good)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Less effective choice of words; some misuse of vocabulary, and word forms</td>
<td>F (Fair)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Ineffective choice of words and a lot of misuse of vocabulary and words forms</td>
<td>P (Poor)</td>
</tr>
<tr>
<td>Unity</td>
<td>4</td>
<td>Each paragraph very clearly develops or relates to the central idea expressed in text. In addition, the supporting ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph. Key words are used.</td>
<td>VG (Very Good)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Each paragraph clearly develops or relates to the central idea expressed in text. In addition, the supporting ideas in each paragraph clearly relate to and develop the central idea expressed in the topic sentence of that paragraph.</td>
<td>G (Good)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Each paragraph less clearly develops or relates to the central idea expressed in text.</td>
<td>F (Fair)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Each paragraph not clearly develops or relates to the central idea expressed in text.</td>
<td>P (Poor)</td>
</tr>
<tr>
<td>Coherence</td>
<td>4</td>
<td>The sentences within each paragraph very clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.</td>
<td>VG (Very Good)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The sentences within each</td>
<td>G (Good)</td>
</tr>
</tbody>
</table>
The sentences within each paragraph clearly relate to each other and to the central idea of the paragraph (topic sentence). Appropriate transitions are used within the paragraph.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The sentences within each paragraph less clearly relate to each other and to the central idea of the paragraph (topic sentence).</td>
<td>F (Fair)</td>
</tr>
<tr>
<td>1</td>
<td>The sentences within each paragraph are not clearly related to each other and to the central idea of the paragraph (topic sentence).</td>
<td>P (Poor)</td>
</tr>
</tbody>
</table>

**FINDINGS AND DISCUSSIONS**

**Cycle 1**

**Research Preparation**

Before conducted the research, a preparation to conduct a research is for the researcher and her collaborator before they do the research activities. It is considered important since the research can only run smoothly if the researcher is well equipped with the sufficient instrument or apparatus to run the research.

**Planning**

Before the teaching and learning activities were conducted in the classroom, some preparations and discussions were carried out. The preparation dealt with the action to be done, which included the preparation of the lesson plan and some instruments to get the data.

**The Implementation of the Plan**

Meeting 1

Meeting 1 was conducted on Sunday, May 12th, 2013, at the seventh and eighth periods.

1) Preactivity

The researcher entered the class and greeted the students. The researcher checked the students’ attendance to know how many students would follow the lesson and how many students would miss it. Then, the researcher introduced narrative text. After that, the researcher explained the instructional objectives and the activity that will be done in the teaching and learning process. After that, the teacher asked the students to sit in groups. Each group consisted of 5 students.

2) While activity

In this activity, the researcher showed a model of narrative text. Then, the students listened the researcher’s explanation about the generic structure and the language features of the narrative text. After that, the researcher explained how to arrange a paragraph to be unified and the use of transition signal in paragraph. Then, the students were asked to ask if there was not clear explanation. Afterwards, the researcher offered a topic of narrative text for the students, it was about fable. In this fable, students were asked to change verb to be correct past tense verb in a text. Then, the students in every group identify generic structure of the text, also identify the transition signal of the text.

3) Postactivity

Before ending the meeting, the researcher asked the students’ problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. At last the researcher asked students to bring story tale.
Meeting 2

Meeting 2 was conducted on Tuesday, May 14th, 2013, at the fifth and sixth periods.

1) Preactivity

The researcher entered the class and greeted the students. The researcher checked the students’ attendance to know how many students would follow the lesson and how many students would miss it. Then, the researcher motivated the students by relating what they have learned at the first meeting.

2) While activity

Before drafting the students’ ideas into three paragraphs, the students listened to the researcher’s explanation about the generic structures and the language features of narrative text again briefly. In explaining the generic structures, the researcher emphasized that the first paragraph was orientation, the second paragraph was complication, and the third was resolution. If there was any reorientation, it was optional. Then the researcher explained about unify and coherence. In unity, the researcher suggested students to keep focus on the theme and idea organization. While, in coherence, researcher suggested to students to be consistence in using formula past tense and linked each sentence by using transition signal. The researcher suggested them to focus first on orientation, move to complication, then move to resolution.

Before drafting their ideas, the researcher asked them to focus the organization of ideas. Then, the students did drafting their ideas. Some guided questions were given to the students in previous meeting make them easier to compose the narrative text. After drafting, the researcher did responding or checked the students’ drafts. Afterwards, the students did revising and editing. In revising, the students focused to revise the organization of ideas, how their ideas became clearer for the reader.

3) Postactivity

Before ending the meeting, the researcher asked the students’ problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. At last, the researcher suggested the students to prepare the final draft.

Meeting 3

Meeting 3 was conducted on Sunday, May 19th, 2013 at the seventh and the eighth periods.

1) Preactivity

The researcher entered the class and greeted the students. The researcher checked the students’ attendance to know how many students would follow the lesson and how many students would miss the lesson. Then, the researcher motivated the students by reminding them about the previous lesson.

2) While activity

Before asking them to publish their writing’s product, the researcher asked them to write the final draft of their own narrative texts. They rewrote their drafts after getting responding or correction from the researcher. In evaluating process, there were three aspects that had to be evaluated, they were text vocabulary, unity and coherence. In evaluating their final drafts, the researcher still found some mistakes, especially in coherence.

3) Postactivity

Before ending the meeting, the researcher asked the students’ problem during the teaching learning process. Then, the students were asked to conclude the materials. At last the researcher asked the students to practice what they have learned in the teaching and learning process. The researcher suggested them to prepare themselves to face a test in the next day.

Test

After the students practiced to write a narrative text for three meetings, the students were tested individually. The individual test was conducted on May 20th, 2013. The test was in the form of written test. They had to write three paragraphs of narrative text. It was about describing their own house. Then, they had to write it by considering the appropriate
Results of Test

Based on the data, the average score of all the students was 60.74. It was recognized that there were 9 students who obtained the score of three aspects (vocabulary, unity and coherence) that met the criteria of success, 60.74. On the other hand, the rest of 18 students did not yet obtain the average score of the three assessed components that met the criteria of success, 60.74.

Reflection

Cycle 2

Revised Planning

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way of grouping</td>
<td>The students produced a piece of writing in each group.</td>
<td>The students produced an individual writing but still sitting in the group.</td>
</tr>
<tr>
<td></td>
<td>The students shocked in doing the test individually.</td>
<td>The students had an experience of writing individually when doing the test.</td>
</tr>
<tr>
<td>Time management</td>
<td>The teacher did not manage the time well in every meeting</td>
<td>The teacher managed the time well in every meeting</td>
</tr>
<tr>
<td>Aspects</td>
<td>The students confused on the use of coherence</td>
<td>The students were expected to focus to the three aspects (vocabulary, unity, and coherence)</td>
</tr>
<tr>
<td>Responding stage</td>
<td>The teacher only showed the students’ mistakes in their drafts. The teacher did not explain the students’ mistakes.</td>
<td>The teacher showed the students’ mistakes in their drafts. The teacher explained the students’ mistakes.</td>
</tr>
<tr>
<td>Test</td>
<td>The teacher did not remind and explain the generic structures and language features of descriptive text before doing the test.</td>
<td>The teacher reminded and explained the generic structures and language features of descriptive text before doing the test.</td>
</tr>
<tr>
<td>Material</td>
<td>Text</td>
<td>Series pictures and videos.</td>
</tr>
</tbody>
</table>

Implementation of the Plan

Meeting 1

Meeting 1 was conducted on Tuesday, May 21st, 2013, at the fifth and sixth period.

1) Preactivity

The researcher entered the class and greeted the students. She checked the students’ attendance list. The researcher told
to the students briefly about the learning objectives that were going to gain during the action run in the classroom. The researcher then asked the students to sit in their group.

2) While activity

In this activity, the researcher showed a model of narrative text. Then, the students listened to the researcher’s explanation about the generic structure and the language features of the narrative text. After that, the researcher explained how to arrange a paragraph to be unified and the use of transition signal in paragraph. Here, the researcher reminded them about how to write a text in a good organizing and good coherence. Afterwards, the researcher offered a topic for students, it was about story tale, princess and the pea. After finding a topic, the students did generating ideas through brainstorming. To make them easy in arranging their ideas into sentences, the researcher gave them some questions.

3) Postactivity

Before ending the meeting, the researcher asked the students’ problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. The researcher then suggested to the students to learn more about the material given.

Meeting 2

Meeting 2 was conducted on Tuesday, February 5th, 2013, at the fifth and the sixth periods.

1) Preactivity

The researcher entered the class and greeted the students. She checked the students’ attendance list. The researcher explained to the students briefly about the learning objectives that were going to gain during the action run in the classroom. The researcher reminded them the materials that given in the last meeting.

2) While activity

In this activities, students focus on writing three paragraphs. The researcher emphasized that the first paragraph was orientation, the second paragraph was complication, and the third was resolution. If there was any reorientation, it was optional. The researcher suggested students to keep focus on the theme and idea organization. also, she suggested to students to be consistence in using formula past tense and linked each sentence by using transition signal. The researcher suggested them to focus first on orientation, move to complication, then move to resolution.

Before drafting their ideas, the researcher asked them to focus the organization of ideas. Then, the students did drafting their ideas. Some guided questions were given to the students in previous meeting make them easier to compose the descriptive text. After drafting, the researcher did responding or checked the students’ drafts. Afterwards, the students did revising and editing. In revising, the students focused to revise the organization of ideas, how their ideas became clearer for the reader.

3) Postactivity

Before ending the meeting, the researcher asked the students’ problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. At last, the researcher suggested the students to prepare the final draft.

Meeting 3

Meeting 3 was conducted on Tuesday, May 28th, 2013 at the fifth and the sixth periods.

1) Preactivity

The researcher entered the class and greeted the students. The researcher checked the students’ attendance to know how many students would follow the lesson and how many students would miss the lesson. Then, the researcher motivated the students by reminding them about the previous lesson.

2) While activity

The researcher asked the students to write the final draft of their own narrative texts. After that, the researcher collected the students’ final drafts to be evaluated. 
evaluating process, there were three aspects that had to be evaluated, they were vocabulary, unity, and coherence. After evaluating the students’ writing, they were asked to publish their writing by reading it in front of the classroom.

3) Postactivity
Before ending the meeting, the researcher asked the students’ problem during the teaching learning process. Then, the students were asked to conclude the materials. At last the researcher asked the students to practice what they have learned in the teaching and learning process. The researcher suggested them to prepare themselves to face a test in the next day.

Test
After giving treatment for 3 meetings, the students were tested individually. The individual test was conducted on May 29th, 2013. The test was in the form of written test. They had to write three paragraphs of narrative text. It was about writing storytale, Cinderela. After that, they had to write it by considering the appropriate generic structure, language features, unity, and coherence of narrative text.

Results of Test
The data indicated that the students’ writing skill were developed. It meant that their mistakes in the three components of writing were decreased. There were 2 students got the score below the minimum achievement standard. 25 students had fulfilled the criterion of success.

Reflection
Based on the three meetings in cycle 2 the researcher and her collaborator made reflection. Based on the observation sheet and field notes analysis of implementation of the Collaborative Learning in three meetings, the researcher and the collaborator reflected that this approach could be implemented to reduce the students’ problem in writing of narrative text dealing vocabulary, unity, and coherence.

As what was stated above, the students’ score in individual test of cycle 2 was success. There were 25 students had fulfilled the criterion of success. Only 2 students did not meet the criterion of success. The researcher and her collaborator decided to stop the action.

CONCLUSIONS AND SUGGESTIONS

Conclusions
It was concluded that Collaborative Learning can be implemented to develop the students’ ability in writing narrative text. It was implemented through planning, drafting, revising, editing, final drafting, evaluating and publishing for two cycles. First, the students were asked to plan their ideas by doing brainstorming and answering some guided questions related to the topic. Second, the students drafted their ideas into three paragraphs of narrative text. Then, the researcher responded the students’ drafts. After responding stage, the students revised and edited their drafts. Next, the students were asked to write final draft to be evaluated. The last, the students published their writing product. This technique is effective to develop the students’ writing skill.

Suggestions
1. This research had been conducted in groups. But the researcher suggested to the students that they should write a text individually and as a consequence they can produce the text. By doing that, their writing skills are developed.
2. The English teacher can teach writing skill by implementing Collaborative Learning. The English teacher should guide the students to do the express their idea in written form and should provide the time for students to discuss their difficulties in writing process.
3. Principle should add story book for being put in school library for supporting the students to develop their writing skill.
REFERENCES


