**The Comparison between Individual and Collaborative Writing on Narrative Paragraphs Achievement**

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**Abstract**

The main objective of the study was to find out the difference of writing on narrative paragraphs achievement between students writing individually and collaboratively. This study was a comparative research which was intended to find out the difference between individual and collaborative writing narrative paragraphs achievement. The participants of the study comprised 54 students found in 2 classes randomized from eight classes. Individual writing was implemented on the first class (n=30) and collaborative writing was implemented on the second class (n=30). Data were collected using writing test. Quantitative data were analyzed using descriptive and inferential statistics. The findings showed that there was a significant difference between Individual and Collaborative Writing on Narrative Paragraphs Achievement of the Second Year Students at MAN 1 Pekanbaru.

*Key words: Individual writing, Collaborative writing, Achievement*

1. **Introduction**

Writing is one of the important skills in a language. A writing can be a facility for everyone without a limitation to facilitate, to share and to inform information to others. Writing can be as a tool to connect a relationship separated. Olshtain in Celce and Murcia states that a writing is an act of communication which takes place between the writer and readers via a writing (Celce-Murcia, 2001, p. 207). It is clear to inform that a writing can be a facility for everyone to deliver his or her ideas to others. The long distance between a writer and readers will be connected through a writing. So that, a writing is supposed as an important skill that human should understand and master.

To understand the writing is not too easy. Saddler (2004; in Westwood) wisely remarks that, a good writing is not only a hard work, it is an extremely complex and challenging mental task (Westwood, 2008, p. 57). Based on the words stated by saddler, it is a rigid statement to inform that writing is not too easy. To understand and to master the writing need a hard work and mental readiness to help you take a part in the world of writing. In the context of writing, there are many interrelated components that should be understood by students as writers because writing is a complex act.

Sturm and Koppenhaver (2000) also inform that composing for writing involves a complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription (Westwood, 2008, p. 56). The complexity of a printed writing is not only determined by components mentioned above, but it is also determined by the kinds of writing. Different kinds of writings will show different difficulties.

 MAN 1 Pekanbaru was one of educational institutions in Pekanbaru using School Based Curriculum (KTSP) in the Process of teaching and learning English. English subject was one of the subjects taught based on KTSP. A writing skill is the important skill which is required to be mastered by students. It becomes the important skill because by writing students can show and explain their ideas that they cannot show in spoken form. Based on School Based Curriculum, the standard competence of writing English referred to the capability of students in expressing the meaning in monologue texts or essays which used various written language accurately, fluently and contextually (Depdiknas, 2006). In the Syllabus, of many kinds of writing was an essay writing. Essay writing consists of several modes. One of which is a narrative essay (Depdiknas, 2006).

 In the reality, activities in teaching and learning processes in MAN 1 Pekanbaru, English teacher used the old (traditional) strategies and methods, such writing was usually done in long time, but students could not produce enough words and sentences in their writing. Ideally most of students had many ideas that they could write in their writings, but the lack of mastering vocabularies, the difficulty in expressing ideas, arranging words and sentences and other linguistic components limited them to write what they wanted to state in their writings. Many students had problems in writing, it was also added by their teachers that usually used the same techniques, strategies, and methods. Based on the researcher’s preliminary study and observation, the problems were found such as: some of students were not interested in writing; some of students did not have enough ability to write; some of students could not express their ideas in written form; some of students often wrote ungrammatically; a teacher is always monotonous in his teaching performances.

Based on the phenomena mentioned above, it is clear that most of students had a lot of problems in processing of writing. Especially in writing on narrative paragraphs, students often encountered many problems such as: the difficulties in expressing ideas, using past tense and action verbs, arranging paragraph based on the generic structures, etc. All of problems encountered by students, of course influenced achievements gotten by them. In solving problems encountered by students, Approach is one of solutions. According to Graham and Perin (2007a), Effective approach will be able to raise the achievement (Westwood, 2008, p. 71). In this era, there are so many issues developing and developed by some experts. Some experts claim that individual writing can solve the problems faced by students and it is supposed better than collaborative writing. In other side, contrary, some experts also claim that collaborative writing is better than individual writing because they are sure writing collaboratively will be able to improve and increase the ability of students in writing. So that, in this case there are two approaches that will be discussed to help students in developing their ability to write and raise their achievement. They are individual writing and collaborative writing.

**The Formulation of the Problem**

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

1. How is students’ Individual Writing on Narrative paragraphs achievement of the second year at MAN 1 Pekanbaru?
2. How is students’ Collaborative Writing on Narrative paragraphs achievement of the second year at MAN 1 Pekanbaru?
3. Is there any significant difference between Individual and Collaborative Writing on Narrative paragraphs achievement of the second year students at MAN 1 Pekanbaru?
4. **Theoritical Review**

**The Nature of Writing**

Writing is one of the crucial things. It becomes the crucial thing because writing can be one of the facilities for communication. It can transmit information from writer to everyone. In other words, writing can make short distance among writers and readers. Pertaining to statement above, White (1981: 2 in David Nunan) has said that writing can transfer the message from writers to readers (Nunan, 1989, p. 36). It is a clear statement to state that writing is one of the important skills that should be mastered by everyone. In other sides, writing becomes the important skill because writing can help everyone to experience the language. According to Ann Raimes, writing can help everyone in reinforce the aspects in language such as: grammatical structures, idioms, vocabulary, etc (Raimes, 1983, p. 3). Both of reasons, why writing is supposed as a crucial thing, above are clear reasons to say writing as an important skill in a language.

As an important language skill, writing should be mastered by everyone because if someone does not understand and master how to write, they will not be able to transfer their ideas, information and so forth to someone in different place. To master writing is not an easy work because writing is supposed as an extremely complex cognitive activity. According to Bell and Burnaby (1984 in David Nunan), writing is supposed as an extremely complex cognitive activity because writing requires many aspects (vocabulary, punctuation, spelling, letter formation and so forth) that should be contained in a writing (Nunan, 1989, p. 36). Besides, Syafi’i says writing also requires a writer to know the audience, tone and purpose of writing (Syafi’i S, 2007, p. 1). All statements stated by experts above are distinct stated that writing has many aspects influencing the process of mastering writing. Then, the complexity of a printed writing is not only determined by components mentioned above, but it is also determined by the kinds of writing. Different kinds of writings will show different difficulties.

Many kinds of writing will provide many purposes too because different kinds of writing will give different benefit. So that, to understand and master writing is not an easy job. Many things will make writers challenged. In order writers do not get many difficulties in the process of writing, writers should practice themselves to write. According to Kritine Brown and Susan Hood, writers need to practice much in order to get benefit, even the writing is done in short time or only for themselves (Brown & Hood, 1989, p. 6). The more experience a writer has, the more qualified a writer can make his or her writing.

In other ways, besides practicing much, the writer should have experiences in reading because the good writer indicates the good reader. It is regarding with the statement stated by Williams, from his experience, shows that a good writer usually is a good reader (Williams, 2003, p. 165). Good readers will have many ideas in writing. Ideas gotten from reading activity will sharpen the ideas stated in the writers’ statements. All of the writers’ reading can be made as references for supporting all of ideas stated in their writing. It also fills the requirement for writing academic writing purposes.

Writing activity is started by writing words to become a sentence. Then sentences will be arranged to make a paragraph and collections of paragraphs will be an essay. In an essay, a writer should provide one important thing that is one clear controlling idea. According to Donald, an essay, is not too different from paragraph, requires a clear controlling idea which is called as a thesis statement (Donald, et al., 1991, p. 341). A thesis statement will provide readers to know the main point of the essay and it also directly leads readers to points provided in the essay.

**Purposes of Writing**

 Purposes are very important in all of activities. Writing activity also has many purposes. Reid has stated that writing has purposes (Reid, 1988, p. 23):

1. To explain or educate,
2. To entertain or amuse, and
3. To persuade or convince.

Relation with meaning above explaining the purposes of writing, Raimes also mentioned that purposes of writing are (Raimes, 1983, p. 4):

1. To communicate with readers,
2. To express ideas without pressure of face to face communication,
3. To explore subjects, and
4. To record experiences.

Regarding with the ideas stated above, Coffin also says that writing has several purposes (Coffin, et al., 2003, p. 20), including the following:

1. As assessment,
2. As a facility to critical thinking, understanding and memory,
3. To extend students’ learning beyond lectures and other formal meetings,
4. To increase students’ communication skills, and
5. To train students as future professionals in particular disciplines.

**Component of writing**

Writing is an activity that requires many components. In completing writing activities, writers should know and master the components of writing. If a writing contains full of components of writing, a writing will be better. Raimes has suggested writers to pay their attention while writing to:

1. *Syntax,* a writer should know how to construct sentence structure, know the sentence boundaries, stylistic choices, etc.
2. *Content,* here a writer has to pay attention to the relevance, clarity, originality, logic of writing.
3. *Grammar,* is very important for writers because grammars are the tools for writers to arrange their words become sentences and finally produce a meaning. In grammar, writers should know the rules for verbs, agreement, articles, pronouns, etc.
4. *Mechanics,* contain handwriting, spelling, punctuation, etc.
5. *Organization,* requires a writer to know about paragraphs, topic and support, cohesion and unity.
6. *Word Choice,* a writer should know how to apply vocabulary, idiom and tone in writing.
7. *Purpose,* is very important for writers. It will determine the aim of the writing in the future.
8. *Audience,* will determine which way will be applied by writers. Knowing the audience will make writers know more about what they should write, and
9. *The Writers’ Process,* is very crucial. Writers should be aware of how to get ideas, write drafts, and revise.

All of the aspects stated above will make writings produced by writers clear, fluent, and effective communication of ideas (Raimes, 1983, p. 6). Besides, Reid also states how to make the writing smoother and more sophisticated (Reid, 1988, pp. 69-72). There are some kinds that can make smoother and more sophisticated writing. They are:

1. *Coherence devices* can be achieved by using one or more of the following:
2. The use of pronouns,
3. The repetition of key words and phrases, and
4. Transitional words and phrases.
5. *Transitions* or sometimes called *connectors.* There are some functions, they are:
6. To signal relationship in time, using chronological transitions,
7. To signal relationship in space, using spatial transitions,
8. To signal that what follows is similar to what precedes, using comparison transitions.
9. To signal a contradiction or contrast, using contrast transitions,
10. To signal that what follows is an illustration or example, using middle paragraph transitions,
11. To signal that what follows is a result, using cause-effect transitions,
12. To signal that what follows is additional, using middle paragraph transitions,
13. For concession, using counterargument transitions, and
14. To signal that what follows is a summary, using conclusion transitions.

**Narrative**

Narrative paragraph is one of many types of writing. Narrative paragraph is a storytelling that tells a true story or fiction and it can amuse readers. In reference to statement stated by Donald, narrative is the process telling an account of something that happened (Donald, et al., 1991, p. 33). Narrative paragraph does not only make readers fun, but also writers. It has been expressed by Newsweek that narrative is one of writing types that can make readers and writers fun (Program., 2003, p. 139). Besides, Folse states that a fun can be achieved when writing narrative paragraph because the writers depict events or telling a story (Folse, et al., 2010, p. 177). Newsweek also provide three certain elements in narrative paragraph (Program., 2003, p. 139). They are unfold over time, display emotion, and center on events.

*Unfold over time* means stories and events happen in a certain order and chronological order that must be communicated to the readers. Events or experiences are written in sequence of how they happened and specific scenes are set-in time and in-place and easy to be recreated for the readers.

*Display emotion,* a good narrative paragraph is a paragraph connecting readers to some sort emotion felt by the subject in a paragraph. To build it, the writers are required to master how to choose the appropriate words in order to play the emotion of readers while they do reading the narrative paragraph.

*Center on events,* the narrative writers should be able to focus their writing to the events told because the event can bring the emotion of readers to read, read, and read. In order to do this effectively, the writers should focus on events more than ideas.

According to Hasibuan, there are three generic structures of narrative text (Hasibuan & Ansyari, 2007, p. 130). They are: orientation, complication, and resolution.

1. *Orientation* contains the introduction of main characters in a setting of time and place.
2. *Complication* will be filled by explanation of problems, and main characters find ways to solve the problem.
3. *Resolution, usually explains the moral value of the story and it is an ending of the story.*

Besides, Knapp gives the explanation of grammatical features of narrating. There are six features (Knapp & Watkins, 2005, pp. 221-222). They can be stated as follows:

1. In arranging people and events in time and place, narrative paragraphs use:
2. Action verbs
3. Temporal connectives
4. Using past tense, and also direct quotation of speech.
5. In action sequences, mainly action verbs (bold) are used, while in reflections, mental verbs (italicized) predominate.
6. Using metaphor action verbs for providing effective images.
7. Using rhythm and repetition to provide effects, and
8. Using comprising one word or a short phrase to provide poignant effects.

**Individual Writing**

Based on the statement of Craig, individual refers to an individual or a single human being (Soukhanov, 1992, p. 3707). So, individual writing is defined as a writing work which is done by a single human being or a person. It is contrary with collaborative writing that a writing work is done by many persons and it is viewed as an approach in terms of teaching and learning of writing.

Individual writing can also provide some benefits for writers doing it (Glynn, 2013, p. 1). They can be stated as follows:

1. Independence, they can explore everything that they have without any interventions from others.
2. No personality clashes. Writing individually will avoid writers to find misunderstanding and miscommunication. So that, if there is no any conflict or clash from outside of writers, the writer can be more focus on doing the writing.

Total knowledge of task. Besides, a teacher can find out the ability of their students individually, students writing individually will be able to measure how far they have knowledge. After knowing the limitation knowledge, of course students will be able to develop and build more than they have before.

**Collaborative Writing**

Collaborative writing is a process of writing that is done by a group or pair. In line with the statement from www.ukessays.co.uk, that collaborative writing refers to a writing work which is worked collaboratively (multiple people together) (UKESSAYS, 2013, p. 1). It is distinct statement informing that the collaborative writing as a writing act done by more than one person. Besides, Hughey also stated the definition of collaborative writing is a writing activity done by whole class, a small group, or even two people jointly or collaboratively (Hughey, 1983, p. 8). Graham and Perin (2007; in Westwood) state that collaborative writing is a teaching and learning approach (Westwood, 2008, p. 71). Collaborative writing is also defined as an approach in terms of teaching and learning of writing.

Writing collaboratively can encourage students to improve their writings. It is supported with an opinion stated by Smith, writing collaboratively has grown the interest in increasing and improving students’ ability, especially in writing (Smith, 1994, p. 24). It is clearly stating that writing collaboratively will make the students’ writing ability come to the surface. On the other hand, writing collaboratively will be able to help students in improving their ability, especially in writing area.

Writing collaboratively will produce many advantages for writing produced, and also for writers. It has experienced in many areas (students’ area, employers’ area, writers’ area, and so forth). Kolin states several advantages in doing collaborative writing as follows (Kolin, 2013, p. 86):

1. Collaborative writing will build collective ability. Working together will lead everyone working in collaborative work to have ability. A good action from the member of the group work will stimulate other members to have a good action too.
2. Collaborative writing will train students living in an environment. In writing collaboratively, all of members in a group will be allowed to give opinions, suggestions, critiques, and so forth. These kinds of inputs show actions that can be done in a large environment. It is very important to train everyone living in a large environment.
3. Collaborative writing will save more time and increase productivity. Many heads absolutely will be better than one. Many members in working collaboratively will ease in finalizing the work. Besides, increasing the quality of production, working collaboratively can also increase the quantity of production. Working a form limited will be better time for working collaboratively because in a group all of members can give their participants.
4. Writing collaboratively will decrease stress. Because writing collaboratively is done by many head, of course it will decrease the stress that will be seen.
5. Writing collaboratively will decrease the errors. This is one of advantages from criticizing done in a group work. Members in a group should pay their attention to their work in order to avoid errors in their writing.

Writing collaboratively will be done by many persons at least two persons. Regarding with Moreillon collaboration can be done by persons at least two persons (Moreillon, 2007, p. 4). Collaboration will need time to plan before doing and achieving the goal. In the Planning all of members can bring what they have. After planning they can work together to do the assignment. They still can work even some of members do not work caused of problems because they still have other members, thinking to achieve the achievement and believing that their participations more important, to work. It is also stated by Gillies that an assignment can be done, even some of others cannot, because of members believed that giving participations more necessary (Gillies, et al., 2008, p. 23). So, the other members (except members who cannot) will give their participations for believing and finishing.

1. **Research Methodology**

This research was a comparative research which was intended to find out the difference between individual and collaborative writing narrative paragraphs achievement. According to Frankle, comparative research is an effort which decides the differences (Fraenkel & Wallen, 1993, p. 317), comparative tends to emphasize the differences or contrast rather than the similarities. Besides, McMillan also argues that comparative research aims at attempting the differences between one variable to another one by simply examining (McMillan & Schumacher, 2006, p. 219). The statements stated above clearly explain that comparative study is to emphasize the difference. According to Gay, comparative research has two variables (independent and dependent variable). Independent variable will be divided into two different groups which will be compared on the dependent variable (Gay, et al., 2012, p. 353). In this research, they were individual and collaborative writing that were compared on writing narrative paragraph achievement. So that, in this case, the researcher tried to find out whether there is or no a significant difference between individual and collaborative writing on narrative paragraphs achievement of the second year students at MAN 1 Pekanbaru.

Subject of this research was the second year students of MAN 1 Pekanbaru in 2013/3014 academic year. Thus, object of this research was the comparison achievements of individual writing and collaborative writing in writing narrative paragraph. This research took place at MAN 1 Pekanbaru. This research was conducted on August 2013. The population of this research was taken homogenously. The target population of this research was the second year natural science students at MAN 1 Pekanbaru. The sample of this research was 54 students found in 2 classes randomized from eight classes. This was taken based on the cluster random sampling. They were XI IPA C and XI IPA 1.

* 1. **Technique of Collecting Data**

In order to get some data that were needed to support this research, the researcher applied the technique of collecting data, writing test. The test was about writing English which was appropriate with their in-use curriculum. This instrument was used to collect the data in order to find out a difference between individual and collaborative writing on narrative paragraphs achievement of the second year students at MAN 1 Pekanbaru. The researcher used writing test by giving some topics of narrative paragraph.

* 1. **Technique of Data Analysis**

In order to figure out or find out whether there is a significant difference between Individual and Collaborative Writing on Narrative paragraphs achievement of the second year students at MAN 1 Pekanbaru, the data will be analyzed statistically. To know the difference between Individual and Collaborative Writing on Narrative paragraphs achievement, the writer will use the score of post-test. Scores were analyzed by using Independent Sample T-test formula through using SPSS 16 version.

1. **DISCUSSION AND FINDING**

In this study, three formulations of the research questions were conducted. So, in this part, the analyses of data based on three formulations of the research questions will be served. In analyzing the data of students’ individual writing on narrative paragraphs achievement of the second year at MAN 1 Pekanbaru, the classification of the students’ scores was used. The data classification of the scores were in the following table:

**TABLE 1**

The classification of students’ scores

|  |  |
| --- | --- |
| THE SCORES LEVEL | CATEGORY |
| 80 – 100 | VERY GOOD |
| 70 – 79 | GOOD |
| 60 – 69 | ENOUGH |
| 50 – 59 | LESS |
| 0 – 49 | FAIL |

Based on the classification above, the researcher has analyzed the data of individual writing on narrative paragraphs achievement of the second year at MAN 1 Pekanbaru. The analyses of the data can be seen as follows:

**TABLE 2**

The calculations and categories of students’ individual writing on narrative paragraphs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of students | Score of Rater 1 | Score of Rater 2 | Mean Score of Raters | Category |
| Students 1 | 69 | 75 | 72 | Good |
| Students 2 | 87 | 68 | 77.5 | Good |
| Students 3 | 56 | 66 | 61 | Enough |
| Students 4 | 62 | 62 | 62 | Enough |
| Students 5 | 62 | 57 | 59.5 | Less |
| Students 6 | 69 | 61 | 65 | Enough |
| Students 7 | 55 | 53 | 54 | Less |
| Students 8 | 60 | 60 | 60 | Enough |
| Students 9 | 85 | 66 | 75.5 | Good |
| Students 10 | 47 | 68 | 57.5 | Less |
| Students 11 | 54 | 62 | 58 | Less |
| Students 12 | 78 | 77 | 77.5 | Good |
| Students 13 | 65 | 57 | 61 | Enough |
| Students 14 | 69 | 66 | 67.5 | Enough |
| Students 15 | 54 | 68 | 61 | Enough |
| Students 16 | 66 | 60 | 63 | Enough |
| Students 17 | 91 | 75 | 83 | Very good |
| Students 18 | 55 | 57 | 56 | Less |
| Students 19 | 78 | 70 | 74 | Good |
| Students 20 | 72 | 64 | 68 | Enough |
| Students 21 | 56 | 61 | 58.5 | Less |
| Students 22 | 59 | 70 | 64.5 | Enough |
| Students 23 | 58 | 59 | 58.5 | Less |
| Students 24 | 57 | 64 | 60.5 | Enough |
| Students 25 | 53 | 62 | 57.5 | Less |
| Students 26 | 66 | 62 | 64 | Enough |
| Students 27 | 83 | 61 | 72 | Good |

Based on the table above, there were four categories of students’ score (Very good, Good, Enough, Less). There was no fail category that was categorized to students writing individually. Then the percentage of students score categories was calculated as seen in the following table:

**TABLE 3**

The result of categorizing students’ individual writing achievements

on narrative paragraph

|  |  |  |
| --- | --- | --- |
| CATEGORY | N | PERCENTAGE |
| VERY GOOD | 1 | 3.70% |
| GOOD | 6 | 22.22% |
| ENOUGH | 12 | 44.44% |
| LESS | 8 | 29.63% |
| FAIL | 0 | 0.00% |
| TOTAL | 27 | 100.00% |

The percentage above shows that the student getting *very good* category was only one person of 27 students (3.7%). There were 6 students in *good* category (22.22%). There were 12 students getting *enough* category (44.44%), and in the last category, *less*,they were 8 students (29.63%).

In analyzing the data of the students’ collaborative writing on narrative paragraphs achievement of the second year at MAN 1 Pekanbaru, the same classification of the students’ scores as previous was also used. The analysis of the data can be seen as follows:

**TABLE 4**

The calculations and categories of students’ collaborative writing on narrative paragraphs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of students | Score of Rater 1 | Score of Rater 2 | Mean Score of Raters | Category |
| Students 1 | 84 | 90 | 87 | Very good |
| Students 2 | 84 | 90 | 87 | Very good |
| Students 3 | 82 | 72 | 77 | Good |
| Students 4 | 82 | 72 | 77 | Good |
| Students 5 | 67 | 74 | 70.5 | Good |
| Students 6 | 67 | 74 | 70.5 | Good |
| Students 7 | 92 | 70 | 81 | Very good |
| Students 8 | 92 | 70 | 81 | Very good |
| Students 9 | 79 | 72 | 75.5 | Good |
| Students 10 | 79 | 72 | 75.5 | Good |
| Students 11 | 84 | 80 | 82 | Very good |
| Students 12 | 84 | 80 | 82 | Very good |
| Students 13 | 74 | 73 | 73.5 | Good |
| Students 14 | 74 | 73 | 73.5 | Good |
| Students 15 | 87 | 72 | 79.5 | Good |
| Students 16 | 87 | 72 | 79.5 | Good |
| Students 17 | 78 | 70 | 74 | Good |
| Students 18 | 78 | 70 | 74 | Good |
| Students 19 | 75 | 66 | 70.5 | Good |
| Students 20 | 75 | 66 | 70.5 | Good |
| Students 21 | 74 | 70 | 72 | Good |
| Students 22 | 74 | 70 | 72 | Good |
| Students 23 | 72 | 68 | 70 | Good |
| Students 24 | 72 | 68 | 70 | Good |
| Students 25 | 83 | 77 | 77 | Good |
| Students 26 | 83 | 71 | 77 | Good |
| Students 27 | 83 | 71 | 77 | Good |

Based on the table above, there were two categories of students’ scores (Very good and Good). It means that the students writing collaboratively were better than students writing individually because students writing collaboratively resulted the better scores. For more detail result, the researcher has calculated the percentage of students score categories. It can be seen in the following table:

**TABLE 5**

The result of categorizing students’ collaborative writing achievements on narrative paragraph

|  |  |  |
| --- | --- | --- |
| CATEGORY | N | PERCENTAGE |
| VERY GOOD | 6 | 22.22% |
| GOOD | 21 | 77.78% |
| ENOUGH | 0 | 0.00% |
| LESS | 0 | 0.00% |
| FAIL | 0 | 0.00% |
| Total | 27 | 100.00% |

The percentage above shows that the students getting *very good* category were 6 students of 27 students and (22.22%). There were 21 students (77.78%) in *good* category. From the percentage calculated, the researcher analyzed that students writing collaboratively getting *very good* category resulted higher percentage than students writing individually. In collaborative writing achievement, there were 6 students (22.22%) higher than students writing individually (3.70%). It was the more completely explanation explained that collaborative writing was better than individual writing. The researcher was brave to utter statement above because the researcher found that students writing collaboratively got *good* category higher than students writing individually. It was finished revealing that students writing collaboratively was better than students writing individually.

In the last, to determine whether there is or not a significant difference between Individual and Collaborative Writing on Narrative Paragraphs Achievement of the Second Year Students at MAN 1 Pekanbaru, the researcher used The Independent Sample T-Test as the formula to analyze the data.

Based on the output resulted, it showed the *Mean, Standard Deviation* and *Standard Error Mean*. Based on the output above, the mean of individual writing achievement was 64.759 and the mean of collaborative writing achievement was 76.148. While the frequency number (N) of each variable was 27. The Standard Deviation of individual writing achievement was 7.6590 and in collaborative writing achievement was 4.9572. The last result of this table showed that standard error mean of individual writing achievement was 1.4740 and standard error mean of collaborative writing achievement was 0.9540. The second table will determine the final result of the data analyses.

To find whether there is or not a significant difference between Individual and Collaborative Writing on Narrative Paragraphs Achievement of the Second Year Students at MAN 1 Pekanbaru, the researcher used two ways. They were by:

1. Considering to the score of t-observed. The score of T- observed will be compared with the score of t-table. The score of t- observed can be seen from the table above. The score of t-observed was 6.374. Considering the df = 52, t-table was 2.67373 at 1% significance level and 2.00665 at 5% significance level. So, the comparison between t-table and t- observed can be written as follows:

**2.67373 < 6.487 > 2.00665**

It shows that the score of t-observed was higher than the score of t-table, it means that null hypothesis was rejected and alternative hypothesis was accepted.

1. Considering to the score of *significant* resulted by SPSS. The final decision will be decided by considering the requirements as follows:
2. If the score of *Sig.* (in SPSS table) < α/2 (0.25) Ho is rejected
3. If the score of *Sig.* (in SPSS table) > α/2 (0.25) Ho is accepted (Siregar, 2013, p. 248)

The comparison between *Sig.* and α can be stated as follow:

**0.000 < 0.25**

It means that the score of *Sig.* was lower than the score of α, and finally, the researcher completely can write that null hypothesis was rejected. After knowing that null hypothesis was rejected, the researcher can assert that there is a significant difference between Individual and Collaborative Writing on Narrative Paragraphs Achievement of the Second Year Students at MAN 1 Pekanbaru.

1. **Conclusion**

In fact, the findings indicated firstly that students writing individually produced more ideas and products even though the scores were not as good as their products. They were caused by the lack of mastering the aspects of writing. The next fact showed that students writing individually spent more time than students writing collaboratively. The achievements of students writing individually was good enough that refers to the analyses of the data in the previous chapter. They resulted 64.759 as their mean score. The second, students writing collaboratively were more effective and efficient. It can be measured from the achievements of students writing collaboratively. They resulted better scores than students writing individually. It refers to the analyses of the data in the previous chapter. They resulted 76.148 as their mean score. That scores proved that students writing collaboratively were better than students writing individually. Besides, students writing collaboratively did not spend time as much as students writing individually. The last, the difference between Individual and Collaborative Writing Narrative Paragraphs Achievement of the Second Year Students at MAN 1 Pekanbaru was found. It was not only proved through the facts found in the reality, but it was also based on the result of the data analyses that showed the scores of t-observed was higher than the score of t-table (2.67373 < 6.487 > 2.00665).

1. **Suggestion**

Based on the conclusions of the research findings, the research ideally can suggest that collaborative writing should be socialized to the students. They can have a lot of advantages that will be gained from this approach. For example, the slower student writers can learn more from the faster student writers, besides, the smarter student writers can share their knowledge and experience of writing to their peers (slower student writers). By implementing this approach, the teacher can implement the values of social and tolerant attitudes to the students. Finally, the students are not reluctant to admit the excellences of their friends and to admit their weaknesses.

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