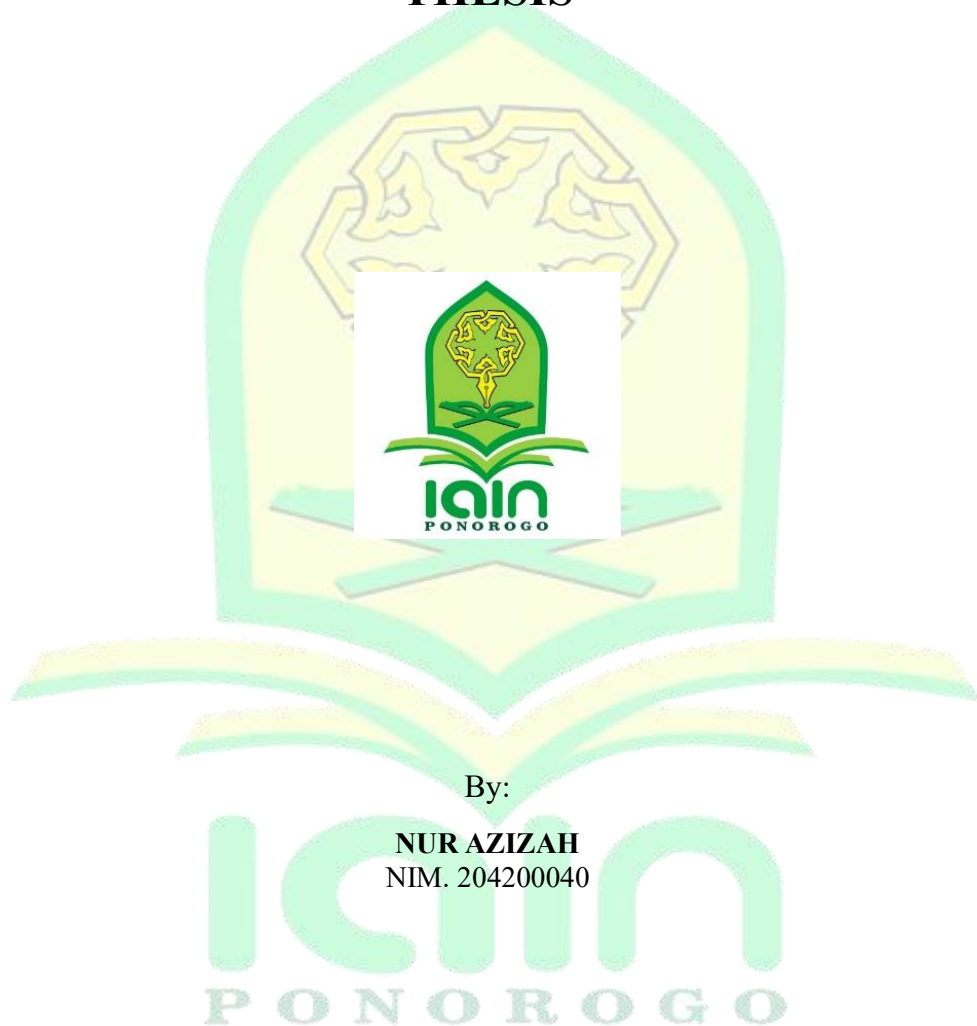


**THE EFFECTIVENESS OF SHARED WRITING STRATEGY
TO ENHANCE STUDENTS' WRITING SKILL
AT MTsN 2 PONOROGO**

THESIS



By:

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ABSTRACT

Azizah, Nur. 2024. *The Effectiveness of Shared Writing Strategy to Enhance Students' Writing Skill at MTsN 2 Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M. Pd.

Keyword: Shared Writing, Strategy, Writing Skill.

Writing was a fundamental skill for academic success and personal development. It enhanced critical thinking, communication, and comprehension abilities. Despite its importance, students at MTsN 2 Ponorogo faced significant challenges in writing, such as organizing ideas and understanding grammar. These issues highlighted the need for effective teaching strategies to improve students' writing skills.

This research aimed to determine the effectiveness of the shared writing strategy to enhance the writing skills of eighth-grade students at MTsN 2 Ponorogo. Through this strategy, students encouraged to participate actively in the writing process, receiving guidance and feedback from the other students and the teacher. The findings expected to provide insights into effective teaching strategy that can foster better writing skill in the junior high school level.

This research used a quantitative method with a test data collection technique. The sample of this research was two classes that included 60 students: an experimental class with 30 students and a control class with 30 students. The sampling technique used cluster random sampling. The study employed a quasi-experimental design involving control and experimental groups, with pre-tests and post-tests to measure improvements in writing skills. This study also used data analysis techniques with the independent t-test. The independent t-test helped to determine whether the shared writing strategy could enhance students' writing skills compared to the group without treatment.

Based on the research findings, the students who are taught by using the shared writing strategy in MTsN 2 Ponorogo had better writing skill than those who were not. The results showed that the t-test value was 4.086, which was higher than the t-table value at a 5% significance level, and a Sig. (2-tailed) value was 0.00 that less than 0.05 indicated a significant improvement in the writing skills of students who were taught using the shared writing strategy compared to those who were not. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted, demonstrated that the students who are taught by using the shared writing strategy in MTsN 2 Ponorogo had better writing skill than those who were not. The study concluded that the shared writing strategy significantly enhanced students' writing proficiency. The findings suggested that the shared writing strategy could be an effective strategy to enhance student's writing skills at the junior high school level.

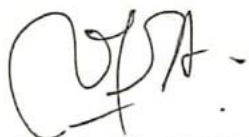
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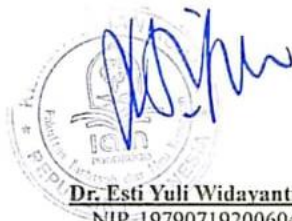
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Penulis



Nur Azizah

LETTER OF AUTHENTICITY

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to Enhance Students' Writing Skill at MTsN 2
Ponorogo

I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presents in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, August 21st 2024

Sincerely,



Nur Azizah

CHAPTER I

INTRODUCTION

A. Background of the Study

Education serves as the primary foundation for shaping the potential and abilities of individuals, and one crucial aspect of education is the ability to write. The importance of writing skills in English for students is highly significant in their academic and everyday life development.¹ *Firstly*, writing skills play a key role in achieving success in school. Students need to be able to compose essays, reports, and other written assignments to meet curriculum requirements. Proficient writing skills help students articulate ideas clearly and organize information accurately, thereby enhancing their academic outcomes.

Furthermore, writing skills assist students in the learning process and understanding of the material. Taking notes, outlining key concepts, and composing summaries can reinforce students' understanding of the lessons. The writing process can also be an effective reflective tool, allowing students to contemplate their understanding of a topic and identify areas that require further comprehension.²

¹ Wise, Kurt. *The Importance of Writing Skills*, Public Relations Quarterly; Rhinebeck Vol. 50, Iss. 2, (Summer 2005): 37-40,48.

² Odell L, *The Process of Writing and the Process of Learning*, National Council of Teachers of English, Vol. 31, No. 1 (Feb., 1980), pp. 42-50.

Secondly, the ability to write in English provides long-term benefits for students, especially in preparation for life after school. Therefore, the development of writing skills from an early age becomes a valuable investment for students' academic and professional futures.

This research responds to a significant problem, namely the low writing abilities of students. This phenomenon reflects a real challenge faced in developing students' writing skills within their learning environment. The low level of writing ability may be caused by various factors, such as students' inability to organize ideas in a structured manner, a lack of understanding of grammar rules, or even an inability to clearly organize ideas in writing.³

These factors may also relate to students' lack of interest and motivation in writing activities. Low motivation can be a serious obstacle in developing writing skills, given that low motivation can affect the quality and perseverance in writing exercises.⁴ Therefore, the phenomenon of the problem of students' low writing skills creates an urgent need to find effective and innovative solutions to improve their writing skills.

The selection of MTsN 2 Ponorogo by the researcher was based on the recognition of various obstacles encountered by students during the process of writing texts. The initial obstacle revolves around students' focus to the grammar or sentence structure employed in the text, resulting

³ Bryant, B. R., & Bryant, D. P. (2003). *Assessing the writing abilities and instructional needs of students*. In C. R.

⁴ Reynolds, & R. W. Kamphaus (Eds.), *Handbook of psychological and educational assessment of children: intelligence, aptitude and achievement* (pp. 419-437). New York: Guilford Publications.

in frequent errors in their sentence formation. The second challenge is associated with the elevated creativity levels exhibited by students in crafting texts, leading to challenges in simplifying assigned topics. The ultimate issue focuses on the constrained capacity of students to integrate and align sentences, both within themselves and between paragraphs.

One of the key reasons for the decline in students' ability to write short essays is the use of a shared writing strategy, particularly the improper application of writing techniques and instructional materials. The teaching methods employed are often repetitive and fail to engage students, making it difficult for them to improve their writing skills during lessons. Therefore, it is crucial to address this issue by adopting more effective teaching approaches that make writing classes more enjoyable for students.

Based on these observations, the researcher suggests that implementing a shared writing strategy could be a potential solution. This approach is expected to help students initiate and organize paragraphs, determine content, and conclude their writing effectively. Sharan and Gibson further argue that Shared Writing materials will allow students to act as role models and actively participate in the writing process, thereby fulfilling the essential requirements for enhancing their writing abilities.⁵

In this context, the research seeks to explore the effectiveness of the shared writing strategy as a potential solution. By comprehensively

⁵ S.A. Gibson, *Strategy Guide of Shared Writing*. San Diego International Literacy Association Vol. 62, No. 4 (Dec., 2008 - Jan., 2009), pp. 324-334

understanding this problematic phenomenon, the research aims to provide critical insights and relevant solutions to enhance students' writing abilities at the junior high school level.

The shared writing strategy takes center stage in this research because it provides a collaborative framework where students can share ideas and experiences. This is reinforced by the constructivist theory, which emphasizes collaborative and participatory of the study. The function of this strategy is expected to make a significant contribution to improving students' writing abilities at the junior high school level.

Furthermore, involving students in the writing learning process can create an inclusive and supportive environment. This aligns with a student-centered to an educational approach that positions students as active participants in the learning process. In this research, the extent to which the application of the shared writing strategy can motivate students to enhance their writing skills will be analyzed.

The success level in implementing writing learning strategies at the junior high school level is crucial in determining whether such approaches can be widely adopted in higher education. Therefore, this research aims to provide a profound understanding of the usefulness of the shared writing strategy in enhancing students' writing abilities at the junior high school level.

In the context of globalization and technological advancements, writing skills have become a crucial factor in preparing students to meet the demands of the workforce. Hence, this research holds high relevance

to the current need for producing competent graduates in the field of writing skills.

This research purposes to explore the effectiveness of implementing the shared writing strategy on students' writing proficiency. *Firstly*, the study aims to evaluate the effectiveness of the shared writing strategy in fostering improvements in the students' overall writing skills. This involves assessing not only the quantitative progress in writing capabilities but also qualitatively analyzing the depth and coherence of the written expressions produced by the students.

Secondly, the research aims to explore the effectiveness of the shared to discover out whether the use of shared writing strategy can be effective to enhance student's writing skill. By examining whether the strategy enhances students' interest in writing and positively affects their motivation levels, the study intends to provide insights into the psychological aspects of learning and how collaborative writing practices can contribute to a more motivating educational environment.

In essence, the overarching goal of this research is to contribute valuable insights to the field of language education by assessing the practicality and effectiveness of the shared writing strategy. These recommendations are intended to improve students' writing skills by the shared writing strategy to enhance students' writing skill.

B. Identification of the Problem

Writing skills are one of the essential aspects of learning English, requiring mastery of various components such as organizing ideas and grammar. However, based on observations, there are several issues that students face in learning writing in class, which are as follows:

1. Lack of Students' Ability in Organizing Ideas and Grammar Understanding

Many students struggle to develop well-structured and logical ideas when writing. Additionally, they have limited understanding of grammar, which affects the quality of their writing. This difficulty hinders their ability to produce coherent and effective texts.

2. Ineffective Application of Individual Writing Strategy

Currently, writing instruction is still dominated by the individual writing strategy, which involves students working independently in the writing process. This reduces their opportunities to discuss, exchange ideas, and learn collaboratively with their classmates. In this context, the shared writing strategy, which enables students to work together in constructing texts, has not been implemented, limiting the potential for interaction and collaboration in writing activities.

3. Low Student Motivation in Writing Instruction

Many students show low enthusiasm for writing lessons. This is due to the confusion they experience with sentence structure and correct grammar usage. This lack of motivation leads students to be passive and less actively engaged in writing activities, which ultimately affects their development of writing skills factors.

4. Lack of Constructive Feedback from Teachers

In the process of learning to write, students often receive feedback that is either limited or lacks constructiveness. Without clear feedback on their mistakes and achievements, students struggle to identify areas that need improvement or development. This lack of feedback hinders students' writing skill progression and makes it challenging for them to meet the expected writing standards.

5. Minimal Implementation of Student-Centered Learning Approach

The approach used in writing instruction still tends to be teacher-centered, which limits students' opportunities to explore ideas and actively participate. With a less interactive approach, students tend to become passive, making writing instruction less effective in fostering creativity and developing independent writing skills.

C. Limitation of the Problem

In this study the researcher puts some limitations of the research in this study.

1. The researcher chose a research object, 8th grade of MTsN 2 Ponorogo that chose 8J class consisting of 30 students as an experimental class and 8K class consisting 30 students as a control class to carry out this research.
2. Researcher used research instruments in the form of tests which carried out in the classroom.
3. The researcher used recount text material as the material to use the shared writing strategy especially in organizing ideas and understanding grammar.

The research is conducted over a relatively short period, it might not capture the long-term effectiveness of the shared writing strategy on students' writing skills. A more extended study duration would provide a more comprehensive understanding of the sustained effectiveness of the strategy. Confounding variables from the research carried out. The study may not account for or control confounding variables that could influence students' writing skill. Factors like teacher effectiveness, family support, or prior English learning experiences could affect writing skill but may not be fully addressed in the study.

D. Statement of the Problem

The researcher found a statement of the problem “Do the students who are taught by using the shared writing strategy have better writing skill than those who are not?”.

E. Objective of the Study

In this research the researcher found the research objective, it was; to determine the effectiveness of the shared writing strategy to enhance the writing skills of eighth-grade students at MTsN 2 Ponorogo.

F. Significances of the Study

a. Practical Significance

The practical benefits of the research "*The Effectiveness of Shared Writing Strategy to Enhance Students' Writing Skill at MTsN 2 Ponorogo*" such as this research can improve teaching English strategies. The research can provide insights into the effectiveness of using Shared Sharing Strategy for improving students' writing skill in English lesson. This can help teachers develop better teaching strategies that can provide a better students' motivation to learn English. Next, this strategy can be enhanced student learning motivation. The study can direct to enhance student learning by enhancing their motivation to learn English. In the time students are motivated, they will be more enthusiastic to engage in learning activities.

Last, the shared writing strategy can be a good strategy to enhance academic performance: The research can lead to better academic

performance by improving students' motivation to learn English. When students are motivated, they are more likely to put in the effort required to succeed academically.

b. Theoretical Significance

Theoretical benefits of the research "*The Effectiveness of Shared Writing Strategy to Enhance Students' Writing Skill at MTsN 2 Ponorogo*" such as the research can contribute to theory development in the areas of language learning and motivation. By examining the effectiveness of using Shared Writing Strategy to increase students' writing skill to learn English, this research can provide evidence to support or refute existing theories and contribute to the development of new theories. Futhermore, this strategy can improve better understanding of motivation. Research can improve our understanding of motivation and its impact on language learning. By examining the effect of using Shared Writing Strategy on students' writing skill to learn English, this research can reveal the factors that influence motivation and how these factors can be manipulated to improve learning outcomes.

Last, this research can improve research methods. Research can improve language learning methods and motivation. By using rigorous research methods to test effectiveness of shared sharing strategy to enhance students' writing skill, this research can serve as a model for future field research.

G. Organization of the Thesis

The researcher organizes this research report in order to make the reader easier to understand. The following show the content covered in this research.

1. CHAPTER I: INTRODUCTION

This chapter provide the general description of the research background, identification of the study, limitations of the study, research question, research objectives, significance of the study, organization of the study, and also the research schedule.

2. CHAPTER II: LITERATURE REVIEW

This chapter consists of theoretical review, review of previous research, conceptual framework, and research hypothesis.

3. CHAPTER III: RESEARCH METHOD

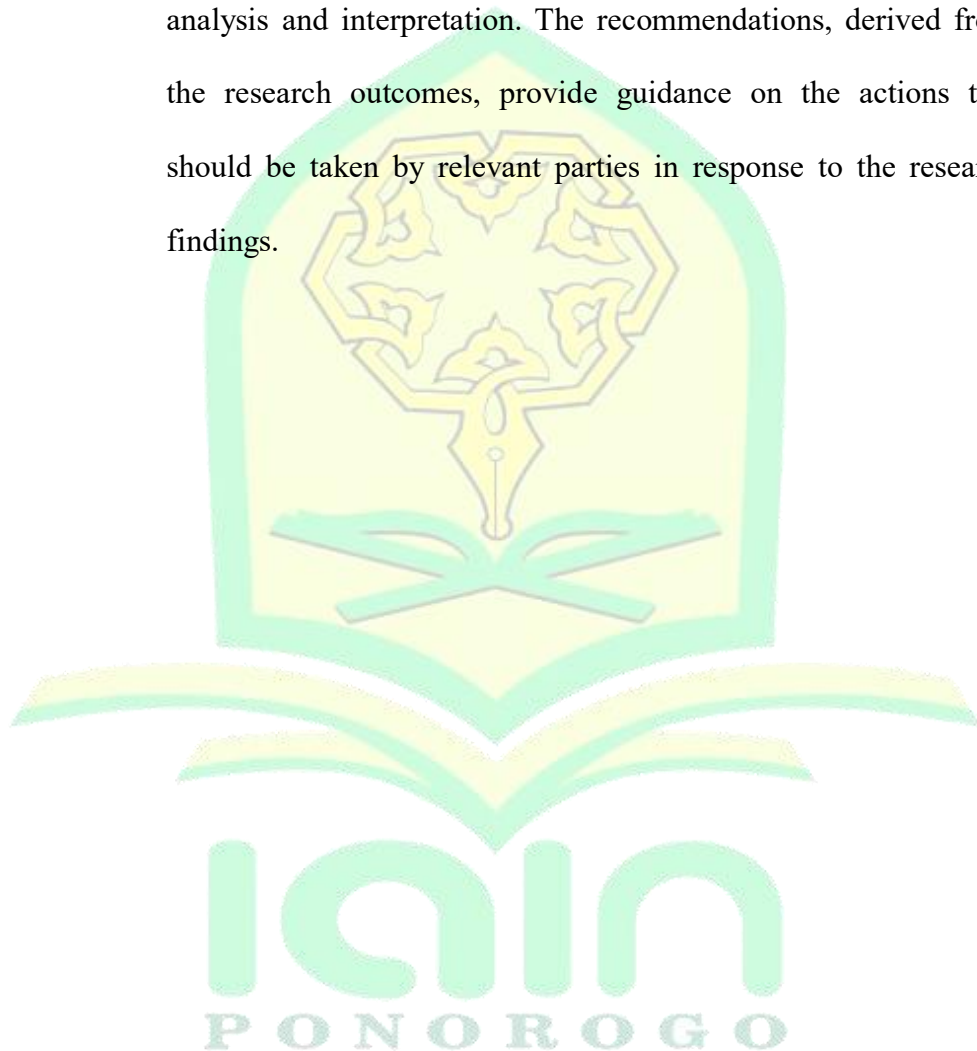
This chapter consists of the approach and type of research, location and time of research, population and sample of research, operational definition of research variables, techniques and instruments of data collection, validity and reliability, and techniques of data analysis.

4. CHAPTER IV: RESEACH FINDINGS

This chapter consists of the overview of research location, Research Implementation, description of research action in implementing the media in teaching and learning activity, Data analysis processes, Finding and discussion.

5. CHAPTER V: CONCLUSION

The final chapter includes both the conclusion and recommendations. The conclusion summarizes the research findings related to the problem, based on the results of data analysis and interpretation. The recommendations, derived from the research outcomes, provide guidance on the actions that should be taken by relevant parties in response to the research findings.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

The theoretical review serves as a vital component by providing context, identifying gaps, discussing relevant theories and defining the scope of the study. In this part the researcher introduces the background and significance of the topic, highlighting areas where further investigation is needed, and explaining the theories or frameworks that underpin the study.

1. Teaching English as a Foreign Language (TEFL)

a. Definition of TEFL (Teaching English as a Foreign Language)

Teaching English as a Foreign Language or TEFL, is the process of teaching English to speakers of other languages. TEFL is a subject that English language learners must study in order to improve their understanding of a foreign language. It covers the theories, techniques, and teaching practices that teachers employ while instructing students in English to speakers of other languages. Teaching pupils of different ages, backgrounds, and ability levels can be a part of TEFL.

Language education is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in

language theories affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A technique based on the idea that we learn another language in the same way as a kid learns his native language (L1) differs from one based on the notion that learning a foreign language is not the same as learning your mother tongue. It might be stated that the real teaching of English in Indonesia differs from English teaching in Malaysia or English teaching in the United States of America, in which individuals should learn English in the context of daily contact. Some individuals choose to term the first studying English as a foreign language and the later learning English as a second language.⁶

b. The Key Elements of TEFL (Teaching English as a Foreign Language)

1) Approach

In the educational context, the utilization of a particular approach can be subject to a multitude of interpretations and applications within the confines of the classroom. Various interpretations and applications are possible for implementing an approach within the classroom setting.⁷

The diverse ways in which this approach can be understood and put into practice underscore the flexibility and adaptability

⁶ A. Bambang Setiyadi. *Teaching English as A Foreign Language 2nd Edition*. Graha ilmu.

⁷ M.S. Abdallah, *TEFL/ TESOL Methodology 2: Advanced Language Teaching/Learning Strategies (2nd Edition)*, Faculty of Education Assiut University, 71515 Assiut, 2019.

inherent in its implementation. Educators have the freedom to tailor the approach to suit the unique dynamics of their classrooms, accommodating different learning styles, preferences, and the specific needs of their students.

This flexibility enables teachers to maximize the potential of their chosen strategy, creating an environment favorable to good teaching and learning. Finally, the flexibility with which the technique is comprehended and executed ensures its applicability as a flexible instrument. This adaptability allows the approach to effectively respond to the continuously changing educational environment and meet the needs of the various learners present in the classroom setting.

2) Method

TEFL methods encompass the techniques, principles and procedures employed in the teaching and learning of English as a non-native language. A method refers to a comprehensive strategy for systematically presenting language content, ensuring coherence without any conflicting elements, and aligning with the chosen approach. An approach is foundational and theoretical, while a method is practical and

procedural in nature.⁸ Various methods have been developed over time, each with its own philosophy and set of practices.

3) Strategy

Utilizing language strategies holds paramount importance in fostering students' active engagement in self-directed learning within the classroom, a pivotal element for the cultivation of communicative competence. In short, language learning strategies contribute significantly to students' ability to independently enhance their language proficiency. Furthermore, these strategies can be divided into two general categories. The first category includes direct strategies, which entail implementing language learning approaches directly in the target language. This categorization includes memory, cognitive, and compensatory techniques. The second group includes indirect strategies, which are language learning strategies used indirectly in the target language. These strategies are also classified into metacognitive, affective, and social strategies.⁹

A learning strategy is essential for teaching and learning English as a foreign language. It can help you have a better knowledge of language learning processes. The word "strategy" is derived from the Greek phrase "strategikos,"

⁸ J.C Richard, T.S. Rodger, *Learning Teaching: The Essential Guide to English Language Teaching*, 2014, Cambridge University Press.

⁹ Ardayati, M.Ramasari, *The Powerful of English Learning Strategies Applied by Students in TEFL, Journal of English Education E- ISSN, 2621-3680 Literature and Brown* (2000:113), Linguistics, Vol.4 NO 1 (2021) E- ISSN, 2621-3680.

which refers to a high-level plan for achieving one or more goals. A strategy is a precise plan for obtaining success during the learning process. A strategy is a specialized approach to a problem or task that represents modes of operation for reaching a given goal, as well as a planned design for managing and manipulating certain information.¹⁰

2. Learning Strategy

a. Definition of Strategy

The term 'strategy' comes from the ancient Greek word 'strategic,' which refers to tactics or activities conducted with the goal of winning a battle. Strategy refers to precise actions taken to handle a given problem. In other words, strategies are the ways that students employ to study and absorb stuff in an artificial or natural setting. As a result, a strategy might be defined as a plan to achieve a primary aim. They are step-by-step strategies for issue solving. Learning techniques are characterized as "Specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning".¹¹

¹⁰ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (New York: Pearson Education, 2004), 221.

¹¹ Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom* (p. 63). Boston, MA: Heinle & Heinle.

That strategies must contain not only the action but also goal and a learning situation.¹² That strategy must include not just the activity, but also a goal and a learning scenario. Here, tactics for reaching objectives and learning are heavily stressed. Memorization, overgeneralization, inferencing, and prepackaged patterns are all examples of 'learning techniques'. Strategies differ slightly from memory, overgeneralization, inference, and so forth. But they all fall under the same category: 'linguistic strategies.'

The term "learning strategies" refers to methods, behaviors, activities, cognitive processes, problem-solving, or study abilities used by students to speed up learning, make it more self-directed, successful, and transferable to other settings.¹³ This definition states that learning methods are a thorough strategy or action for achieving linguistic goals.

McDonough refers to "learner strategies" in relation to learning a second language, using the language, communicating in the language, compensating for lack of knowledge or communication breakdown, exercising language skills in macro skill areas such as reading, writing, speaking, and listening, and

¹² Macaro E. *Fourteen Features of a Language Learner Strategy*, Applied Linguistics and Modern Languages Education Department of Educational Studies September 2004.

¹³ Oxford, R., & Crookall, D. (1989). *Research on language learning strategies: Methods, findings, and instructional issues*. *Modern Language Journal*, 73(4), 404–419. <https://doi.org/10.2307/326876>

dealing with challenging elements of language instruction such as classroom presentations and instructions, and taking tests.¹⁴

Students employ learning techniques to comprehend information and solve challenges. A learning strategy is an individual's method to learning and applying knowledge. Students who do not know or use effective learning techniques frequently learn passively and eventually fail in school. Learning strategy instruction tries to turn students into more active learners by teaching them how to learn and how to use what they've learned to solve issues and succeed. In brief, learning techniques are useful not just as language learning tools, but also for a variety of additional objectives while learning and utilizing a second language. Strategies are systematic strategies or activities designed to help learners attain their linguistic goals.

b. Strategies for Developing Writing

There are various taxonomies of writing strategies. Two classifications that are highly useful and widely accepted are as follows:

O'malley and Chamot classified writing strategies into three different types.¹⁵ The first type refers to efforts to regulate language learning through planning, monitoring, and evaluation;

¹⁴ Mcdonough, S. H. (1999). *Learner Strategies*. Cambridge :Cambridge University Press.

¹⁵ O'malley,J.M.and Chamot A.U.(1990).*Learning strategies in second language acquisition* .Oxford :Oxford University Pres.

the second involves 'the steps or operations used in problem-solving that require direct analysis, transformation, or synthesis of learning materials'¹⁶; and the third relates to the ways in which students choose to interact with other students and native speakers.

O'malley and Chamot classified writing strategies into three categories:

a. Cognitive Strategies

Focused on the steps or operations used in problem-solving that require direct analysis, transformation, or synthesis of learning materials. They serve an operative or cognitive processing function, such as inference, rehearsal, deduction.

b. Metacognitive Strategies

Involve efforts to regulate language learning through planning, monitoring, and evaluation. They have an executive function, such as selective attention, planning, evaluation.

c. Social/Affective Strategies

These strategies involve how students interact with fellow students and non-native speakers. Examples include cooperation and self-talk.

¹⁶ Rubin, D.B. (1987) *Multiple Imputation for Nonresponse in Surveys*. John Wiley & Sons Inc., New York. <http://dx.doi.org/10.1002/9780470316696>

3. Shared Writing Strategy

a. Definition and Purpose

Shared writing is a collaborative writing strategy used in education to engage students in the writing process while the teacher acts as a scribe, recording their ideas and thoughts. Shared writing involves composing text together, with both teachers and students contributing their thoughts and ideas to the process, while the teacher physically writes down the text. The strategy aims to model the thought process involved in writing, allowing students to focus on the thinking aspect of writing while the teacher handles the physical act of writing.

Shared writing is a strategy in which the teacher transcribes the entire text while involving students in a deep discussion on the composition of the text.¹⁷ Heneman shares experiences of writing together before expecting students to write on their own. The "we do it" part of the Optimal Learning Model (OLM), where an expert, usually the teacher, holds the pen and guides and shapes the language with students, unfortunately, is often overlooked. Shared writing is crucial for the writing success of English Language Learners and students facing difficulties.¹⁸

Regie Rotman states that shared writing is a safe context where struggling students can showcase their abilities. Students who are

¹⁷ Gibson. (2012). *Organizational Behavior Structure Process*. Fourteenth edition McGraw-Hill Higher Education. 91-130.

¹⁸ Heinemann, 2005, *Writing Essentials by Regie Routman*, chapter 5, "Do More Shared Writing" pp. 83-118.

less proficient in organization, structure, and form often have strength in ideas. Receiving validation in front of peers builds students' confidence in writing, a vital prerequisite to becoming a writer.¹⁹

Similar to reading aloud, collaborative writing activities can encompass various forms, purposes, and genres. The purpose of the text can be adjusted based on what is currently happening in the classroom, or the teacher and students can collectively think and negotiate to make related decisions. Some topics and forms that might be involved in this activity include narrative descriptions of recent events in the class, retelling of favorite stories, process writing explaining the development of a project and the lessons learned, a summary or reflection on a book read together as a class, a list of types of entries that could be included in a writer's notebook, and so forth.

Compositions can have a short length and be completed in one session or can be longer and involve multiple sessions. Collaborative writing activities are a step in guiding students toward the ability to write independently. This represents an advanced stage within a framework that provides support to students as they learn the mechanics, conventions, and writing processes. This strategy offers students the opportunity to enhance their competence and confidence in writing skills while enabling

¹⁹ Routman R. 1994. In *“Teacher Version”*. Retrived on March 3rd 2024 from <http://www.teachervision.fen.com/reading-and-language-arts/skill-builder/48883.html?>

teachers to demonstrate the internal thought processes that typically occur when a writer is writing.

The shared writing strategy is a means for teachers to make the writing process more tangible and visible to students.²⁰ Similar to reading aloud, collaborative writing can encompass various forms, purposes, and genres. The resulting text can have a specific purpose influenced by the ongoing situation in the classroom, or teachers and students can collectively think and negotiate to make relevant decisions.

Collaborative writing should not be considered synonymous with other teaching strategies that are nearly similar, such as interactive writing and guided writing. According to Fountas, interactive writing lessons may appear increasingly similar to shared writing when teachers and students collaborate to create longer and more complex texts.²¹ Interactive writing is a collaborative writing experience for novice writers, where the teacher guides students in shared writing of large-print texts.²² Students participate in composing the text by sharing the pen, both physically and figuratively, with the teacher. The composition is then read and repeated by the group to establish a connection between reading and writing. Interactive writing, the composition

²⁰ Graves, Don. 1994. "Teacher Vision". Retrieved on March 3, 2024 from <http://www.teachervision.fen.com/reading-and-language-arts/skill>

²¹ Fountas, Irene C. 1999. *Voices on Word Matters*, Portsmouth, NH: Heinemann. In McCarrier 2000.

²² McCarrier, Andrea, 2000. *Interactive Writing*. Retrieved on March 3, 2024 from <http://www.cfsd.net/dept2/curricu../INTERACTIVE%20WRITING.pdf>

is read and repeated by the group of students, while in shared writing, the composition is read and repeated by the teacher.

Shared writing is a teaching strategy to instruct students in writing by writing together with them. The idea is to teach writing through practical writing.²³ The writing process is demonstrated by the teacher through a 'loud writing' process, with the teacher acting as the writer while students contribute ideas. In other words, in shared writing, the teacher always holds the pen.

Shared Writing is a teaching strategy in which the teacher and students write the text together.²⁴ The pen is used jointly by the teacher and students to involve them in the writing process. The teacher maintains control over the pen but encourages students to write the parts they know, while the teacher fills in the unknown parts. Chart paper or a whiteboard, markers, and white correction tape are used by the teacher in this activity. Additionally, shared writing can emerge from group discussions about ideas, composition, content, organization, style, and conventions.

b. Procedure of Shared Writing Strategy

Engaging in shared writing activities can occur in both large or small group settings. Typically, the teacher begins with a teaching objective that arises from their observations of the group's

²³ Rajasekar S, J. Mangayarkarasi, *Interactive Learning Through Shared Writing: An Exploratory Study Of Its Validity On Indian Learners At The Tertiary Level*, Research Journal of English Language and Literature (RJELAL) Vol.5.Issue 3. 2017 (July-Sept)

²⁴ Taberski S. *Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop*, Heinemann, 2011. ISBN: 0325004110, 9780325004112

writing behaviors or a new concept they wish to introduce. A shared writing lesson can be organized with the following steps.

As stated by Mulianda, the procedure for implementing the shared writing strategy in teaching can be divided into three stages.²⁵

1) Pre-Teaching Activities

Pre-teaching Activities are introductory steps in the teaching and learning process. At this stage, several activities should be conducted by the teacher with the aim of providing students with a basic understanding of the material to be covered in the session and preparing them to be ready to learn. In pre-teaching activities that utilize the shared writing method, these activities are almost similar to pre-teaching activities using other strategies, such as greeting students, taking attendance, and evaluating students' readiness to learn.

2) Whilst Activities

Activities during the teaching process are divided into three stages: exploration, elaboration, and confirmation.

a) Exploration

In this phase, the teacher explores the students' prior knowledge of the material to be discussed in the meeting. The teacher initiates this phase by showing pictures of several beautiful places for a trip. The use of

²⁵ V. Mulianda, AH. Muhd., *Using Shared Writing Strategy in Teaching A Recount Text to Junior High School Students*. Journal of English Language Teaching, Vol.1 No.2, Maret 2013.

these pictures aims to encourage students to actively express their thoughts about the journey to these beautiful places. If students find it challenging to provide various comments on the pictures, the teacher can stimulate them by asking several questions related to the images.

b) Elaboration

After the students have grasped the concept of the Shared Writing Strategy, this topic is chosen as the focus for modeling the text. The teacher invites students to share as many ideas as they have about the pictures. All ideas from the students are recorded on the whiteboard, with the aim of building the students' confidence in expressing their ideas.

The students' ideas are then sorted to obtain relevant ones. In the sorting process, the teacher collaborates with the students to determine which ideas are relevant and which are not. Relevant ideas are retained, while irrelevant ones are removed. Once all the considered relevant ideas are gathered, the teacher once again works with the students to organize these ideas and plan an outline. An explanation regarding the importance of an outline before writing is also conveyed to the students.

c) Confirmation

The final stage in the whilst teaching activities is confirmation. During this stage, the teacher instructs the students to practice writing independently. The teacher may assign the students the task of composing an individual recount text in the classroom if there is still sufficient lesson time available. However, if time is limited, the teacher may request them to write the text independently at home. The teacher emphasizes that writing is a process that may involve mistakes, so students should not be afraid of making errors. The importance of reading the text after completing it is also stressed by the teacher. This is done to review whether all elements of the text have been written well. During this stage, the teacher also asks the students about any difficulties they may have encountered in writing a recount text. The teacher needs to provide constructive responses to each question from the students.

3) Post-Teaching Activities

After the teaching activities, the teacher, along with the students, summarizes the lesson that has been discussed in the meeting. The teacher evaluates the presentations given by each group representative. Evaluation is also conducted on the participation of each group member during the writing activities using the shared writing

strategy. Subsequently, the teacher provides an explanation about the material that will be covered in the next meeting.

According to Sushree Mishra in Educational Consultant, the steps in shared writing are as follows:

- a) The teacher establishes the purpose of the shared writing session.
- b) The teacher collaborates on ideas with a single student or the entire class.
- c) The teacher selects one idea from many with the students.
- d) The teacher invites students to elaborate on the chosen idea.
- e) The teacher and students write the text together.
 - (1) The teacher models the writing process.
 - (2) The teacher focuses on specific elements of writing.
 - (3) The teacher and students revise the text together.
- f) Celebrate the writing by publishing it, reading it aloud, and sharing it with the class.

c. Advantages of Shared Writing Strategy

Regie Routman identified several advantages of implementing the shared writing strategy with students.²⁶ Some of them involve the understanding that shared writing:

- 1) Strengthens and supports both reading and writing
- 2) Enables all students to participate

²⁶ Routman R. 1994. *In Teacher Version*. Retrived on March 3rd 2024 from <http://www.teachervision.fen.com/reading-and-language-arts/skill-builder/48883.html?>

- 3) Encourages careful examination of texts, words, and author choices
- 4) Demonstrates writing conventions such as spelling, punctuation, and grammar
- 5) Focuses on composition and leaves transcription to the teacher

Shared writing, along with reading aloud, is a step in the process of guiding students towards independent writing. It is another level in the framework that provides support to students as they learn the mechanics, conventions, and processes of writing. This strategy allows students to gain competence and confidence in their writing skills while enabling the teacher to demonstrate the usually internal thinking process that occurs as writers write. It helps build motivation and increases confidence in struggling readers. It is a step towards independent writing.

4. Writing Skill

Composing a piece of writing plays a crucial role in everyday communication, especially in the context of high school and college environments. Students may encounter difficulties in generating ideas to incorporate into their writings, and the academic writing style has its own distinctive characteristics.

Writing as a cognitive process, consists of four interactive elements: task, environment, the writer's long-term memory, and

the process of composing the writing itself.²⁷ The task environment includes the writing topic, audience, the urgency level of the task, and the text produced thus far. The writing process involves planning, translating, and reviewing. Planning involves the process of generating ideas, goals, and specific steps. Translating involves expressing ideas and goals in verbal form, while reviewing includes assessment and improvement.

One purpose of writing is text creation, and one effective method of learning to create something is by having a model, whether for duplication or to spark one's own ideas. Furthermore, the general function of an introduction in academic writing is to inform the reader about the issue being addressed and the rationale behind the writer's decision to discuss it.²⁸ In other words, writing is a means of conveying information to the reader.

Different writing communities adhere to distinct punctuation and design rules in communications such as letters, reports, and publications. These conventions are often not transferable from one community or language to another. Variations are evident in the diverse punctuation conventions used for the direct quotation of speech in different languages, or the use of commas instead of periods in certain languages, while excessive comma usage is frowned upon by many English writers and

²⁷ Flower, L., & Hayes, J. R. (1981). *A Cognitive Process Theory of Writing*. *College Composition and Communication*, 32(4), 365–387. <https://doi.org/10.2307/356600>

²⁸ Taylor, G. 2009. *A Student's Writing Guided*. *United States of America*: Cambridge University Press

editors. Some punctuation conventions, like capitalization of names, months, and the pronoun 'I,' are specific to only one or a few languages. Although punctuation is often a matter of personal style, violations of well-established customs can make a piece of writing appear awkward to many readers.²⁹

The writing process is not only a result of thinking; it also aids in nurturing the thinking process and generating new insights and perspectives on the material being addressed. One reason people often feel blocked when writing for academia is the inherent assumption that they must carefully consider what they will write and perfect those thoughts before ever putting pen to paper.³⁰

a. Writing Process

Richard and Renandya stated that the writing process as an approval activity can generally be perceived to consist of four main stages: planning, drafting, revising, and editing. Before commencing the writing of a paragraph, there are several steps that need to be taken, such as pre-writing, drafting, revising, and editing.³¹ It is expected that these step-by-step processes will enhance the quality of the writing.

²⁹ Harmer, J. (2001). *The Practice of English Language Teaching (3rd ed.)*. Harlow: Longman.

³⁰ Murray, R., & Moore, S. (2006). *The Handbook of Academic Writing: a Fresh Approach*. (UK Higher Education OUP Humanities & Social Sciences Study Skills). Open University Press. <https://www.mheducation.co.uk/9780335219339-emea-the-handbook-of-academic-writing-a-fresh-approach-group>

³¹ Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

1) Pre-Writing Stage

Pre-writing stage is a method to generate ideas. In this step, choose a topic and gather ideas to explain that topic.³²

2) Drafting Stage

After sufficient ideas have been gathered in the planning stage, the initial step in writing, which is the drafting stage, can be done quickly. In the drafting stage, the writer focuses on the fluency of writing and does not pay too much attention to the accuracy of grammar or the neatness of the draft.³³

3) Revision Stage

Richards and Renandya explain that when students revise, they review their texts based on the feedback given in the responding stage.

4) Editing Stage

Richards and Renandya state that students clean up their texts as they prepare the final draft for evaluation by the teacher. They edit their classmates' work for grammar, spelling, punctuation, word choice, sentence structure, and the accuracy of supporting textual material such as quotations.

³² Oshima A, Hogue A. 2007 *Introduction to Academic Writing*, 피어슨 롱맨, ISBN0132410281, 9780132410281

³³ Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

5) Publishing Stage

The purpose of publishing is to have someone read the writer's work. In teaching writing to students, the publishing process can be done through group discussions, school newspapers, websites, outside of school, or portfolios.

In addition to the above five writing stages, there is one last step that researcher will go through; the assessment of writing. The most important thing that can be learned about assessment is to involve students as much as possible. When students are fully engaged in assessing their own abilities, learning dramatically increases.³⁴

b. Characteristics of good writing

In writing, there are three attributes of a good paragraph, namely: the topic sentence, supporting sentences, and the concluding sentence. These sentences should ideally develop the main idea. The details of these criteria can be explained as follows.

1) Topic Sentence

A well-structured paragraph is characterized by the presence of a topic sentence that aims to support or develop a single idea. Furthermore, a good topic sentence should encompass a clear topic or opinion or idea about the subject.³⁵

The topic sentence serves a neutral function, replacing or

³⁴ Peha, Steve. (2010). *Learning Across the Curriculum*. USA: TTMS Publisher

³⁵ Zemach D. E., Islam C. *Paragraph Writing: From Sentence to Paragraph*
Elt Skills and Grammar Series. Macmillan, 2005 ISBN:1405058463, 9781405058469

supporting the thesis statement in an essay, unifying the content of the paragraph, directing the sequence of sentences, and informing the reader about the subject to be discussed and how the paragraph will address it. Moreover, the topic sentence contains controlling ideas that limit the scope of the discussion to manageable ideas within a paragraph.

2) Supporting Sentences

The subsequent sentences will elaborate on the topic, using controlling ideas to narrow down the discussion. The main idea is reinforced by; a) evidence in the form of facts, statistics, theoretical probabilities, esteemed and educated opinions, b) illustrations in the form of examples and extended examples, and c) argumentation based on the presented evidence. Furthermore, ideas and sentences need to be logically organized. This can be achieved by arranging sentences that are part of the same idea to be together. Sentences can be organized chronologically; moreover, one way to organize the supporting sentences is to determine which ideas are most important. Writers often place the most important ideas at the end of a paragraph, so the strongest sentences are the last ones that readers see.

3) Concluding Sentence

The concluding sentence is a sentence at the end of the paragraph that summarizes the information presented. The

conclusion is the writer's last chance to make their part clear. The concluding paragraph includes a) a summary of the main points, or a restatement of the writer's explanation in different words, b) the writer's final comment on the subject based on the information they have provided.

Some crucial factors that make writing complex, such as unity and coherence, are important for the reader as they will make it easier for readers to understand the contents of the paragraph itself.

a. Unity

Unity is an essential element in creating a good paragraph. A paragraph has unity if all supporting sentences discuss only one idea, where from the beginning until the end, each sentence is directly related to the topic.

b. Coherence

Coherent paragraph flows smoothly from the beginning to the end. Readers can follow the ideas easily because each sentence naturally leads to the next one.³⁶

c. Assessments of Writing

Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that encompasses

³⁶ Oshima, A., & Hogue, A. (1988). *Introduction to Academic Writing*.

a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.³⁷ Assessment is very important in teaching activity. English teachers need to assess what they have inculcated to their students so that they will know to what extent the previously formulated instructional objectives have been achieved by the students in writing descriptive paragraphs.

As a starting point for devising an assessment strategy, it is useful to identify the purposes for which you need to assess students' writing.³⁸ Purposes for assessing students' writing may include: providing evidence of students' knowledge and understanding of a particular course of study, providing evidence of students' acquisition of subject-specific skills or the ability to apply knowledge and understanding, indicating how effectively students can express their knowledge and understanding in writing, helping students learn or consolidate their learning, providing feedback to students on their work, motivating students to carry out certain activities, providing a diagnostic assessment of a student's writing, helping you evaluate your own teaching, and helping students evaluate their own learning.

³⁷ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.

³⁸ Coffin, C. (2003). *Teaching academic writing*. London: Routledge.

Many conclusions that provide insights into effective classroom assessment, such as: (1) feedback from classroom assessments should give students a clear picture of their progress on learning goals and how they might improve, (2) feedback on classroom assessments should encourage students to improve, (3) classroom assessment should be formative in nature, (4) formative classroom assessments should be frequent.³⁹

Rudner and Schafer state in their book that the measurement of student performance may seem "objective" with practices such as machine scoring and multiple-choice test items, but even these approaches are based on professional assumptions and values.⁴⁰ Whether that judgment occurs in constructing test questions, scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretations and decisions. Brown suggests that there are five essential elements in writing. These components encompass various aspects of writing, including Content, Logical progression of ideas, Mechanics, Grammar, and Style and effectiveness of expression. The writing process, as outlined by Brown, refers to the steps a writer takes to create a

³⁹ Marzano R.J, Marzano J.S., *The Key to Classroom Management, Educational Leadership*, 2003, pg. 6-13.

⁴⁰ Rudner, Lawrence, *What Teachers Need to Know about Assessment*, National Education Association 2002.

final written piece. While the complexity of these steps may differ depending on the writer's age and level of expertise, the fundamental components of the writing process remain consistent.⁴¹

In summary, teachers design assessment and evaluation procedures aimed at assessing the content of the critical thinking. They use the results of assessments to inform their teaching and enhance the student learning process.⁴² In this present study, the researcher provides a written test to measure the achievement of eighth-grade students at MTsN 2 Ponorogo in the academic year 2023/2024 to improve writing skills.

B. Previous Research Findings

First, research in 2020, conducted by Mutiara Ayu and Zuraida entitled '*Enhancing Descriptive Paragraph Writing of Secondary Students Through Shared Writing*' stated that shared writing significantly outperformed students who did not in terms of their ability to write descriptive paragraphs.⁴³ Data were gathered using a pretest and posttest methodology. Shared Writing was used to instruct the experimental group over the course of twelve meetings. The experimental group's mean score on the posttest was 14.67 with a standard deviation of 2.058, while the

⁴¹ Brown, H. D. & Abeywickrama, P. (2010). *Language assessment: principles and classroom practice (2nd ed.)*. New York: Pearson Education Inc.

⁴² Crawford, L. (2005) *Senior Management Perceptions of Project Management Competence*. International Journal of Project Management, 23, 7-16. <http://dx.doi.org/10.1016/j.ijproman.2004.06.005>

⁴³ Ayu M et al. *Enhancing Descriptive Paragraph Writing of Secondary Students Through Shared Writing*, Journal of Research on Language Education (JORLE), Vol: 1, No: 1, 13-18. <https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index>

control group's score was 12.00 with a standard deviation of 1.414. These results demonstrated a considerable improvement in the students' performance. When comparing the students in the experimental group—who are taught through Shared Writing—against those in the control group, there was a more notable improvement in their ability to write descriptive paragraphs. Thus, in this research the researcher found research gap that the text used in it research was different with the researcher. So, the researcher tried to use this strategy to another text, whether it can or not.

Second, research in 2018, conducted by Puspa Gunday entitled '*Shared Writing Strategy Implementation to Improve Short Essay Writing Skill of Students at Level 3 Language Development Center in Uin Suska Riau*' stated that using the shared writing strategy can help students write better short essays and what factors contribute to that development.⁴⁴

Tests, field notes, interviews, and observation sheets were the research tools utilized to gather data. The use of shared writing demonstrates how students' writing abilities have improved when it comes to producing brief essays. The rise in the students' test results indicates that. Students' average score for cycles one and two was 60.8 and 73.7, respectively. Then, engaging instructional materials, the lecturer's approach, the lecturer's function, student engagement, and writing assignments that require students to follow every step of the plan are the aspects that affect the

⁴⁴ Gunday P. *Shared Writing Strategy Implementation To Improve Short Essay Writing Skill Of Students At Level 3 Language Development Center In Uin Suska Riau*, (2018) Journal volume & issue Vol. 10, no. 1, pp. 56 – 68 DOI <https://doi.org/10.35445/alishlah.v10i1.60>

advancement of the students' abilities. In this study, the researcher tried to apply this shared writing strategy not only in short essay texts but also in recount texts which could be long texts.

Third, research in 2018, conducted by Maryna de Lange, Hanlie Dippenaar & Johan Anker entitled '*Shared Writing as First Phase in Writing Instruction of Intermediate Phase Afrikaans Home Language Learners*' explores the implementation of shared writing as a crucial phase in writing instruction for Intermediate Phase Afrikaans Home Language learners in the West Coast District. the study aimed to identify patterns, strengths, and weaknesses in teacher practices regarding shared writing, with the ultimate goal of improving literacy outcomes for learners in the district.⁴⁵ The study combines quantitative and qualitative research methods to investigate how teachers in the district implement shared writing according to curriculum requirements. The findings suggest that while the writing process is generally implemented, shared writing is not fully integrated as per curriculum standards, potentially impacting learners' writing performance. In this study the researcher used qualitative, while the author used quantitative methods.

Fourth, research in 2023, conducted by Jennifer Kobrin, Deb Adkins, Emily Thatcher & Russell Swinburne Romine entitled '*Effectiveness of the Shared Writing Instructional Model*' evaluate the effectiveness of the Shared Writing Instructional Model (SWIM) in

⁴⁵ Lanng D., Maryna & Dippenaar, Hanlie & Anker, Johan. (2018). *Shared writing as first phase in writing instruction of Intermediate Phase Afrikaans Home Language learners*. (2018) 34(1) DOI:10.5785/34-1-704.

teaching writing to students with disabilities.⁴⁶ The study aimed to assess stakeholder perceptions, teacher acceptance, student growth in writing skills, fidelity of implementation, changes in instructional practices, and the overall impact of SWIM on literacy outcomes for students with disabilities. The results of the research on the Shared Writing Instructional Model (SWIM) showed that teachers demonstrated improvement in implementing SWIM steps over the course of the school year, with 64% of participants showing a high degree of change in their instructional practices. Additionally, student writing skills improved, with 22% of students demonstrating growth in information gathering, 20% in informative and explanatory writing, and 16% in opinion writing. Stakeholder perceptions were positive, with over 90% of teachers agreeing that SWIM provided high-quality instruction for students with disabilities. In this study used the Instructional Model, while the author did not use it.

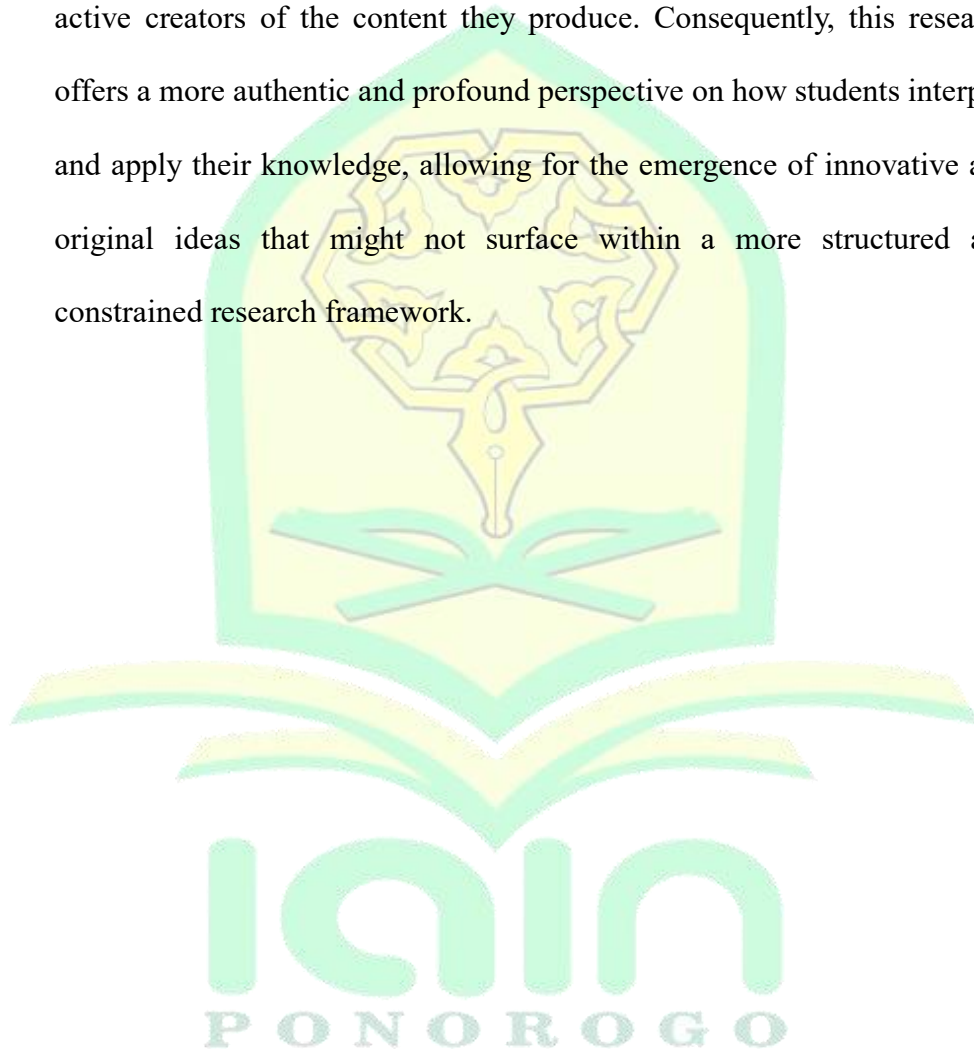
Fifth, thesis in 2018, conducted by Ulfa Sucilia Ali entitled '*Improving the Tenth Grade Students' Recount Text Writing Achievement through Shared Writing Strategy at SMA Srijaya Negara*' discusses the importance of writing practice for students to enhance their English communication skills, particularly focusing on Indonesian students facing challenges in writing..⁴⁷ It introduces the shared writing strategy as a method to improve tenth grade students' recount text writing achievement at SMA Srijaya Negara, showing significant improvement in students'

⁴⁶ Kobrin, J, Adkins, D, Thatcher, E., Swinburne Romine, R. (2023). *Effectiveness of the Shared Writing Instructional Model (SWIM Project Brief #4)*. University of Kansas, Accessible Teaching, Learning, and Assessment Systems.

⁴⁷ Ali, et al, (2018) *Improving The Tenth Grade Students' Recount Text Writing Achievement Through Shared Writing Strategy At Sma Srijaya Negara*.

writing skills. The study emphasizes the significance of developing language and communicative competence in English education.

This thesis differs from previous research because it grants students complete freedom to explore their imagination and personal experiences. In this approach, students are not merely passive subjects of the study but active creators of the content they produce. Consequently, this research offers a more authentic and profound perspective on how students interpret and apply their knowledge, allowing for the emergence of innovative and original ideas that might not surface within a more structured and constrained research framework.



C. Theoretical Framework

The following is a theoretical framework that can be used for research with the title "The Effectiveness of Shared Writing Strategy for Improving Students' Writing Skill at MTsN 2 Ponorogo", such as:

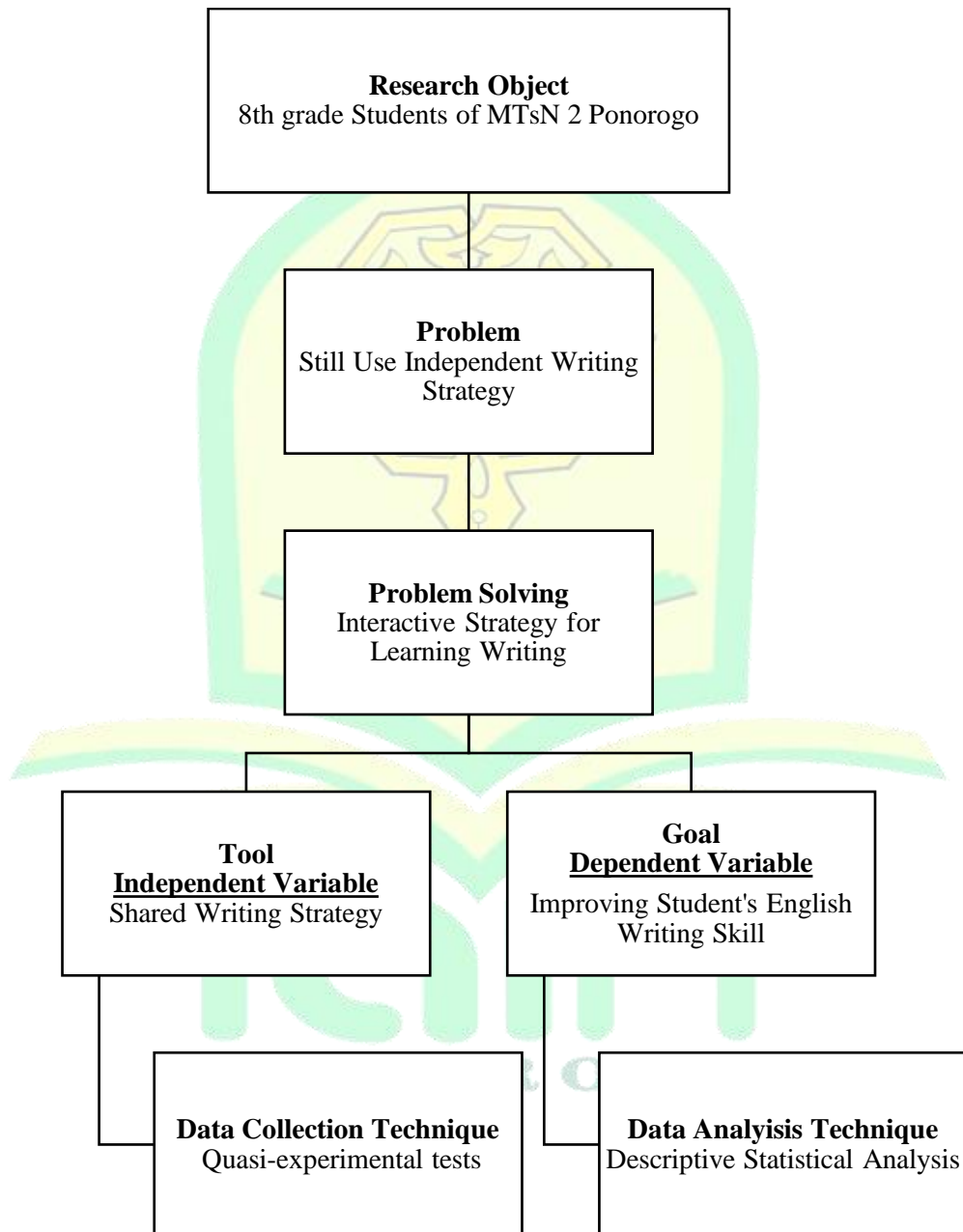


Figure 3.1 Theoretical Framework

The conceptual framework of the research is as follows:

1. The researcher gave the pretest to the experimental class and the control class.
2. The researcher gave treatment to the experimental class to teach lesson using Shared Writing Strategy as a learning strategy.
3. The Researcher did not give the treatment to the control class. After the treatment was conducted, the researcher applied the tests to determine students' achievement in Writing Skill after conducting the Writing lesson using the contents. Furthermore, the researcher analyzed the tests results from both of the class.

D. Hypothesis

Hypothesis is a conjecture or temporary answer regarding the formulation in the research problem, because the answer to the problem formulation based on the relevant theory and logic of thought has not yet been proven empirical facts.⁴⁸ Here are the research's hypothesis:

H₀: There was no significant difference in in writing achievement between students who were taught using 'Shared Writing' strategies and those who were not.

H₁: There was no significant difference in in writing achievement between students who were taught using 'Shared Writing' strategies and those who were not.

⁴⁸ Dr Karimuddin Abdullah et al., "*Metodologi Penelitian Kuantitatif*," n.d., 49.

CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research could be suitable for a study investigating this research. In order to explain events, quantitative research gathered numerical, detailed, and unchanging data. The quantitative method studies objective phenomena through statistical analysis, structure, and controlled experimentation. This research employed an experimental approach to assess the impact of a treatment on the issue under investigation.⁴⁹ There were three types of experimental research designs: *pre-experimental*, *true experimental design*, and *quasi-experimental design*. This was a unique study where the researcher designated the subject substance, formulated intensive questions, collected quantitative data from contributors, practical statistical analysis to these data, and conducted the examination impartially and objectively.⁵⁰

The implementation of learning models, techniques, strategies, or procedures in the classroom, participants were naturally formed and convenient for research purposes. The school had divided the class, so participants were not assigned randomly. When participants are assigned randomly, the research design is considered quasi-experimental.⁵¹ Quasi experiment is a research design involving at least two sample groups that aims to control whether or not there was

⁴⁹ John Bacon Shone, *Introduction to Quantitative Research Methods*, (Hong Kong: The University of Hong Kong, 2013), 10.

⁵⁰ J.W. Creswell & J. David, (2018), *Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition*, SAGE Publications, Inc

⁵¹ Muhamad Galang Isnawan, *Kuasi Eksperimen*, (Lombok Barat: Nashir Al-Kutub Indonesia, (2020), 7

a difference from the application of a treatment between the experimental group that was given treatment and the control group that was not given treatment as a comparison. The treatment here was the implementation of Shared Sharing Strategy to enhanced Students' Writing Skill at MTsN 2 Ponorogo.

This study used a quasi-experimental enterprise with Pre-Test and Post-Test. The research design involves administering a pre-test to both sample groups to assess their writing skills before to treatment. The experimental group established the Shared Sharing strategy, while the control group established teacher-centered instruction for writing recount text material. Following that, the two sample groups received a post-test. Empirical data from both the experimental and control groups were assessed and compared using statistical tests.

If the experimental class's post-test results higher than the control class's post-test results, the learning model/strategy was effective. Conversely, if the controlled class's post-test results were higher than the experimental class's post-test results, the treatment was ineffective. This method was suitable for researchers who want to apply a specific model, approach, or strategy.

B. Research Setting

1. Location of Research

The researcher took place at Mts Negeri 2 Ponorogo located at Jl. Ki Ageng Mirah No. 79, Ponorogo City, East Java, Indonesia. The researcher chose the school for the study because it represented the right group of people or situation for the research. Maybe the school had rules or ways of doing things that related to

what the study was about. Also, the researcher could easily get the information or people they need at the school, which makes it a good place to do the research. Further, the school agreed to help with the research, which was important for getting good results. Thus, choosing the school for the study was probably a smart choice because it was important, easy to access, and could lead to helpful findings.

2. Time of Research

The time used by researchers to conduct this research was carried out from the date of issuance of the research permit until the issuance of a certificate of completion of the research. This research was carried out from April 20th 2024 to May 4th 2024 according to the time specified.

Table 3.1 Research Schedule

Class	Meeting 1	Meeting 2	Meeting 3
Experimental	$O_1 + X_1$	X_2	$X_3 + O_2$
Control	O_3	-	O_4

Description:

$O_1 + O_3$: Pre-test

$O_2 + O_4$: Post-test

$X_1 + X_2 + X_3$: The treatments of shared writing strategy

C. Research Population and Sample

1. Research Population

In language, population could be interpreted as the number of people or animals living in a place, its define that the population as all individuals to be studied. According to Sugiyono, population can also be interpreted as a generalized area consisting of; an object/subject where the object/subject has certain qualities and characteristics determined by the researcher to be studied and conclusions drawn.⁵² The population chose by researcher was eight grade of MTsN Ponorogo that conclude 398 students.

2. Research Sample

A sample could be interpreted as a part of the population that was used as a research subject as a "representative" of the members of the population. Therefore, the function of the sample was as a representative of the population used as research subjects. If the population was relatively large or difficult to count, researchers often experience technical difficulties in conducting research. The obstacles generally encountered include limited time, costs and available energy.⁵³ The samples in this study were 8J class that amounts to 30 students as experimental class, and 8K class that amounts to 30 students as a control class. The researcher chose this particular class for the study primarily based on the recommendation of the English

⁵² Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), pg. 61

⁵³ Widhi Agung,Puspita. *Metode Penelitian Kuantitatif*. (Yogyakarta:PANDIVA BUKU,2016), pg. 65

teacher obtained through an initial interview. The teacher recommended this class based on their observations and assessments of the class's potential and dynamics. Additionally, the second reason is that the selected class has skills equivalent to other classes, allowing for more representative and fair research results.

The population of 398 students was divided into 13 classes randomized with Cluster random sampling. Cluster random sampling was taking a random sample of clusters from the population and inviting every member of each chosen cluster to participate is known as cluster random sampling. As a result, regardless of any other member of the population, each has a fixed probability of being chosen.⁵⁴

The researcher chose the cluster random sampling technique because the sample used is already in the form of classes or clusters. Thus, the researcher does not need to select individual students to be studied but can simply randomly select classes or clusters. This simplifies the sampling process and ensures that each class has an equal chance of being selected, thereby reducing bias and enhancing the representativeness of the research results.

D. Operational Definition of Research Variables

A definition of an operational definition in terms of the particular steps or operations performed to measure or alter it in a research study is known as an operational definition. This precise, succinct, and

⁵⁴ Sedgwick, Philip. (2014). *Cluster sampling*. BMJ. 348. g1215-g1215. 10.1136/bmj.g1215.

comprehensive definition of a measure enables researchers to explain precisely what they mean when they use a given phrase.⁵⁵ The operational definitions of the variables of this study are as follows.

1. Research Variable

a. Independent Variable

Independent variables were variables that have an influence on the dependent variable. The independent variable of this research was Shared Sharing Strategy.

a. Dependent Variable

The dependent variable was the variable that influenced by the independent variable. There is one dependent variable in this study. Dependent variable was Student's Writing Skill.

2. Operational Definition

a. Shared Writing Strategy

A Shared Writing Strategy refers to a collaborative and interactive instructional approach where both educators and students actively participate in the writing process. This strategy involves joint construction of written texts, allowing students to engage in real-time discussions, share ideas, and collectively create written content. Typically, the process begins with a topic or prompt identified by the teacher, and through a guided, collaborative effort, students

⁵⁵ D. C. Phillips View all authors and affiliations, Volume 12, Issue 3

contribute their thoughts and perspectives. The teacher facilitates the discussion, models writing techniques, and provides immediate feedback, creating a dynamic and inclusive learning environment.

b. Writing Skill

The operational definition of writing skill delineates the comprehensive abilities and competencies involved in proficient written communication. At its core, writing skill entails the adept use of language conventions, grammar, and syntax to articulate thoughts, ideas, or arguments in a manner that was both clear and coherent. It was marked by the author's ability to strategically organize information, ensuring a logical flow of ideas throughout the text.

Furthermore, the operational indicators of writing skill encompass the capacity to edit and revise written work, acknowledging the iterative nature of the writing process.

E. Techniques and Data Collection Instruments

1. Data Collection Technique

a. Tests

Data collection through tests is a critical step in investigating a phenomenon or research question. This process requires careful planning to ensure the accuracy and relevance of the results. *Firstly*, researchers needed to design tests with clear

objectives, whether it be to measure knowledge, skills, or attitudes. The design of test instruments should met the criteria of validity and reliability to be relied upon as a measurement tool. Tests were used to determine students' mastery of writing skill which given before and after the treatment of 'Shared Writing' strategy in the form of pre-test and post-test.

2. Research Instrument

a. Tests

The type of test used was a essay asesment format of 2 questions included aspects that researcher wanted to know about the effectiveness of using the 'Shared Writing' strategy to enhanced students' writing skill at MTsN 2 Ponorogo.

Table 3.3. Blueprint of The Test.

Theory	Indicator	Question of Pretest	Question of Posttest	Item Numb.
Writing has five analytic components. The categories for writing components are Content, Logical development of ideas, Mechanics, Grammar and Style and quality of expression. (Brown H.D : 2010)	<ol style="list-style-type: none"> 1. The students be able effectively identify relevant information to support their ideas (Contents). 2. The student can organize their thoughts coherently, using appropriate conjunctions to guide the reader through a logical progression of ideas (Logical development of ideas). 3. The student consistently demonstrates 	Write a recount text about your memorable holiday or vacation you've been on. Describe the destination, activities you participated in, and any unforgettable moments. When writing a recount text about your vacation experience, reflect deeply on how the experience affected your understanding of a particular culture or values. For example, did the experience	Write a recount text about an unexpected event or surprise you experienced. Describe the event, the people who were involved, and the emotions you felt during and after the surprise. When writing a recount text about this unexpected event, reflect on how the experience influenced your outlook on life or changed your relationship with others. For example, did the experience	1

	<p>correct spelling, punctuation, and capitalization throughout their writing (Mechanicsm).</p> <p>4. The student can construct grammatically correct sentences with proper verb and pronoun usage (Grammar).</p> <p>5. The student can adopt an appropriate written style for the intended audience and purpose, using precise language to convey their ideas effectively (Style and quality of expression).</p>	<p>change your views on the importance of protecting the environment, or did you learn something about the hospitality of the local people?</p> <p>Write a recount text about a challenging experience you faced and overcame. Describe the challenge, the steps you took to address it, and the people who helped you along the way. When writing a recount text about this challenging experience, reflect on how the experience shaped your character or influenced your future decisions. For instance, did the experience teach you about the importance of determination, change your perspective on teamwork, or inspire you to pursue a particular goal?</p>	<p>teach you the value of spontaneity, deepen your appreciation for your friends or family, or change your understanding of happiness?</p> <p>Write a recount text about your significant achievement or accomplishment in your life. Describe the journey leading up to it, the obstacles you faced, and how you ultimately succeeded. When writing a recount text about your vacation experience, reflect deeply on how the experience affected your understanding of a particular culture or values. For example, did the experience change your views on the importance of protecting the environment, or did you learn something about the hospitality of the local people?</p>	2
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b. Rubric of Assessments

Based on Brown, H Douglas in his study about language assessment in writing there were five aspects of the test assessed as follows⁵⁶:

⁵⁶ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.

Table 3.4. Rubric of Assessments

Aspect	Point	Criteria
Content 30%	5	The topic is complete and clear and the details are related to the topic.
	4	The topic is complete and clear but the details are almost related to the topic.
	3	The topic is complete and clear but the details are almost related to the topic.
	2	The topic is unclear and the details are almost related to the topic.
	1	The topic is unclear and the details are doesn't related to the topic
Logical development of ideas 20%	5	Complete identification and description compiled with appropriate conjunction.
	4	Identification is almost complete and descriptions are arranged with almost exact conjunctions.
	3	Incomplete identifiers and descriptions are prepared with the a slight misuse of conjunctions.
	2	Incomplete identifiers and descriptions are prepared with the abuse of a conjunctions.
	1	Incomplete identifiers and descriptions are unprepared with the abuse of a conjunctions.
Grammar 20%	5	Very few grammatical inaccuracies.
	4	Slight grammatical inaccuracy but doesn't affect the meaning.
	3	Lots of innacurate grammar.
	2	There are frequent grammatical inaccuracies.
	1	There are most grammatical inaccuracies.
Style and Quality of expression 15%	5	Effective choice and form of words.
	4	Few choices and ineffective tenses.
	3	Limited choice of words and forms.
	2	Little knowledge of choice and tenses and could not be understood.
	1	There aren't knowledge of choice and tenses and could not be understood.
Mechanism 15%	5	Use correct spelling, punctuation, and capitalization.
	4	There are several incorrect use of spelling, punctuation and capitalization.
	3	Incorrect spelling, punctuation and capitalization are common.
	2	There is a dominant use of incorrect spelling, punctuation and capitalization.
	1	There are most dominant use of incorrect spelling, punctuation and capitalization.
TOTAL		25

$$\begin{aligned}
 \text{Total Score} &= (\text{Question 1 score} + \text{Question 2 score}) \times 2 \\
 &= (25+25) \times 2 \\
 &= 50 \times 2 \\
 &= 100
 \end{aligned}$$

The table above was a table of aspects that are assessed in writing recount text used by researcher. Through the above aspects it can facilitate the researcher in scoring students' worksheet.

F. Validity and Reliability

1. Validity

Instrument validity concerned the extent to which the measurement was accurate in measuring what it was intended to measure.⁵⁷ The validity test in this study used *Product Moment* with rough numbers:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

r_{xy} : Validity coefficient (product moment correlation)

N : Number of tests

X : X variable value (test scores that will be tested for validity)

Y : Y Variable value (standardized test scores)

⁵⁷ Febrianawati Yusup. *Uji Validitas Dan Reliabilitas Instrumen Penelitian Kuantitatif* Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan e-ISSN: 2548-8376 Vol. 7 No. 1. Januari – Juni 2018 (17-23) Juni 2018 17

Table 3.5 Criteria of Validity

Value of r_{xy}	Classification
$r_{xy} \leq 0,00$	Invalid
$0,00 < r_{xy} \leq 0,20$	Very low validity
$0,20 < r_{xy} \leq 0,40$	Low Validity (less)
$0,40 < r_{xy} \leq 0,60$	Medium Validity (fair)
$0,60 < r_{xy} \leq 0,80$	High Validity (good)
$0,80 < r_{xy} \leq 1,00$	Very High Validity (very good)

Following the validation calculations, test questions that proved to be valid were selected as instruments. In contrast, those that were found invalid were considered unsuitable for use and needed to be revised or discarded. The researcher chose class VIII C, which included 27 students, as the sample for validating this study. This class was on par with the control and experimental classes. The findings from the pre-test instrument validity assessment in the validation class, specifically class VIII C, were as follows:

Table 3.6 The Validity Test Results of Pretest Instrument

No. Item	r_{xy}	r_{table}	Interpretation
1	0.494	0,3809	Valid
2	0.930	0,3809	Valid

According to the validity test results, 2 out of 2 items were deemed valid. Therefore, the researcher decided use the 20 valid items for the pre-test instrument.

Table 3.7 The Validity Test Results of Post-test Instrument

No. Item	r_{xy}	r_{table}	Interpretation
1	0.809	0,3809	Valid
2	0.903	0,3809	Valid

Based on the validity test results, 2 out of the 2 items were found to be valid. Consequently, the researcher decided to use the 2 valid items for the post-test instrument.

2. Reliability

The degree to which test results were unaffected by random variables or the luck of the draw was known as reliability.⁵⁸ The reliability test in this study used Alpha Cornbach:

$$r_{xy} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Description:

r_{xy} : the reability sought

n : number of items in question

$\sum \sigma_t^2$: the number of scores variances for each item

σ_t^2 : total variance

⁵⁸ Samuel A. Livingston. *Test Reliability—Basic Concepts*. ETS Research Memorandum Series January 2018

Table 3.8 Criteria of Reliability

Value of r	Classification
$0,000 < r < 0,199$	Very low
$0,200 < r < 0,399$	Low
$0,400 < r < 0,599$	Medium
$0,600 < r < 0,799$	High
$0,800 < r < 1,000$	Very High

The Cronbach's Alpha formula was chosen because the responses on the instrument are dichotomous, meaning true-false. This implied that each question was assigned a value of 1 or 0. If, after calculating reliability, the research instrument met the criteria with high to very high reliability (> 0.600), the researcher decided to use it for the pre-tests and post-tests. Here the results of the reliability test proceed using SPSS 22 for the test instrument.

Table 3.9 The Result of Reliability test of Pre-test Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.653	2

The calculation of pre-test reliability reveals that the Cronbach's Alpha value was 0.653, which exceeds of 0.60. Therefore, it could be

concluded that this test instrument was reliable or has a high level of confidence.

Table 3.9 The Result of Reliability test of Post-test Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.627	2

The calculation of pre-test reliability reveals that the Cronbach's Alpha value was 0.627, which exceeds of 0.60. Therefore, it could be concluded that this test instrument was reliable or has a high level of confidence.

G. Data Analysis Techniques

1. Normality Test

The normality tests supplemented the graphical assessment of normality. The primary tests for assessing normality included the Kolmogorov-Smirnov (K-S) test, Lilliefors corrected K-S test, Shapiro-Wilk test, Anderson-Darling test, Cramer-von Mises test, D'Agostino skewness test, Anscombe-Glynn kurtosis test, D'Agostino-Pearson omnibus test, and the Jarque-Bera test. Among these, the K-S test is frequently used, along with the Shapiro-Wilk test. In this study, the researcher employed the Kolmogorov-Smirnov test due to the sample size being greater than 100.

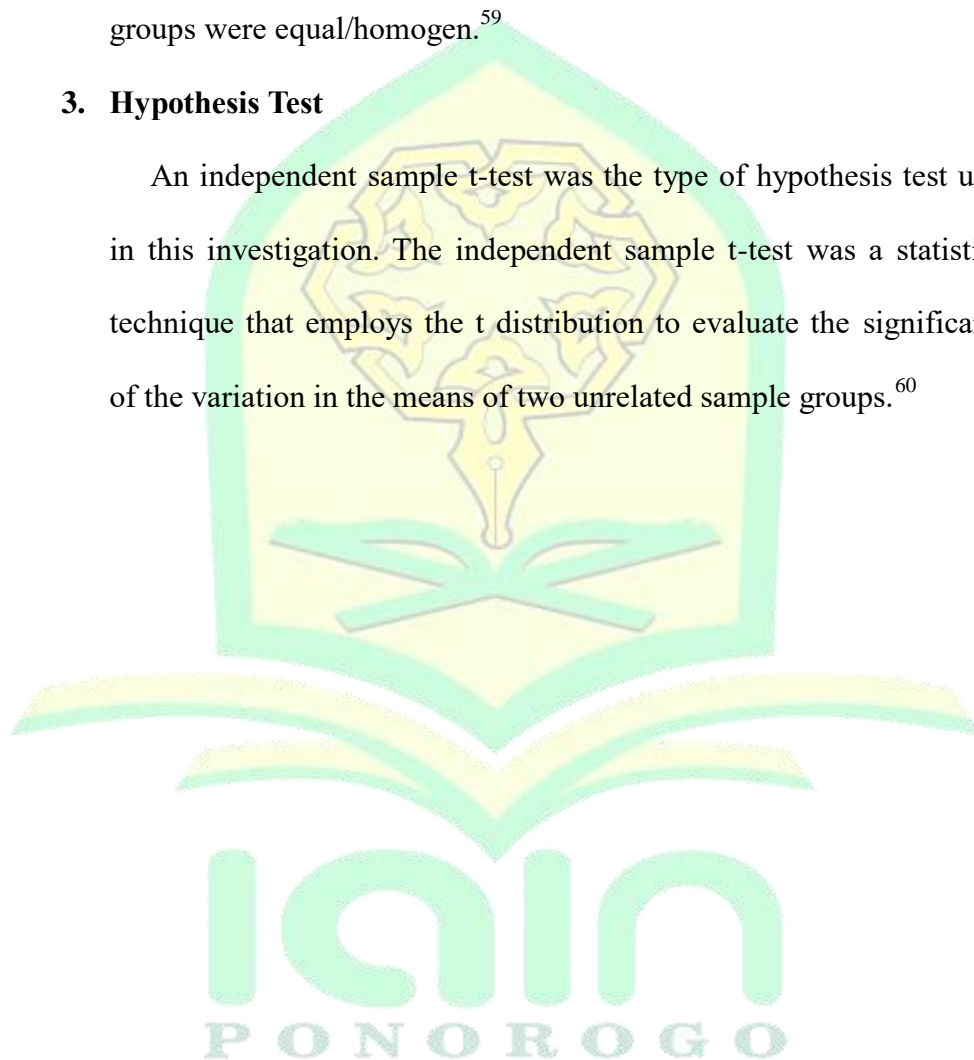
2. Homogeneity Test

Homogeneity test was a testing process to determine whether the variances of two or more data distributions have the same level of

uniformity. To find out whether the data in variables X and Y have uniform or different properties, this test could be used. If the significance value was < 0.05 , it indicated that the variants of two or more data groups were not equal/not homogen, and if the significance value was > 0.05 , it indicated that the variants of two or more data groups were equal/homogen.⁵⁹

3. Hypothesis Test

An independent sample t-test was the type of hypothesis test used in this investigation. The independent sample t-test was a statistical technique that employs the t distribution to evaluate the significance of the variation in the means of two unrelated sample groups.⁶⁰



⁵⁹ Setyawan, 14

⁶⁰ Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik Dalam Penelitian* (Depok Sleman Yogyakarta: Pustaka Felicha, 2018), 64.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General findings of the research Location

1. The History of MTsN 2 Ponorogo

MTs Negeri 2 Ponorogo was a formal educational institution that was at the same level as a First Level Secondary School (SLTP) and was commonly referred to as a SLTP with a distinctive Islamic style which was founded or organized by the Department of Religion.

The establishment of MTs Negeri 2 Ponorogo was prompted by the fact that, at that time, Ponorogo only had one existing MTs Negeri Jetis, located in Karanggebang Village, Kec. Jetis Ponorogo. With the rise of numerous private MTs, the Head of the Ponorogo Department of Religion proposed to the Minister of Religion in 1979 to issue a decree for the management of several private MTs in Ponorogo Regency. In 1980, a decree was issued, but instead of granting Penegerian status to the private MTs in Ponorogo, it involved the relocation of State MTs from Genteng Regency, Ngawi.

Finally, a Decree from the Department of Religion of the Republic of Indonesia was issued number 27 of 1980 dated 31 May 1980 concerning the Relocation of State Madrasas, in which MTsN Gentong in Ngawi Regency was relocated to MTsN Ponorogo which was on Jalan Ki Ageng Mirah No. 79 Ponorogo.

Subsequently, after the State MTs were inspected, the Head of the Ministry of Religion in Ponorogo appointed and relocated them to Setono Village, Kec. Jenangan, Ponorogo Regency. Initially, the State MTs operated during the day and used the Madrasah Ibtidaiyah Ma'arif Setono building, with a total of 80 students, including 2 local students.

In the 1981/1982 academic year, due to prevailing circumstances, the MTs Negeri Ponorogo was moved to the Pelampitan area, located along the Ngebel Main Road. At this new location, students attended classes throughout the morning. By the 1982/1983 academic year, there were 104 students in Class 1, 96 in Class 2, and 76 in Class 3, totaling 276 students. During this period, the teaching and learning activities for MTs Negeri 2 Ponorogo were conducted in rented houses belonging to Mr. Hardjo Unggul and Mr. Parto Jikan in the Pelampitan neighborhood, Kel. Setono, Ponorogo Regency.

The names of heads who have served at the MTsN 2 Ponorogo were as follows:

1. Drs. H. MUSLIM
2. Drs. ABDULLAH
3. KUSTHO, B.A
4. Drs. SUMARDI AL BASYARI
5. Drs. H. IMAM ASJ'ARI, SH, M.Pd
6. Drs. H. SUTARTO KARIM

7. Drs. MOCH. HARIS, M.Pd.I
8. Drs. TARIB, M.Pd.I
9. MAHMUD, S.Pd., M.Pd.I.

2. Vision, Mission and School Goals

a. School Vision

“The Formation of Indonesian Muslim Personals Who Have Noble Things, Global Outlook, Intelligent, Skilled And Environmentally Conscious.”

b. School Mission

Mission of MTsN 2 Ponorogo

- 1) Develop attitudes and behavior that are Islamic practices as well as national cultural values in real life.
- 2) Develop an international standard curriculum for Mathematics and Natural Sciences, English and Arabic subjects by adopting or adapting curriculum from developed countries as a reference for developing an international standard curriculum.
- 3) Carrying out learning by utilizing various sources (multi resources) and based on Information and Communication Technology (ICT)
- 4) Carry out an active, innovative, creative, effective, cooperative, communicative and inspiring learning process for students.
- 5) Foster a spirit of concern for the social environment, physical environment and cultural environment.

- 6) Fostering a spirit of competition in various competitions for all madrasah residents.
- 7) Develop the potential and creativity of school members who are superior and able to compete at regional, national and international levels.
- 8) Implement Madrasah-Based School Management (MSBM) professionally and lead to standardized education quality management by involving all madrasah residents and other related institutions in the form of an MOU.
- 9) Establish partnerships with superior schools/madrasahs and universities as companions for institutional development, human resources, curriculum and teaching and learning activities in the form of an MOU.

c. School Goals

The Goals of MTsN 2 Ponorogo

- 1) *Fulfilling the specific cognitive and affective developmental needs of students.*
- 2) *Upholding the fundamental rights of students according to their individual educational requirements.*
- 3) *Catering to the intellectual interests and future perspectives of students.*
- 4) *Addressing the self-actualization needs of students.*
- 5) *Considering students' role as societal assets and the community's need for role fulfillment.*

- 6) *Preparing students to become future leaders.*
- 7) *Producing higher quality outputs and outcomes for MTsN Ponorogo.*
- 8) *Providing opportunities for students with above-average abilities to complete the learning program more quickly.*

3. Teachers and Human Resources

At MTsN 2 Ponorogo, the human resources consist of teachers, students, and staff. Each individual or group collaborates to build relationships, achieve learning goals, and carry out school activities. The mentioned groups include the school principal, teachers, students, and staff. In every organization, including schools, task division is a common practice. This is done to support smooth interactions among individuals. In the school environment, the principal typically oversees task allocation. The goal was to ensure that each group and individual has a clear understanding of the tasks that need to be performed, when they need to be completed, and how the processes should be carried out.

B. Research Findings Description

In this segment, the research results were outlined in a descriptive manner. Data was gathered by conducting pre-tests and post-tests in both the control group (VIII K) and the experimental group (VIII J). The instructional process commenced with the introduction of descriptive text material to both groups. Subsequently, the researcher administered interventions solely to the experimental group. Conversely, students in the

control group were not exposed to the ‘Shared Writing’ strategy. Thus, in the experimental group, students received instruction utilizing the ‘Shared Writing’ strategy.

1. The Control Class Data Descriptions

This part outlines the learning methods used and the outcomes of the pre-test and post-test scores of the control group students.

a. The Control Class Research Procedures

The total number of students in the control class consists of 30 students. In the control class, students did not receive treatment from the researcher. In the control class, they were taught as the teacher instructed them, which means learning as usual without the implementation of the shared writing strategy in each learning session. In the implementation of the researcher's control class, the researcher used Independent Writing as a learning strategy for class 8K students at MTsN 2 Ponorogo. This strategy allows students to write texts that are relevant to the material being studied without teacher guidance.⁶¹ Thus, students can develop better writing skills and improve their ability to communicate in English.

At the first meeting, the researcher gives a pre-test to the students to assess their understanding of the material to be taught. After that, the researcher provides a comprehensive explanation of the prepared material, giving concrete examples, and describing relevant

⁶¹ Wahyuni, D.S. , *Integrating Critical Thinking in Teaching Academic Writing*, he 4th UAD TEFL International Conference, UAD Yogyakarta pg. 148 (2017).

concepts. Then, the researcher continues by explaining the structure of a recount text and how to differentiate it from other types of texts. The researcher outlines how paragraphs in a recount text are organized and the common language features found within them. Next, the students together with the researcher, analyze the text results, understand the text structure, and identify the language features present in the text.

In the second learning session, the researcher instructs the students to complete the Student Worksheet (LKPD), which contains tasks to identify text structures. Each student is directed to find every text structure from the given texts. After completing the task, representatives from the students are asked to present their work in front of the class. During the presentation, students have the opportunity to share and explain their findings, while the researcher and other students can provide feedback and ask questions if needed.

The researcher gives instructions to the students to complete a student worksheet containing the task of rearranging random sentences from a recount text provided by the teacher that applied in the third meeting. Once the task is completed, the researcher directs the students to write three sentences from the text on the whiteboard. Then, they collectively discuss the content of the text, analyze sentence structures, and clarify their understanding of the text. At the end of the class, the researcher administers a post-test to the students to measure their final ability after implementing the taught strategy.

This aims to evaluate the extent to which students have understood the material and enhance their ability to comprehend and process texts.

b. The Students' Scores in Control Class

The data presented in the table below represents the scores obtained by students in the control class on both the pre-test and post-test.

Table 4.1 Pre-Test and Post-Test Score of Control Class

NO.	Name	Score	
		Pretest	Postest
1	ARS	70	76
2	AHF	78	80
3	AMP	76	78
4	ACF	66	80
5	BMG	66	70
6	DAN	82	80
7	DVP	72	78
8	DNS	74	76
9	EHA	74	84
10	EER	66	74
11	FMY	66	66
12	FAB	66	70
13	GMA	70	76
14	III	72	82
15	JRA	66	74
16	LRR	68	72
17	LNR	72	68
18	MRP	80	74
19	MJP	66	72
20	MMN	74	68
21	MBR	76	66
22	MAA	64	78
23	NAS	68	80
24	NFP	70	68
25	NFA	82	72
26	RSO	70	84
27	RAP	68	82
28	RAD	76	68
29	RCS	72	74
30	VLA	72	84

TOTAL	2142	2254
MEAN	71,4	75,13333

The data provided in the table indicates that the lowest pre-test score was 64 and the highest was 82, resulting in a total sum of 2142 and an average score of it is 71,4. Conversely, the lowest post-test score was 66 and the highest was 84, resulting in a total sum of 2254 and an average score of it is 75,1.

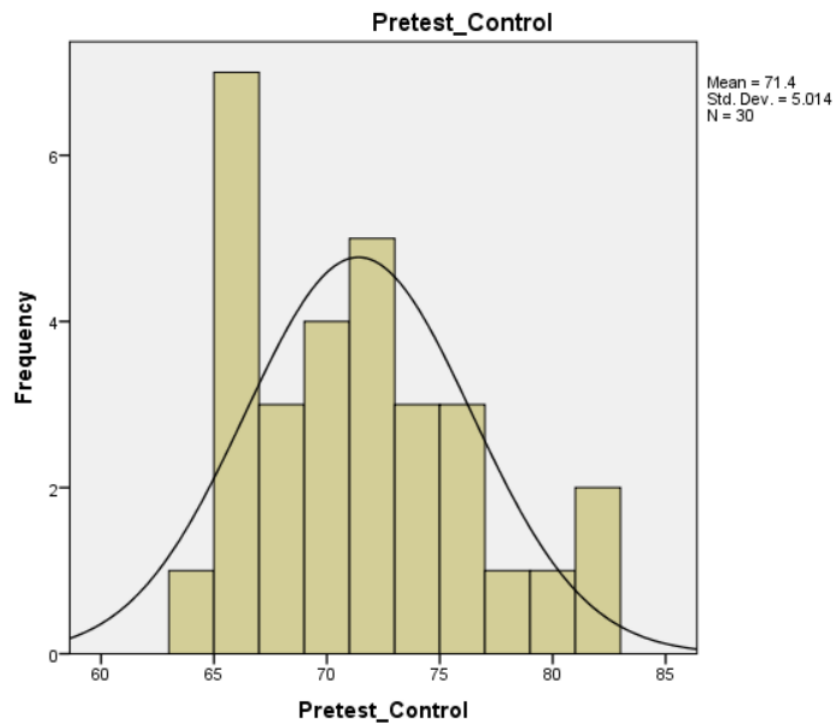
Table 4.2 Pretest Frequency Distribution of Control Class

Pretest_Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64	1	3.3	3.3	3.3
66	7	23.3	23.3	26.7
68	3	10.0	10.0	36.7
70	4	13.3	13.3	50.0
72	5	16.7	16.7	66.7
74	3	10.0	10.0	76.7
76	3	10.0	10.0	86.7
78	1	3.3	3.3	90.0
80	1	3.3	3.3	93.3
82	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the data presented in the table, it showed that the pre-test scores of the students display significant variability. Approximately 3.3 %, or 1 student, obtained a score of 64. Then 23.3%, of 7 students, who scored 66. Additionally, 10%, or 3 students, achieved a score of 68. This was succeeded by 13.3%, or 4 students, scoring 70. Subsequently, 16.7%, or 5 students, obtained a score of 72. Meanwhile, 10%, or 3 students, scored 74, then followed by 10%, for

3 students, achieved 76. Then 3.3% or 1 student that achieved 78 then another 3.3% or 1 student got score 80. Meanwhile, 6.7% or 2 students achieved the highest score of 82. It could be showed more clearly by the following histogram representation:



Figures 4.1 Pre-test Histogram of Control Class

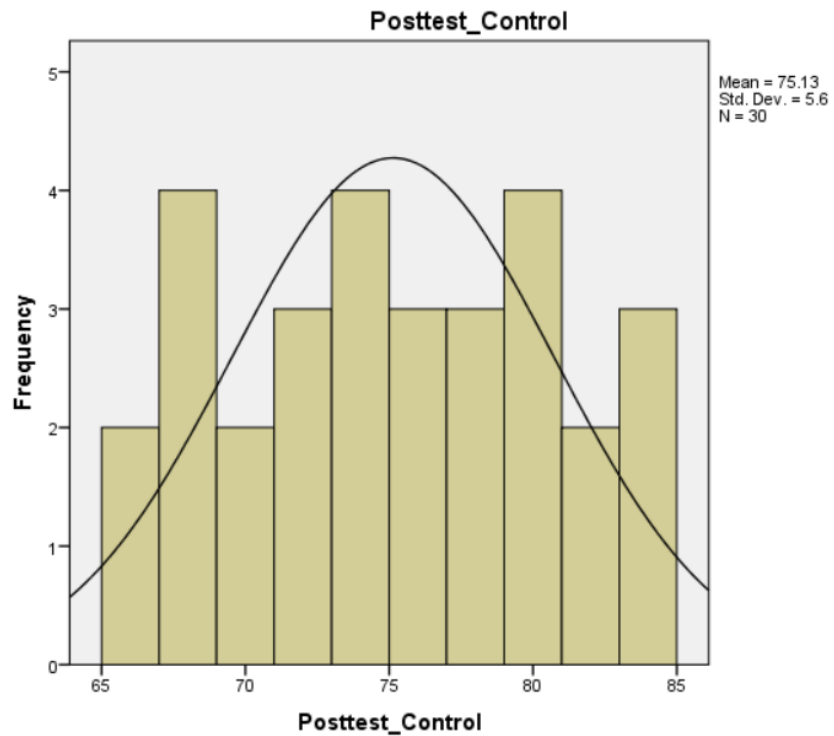
According to the information provided in the histogram above, it is indicated that the average score in the pre-test was 71.4, accompanied by a standard deviation of 5.014. The average represents the central value of the data distribution, standing at 71.4, while the standard deviation offers insight into the dispersion or diversity within the dataset. From this data, it can be inferred that the histogram's data distribution exhibited a notably elevated average value and a relatively uniform spread.

Table 4.3 Post-test Frequency Distribution of Control Class

Posttest_Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 66	2	6.7	6.7	6.7
68	4	13.3	13.3	20.0
70	2	6.7	6.7	26.7
72	3	10.0	10.0	36.7
74	4	13.3	13.3	50.0
76	3	10.0	10.0	60.0
78	3	10.0	10.0	70.0
80	4	13.3	13.3	83.3
82	2	6.7	6.7	90.0
84	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the data presented in the table, it could be observed that the post-test scores of the students demonstrate significant variability. Approximately 6.7% of 2 students obtained a score of 66, while 13.3% achieved a score of 68. Then 6.7% or 2 students attained a score of 70, followed by 10% or 3 scoring 72. Similiarity, 10% of 3 students received a score of 78. Then 13.3% or 4 students also scoring 80. So, 6.7% or 2 students got the score 82. Meanwhile, 10% or 3 students achieved the highest score of 84. This information is further elucidated through the following histogram representation.



Figures 4.2 Post-test Histogram of Control Class

Based on the details depicted in the histogram, it was apparent that the mean value within the dataset stands at 75.13, accompanied by a standard deviation of 5.6. The mean represented the central tendency of the distribution, at 75.13, while the standard deviation indicated the extent to which individual values deviate from this mean. Consequently, it could be inferred that the data distribution portrayed in the histogram showcases a notably elevated average value and a relatively uniform distribution.

2. The Experimental Class Data Descriptions

This part outlines the learning methods used and the outcomes of the pre-test and post-test scores of the experiment group students.

a. The Experimental Class Research Procedures

The experimental group comprised 32 students, where they received a specific treatment aimed at evaluating the efficacy of the employed strategy. Within this group, the ‘Shared Writing’ strategy was implemented as the primary instructional approach.

In the first meeting, the researcher administers a pre-test to the students to gauge their understanding of the material to be taught. Next, using the prepared material, the researcher explains the ‘Shared Writing’ strategy accompanied with the subject matter to the students. After that, together with the students, the researcher creates text via a whiteboard. Finally, the researcher and the teacher collaborate to analyze the text results, understand the text structure, and identify the language elements present in the text. This series of activities is designed to facilitate students' understanding of the material and develop their skills in writing and text analysis.

In next meeting, the researcher continued the lesson before by shared writing strategy that provided instructions to the students to complete the Student Worksheet (LKPD) that has been prepared. Next, the researcher assigns a project to the students to

individually compose a recount text based on the generic structure of a recount text. Each student develops their paragraph according to the given instructions. Upon completion, each group of students presents their work in front of the class. During the presentation, students and the researcher collaborate in analyzing the text results, understanding the text structure, and identifying language elements present in the text. This is a series of activities aimed at facilitating students' understanding of the material and enhancing their skills in writing and text analysis.

And in the last meeting, the researcher continued the lesson before about by shared writing strategy provides instructions to the students to complete the Student Worksheet (LKPD), which contains tasks to arrange random sentences to form a good and accurate recount text. After finishing, the researcher randomly selects students to read aloud their text compositions in front of the class. The researcher appreciates students who bravely step forward to read the texts they have created in front of the class.

Finally, the teacher administers a post-test to measure the students' final ability after the implementation of the learning strategy. The results of the post-test were utilized for comparative purposes to determine whether there was a notable disparity between the outcomes of the control group, which did not receive the 'Shared Writing' strategy treatment, and the experimental group.

b. The Students' Scores in Experimental Class

The data presented in the table below represents the scores obtained by students in the control class on both the pre-test and post-test.

Table 4.1 Pre-Test and Post-Test Score of Experimental Class

NO.	Name	Score	
		Pretest	Posttest
1	AAA	66	72
2	AMA	74	80
3	BAB	68	74
4	BNB	76	76
5	CAC	74	78
6	COC	86	90
7	DAD	78	86
8	DOD	82	88
9	EAE	66	72
10	FAF	84	88
11	GAG	60	72
12	HAH	62	76
13	IAI	88	94
14	JAJ	76	80
15	KAK	74	82
16	LAL	72	84
17	MBM	80	84
18	NCN	84	90
19	OCO	70	78
20	PDP	60	74
21	QEQ	66	86
22	RFR	78	92
23	SGS	74	80
24	THT	70	82
25	UHU	78	82
26	VIV	62	74
27	WJW	64	78
28	YHS	78	82
29	YKY	68	88
30	ZLZ	70	80
TOTAL		2188	2442
MEAN		72,93333	81,4

From the data provided in the table, it can be inferred that the lowest pre-test score recorded was 60, while the highest was 88, resulting in a cumulative total of 2188 and an average score of 72.9. Conversely, the lowest post-test score was 72, and the highest was 94, and the total sum of 2442 and an average score of 81.4.

Table 4.5 Pre-test Frequency Distribution of Experimental Class

Pretest_Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	62	2	6.7	6.7	13.3
	64	1	3.3	3.3	16.7
	66	3	10.0	10.0	26.7
	68	2	6.7	6.7	33.3
	70	3	10.0	10.0	43.3
	72	1	3.3	3.3	46.7
	74	4	13.3	13.3	60.0
	76	2	6.7	6.7	66.7
	78	4	13.3	13.3	80.0
	80	1	3.3	3.3	83.3
	82	1	3.3	3.3	86.7
	84	2	6.7	6.7	93.3
	86	1	3.3	3.3	96.7
	88	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the data provided in the table, it is evident that there is significant variability in the pre-test scores of the students. One student, representing 6.7% of the total students, obtained a score of 60 followed by another 3.3% or a student got the score of 64. Additionally, 10% of students, totaling 3 individuals, achieved a score of 66. Furthermore, 6.7% of the students, comprising 2 individuals, attained a score of 68.

Subsequently, 10% of students, totaling 3 individuals, scored 70. Moreover, accounting for 3.3% or 1 individual, obtained a score of 72. Another subset of students, representing 13.3% or 4 individuals, earned a score of 74. Additionally, 6.7% of students, comprising 2 individuals, scored 76. Representing 13.3% of the total, achieved score of 78. Then, one student representing 3.3% achieved 80 and followed by another 3.3% or 1 student got score of 82. Moreover, the student of 6.7% or 2 students got the score of 84. And the last, 3.3% or 1 student got the score of 86 followed by another 3.3% or 1 student got the highest score of 88. This distribution of scores can be better visualized through the accompanying histogram representation as followed.

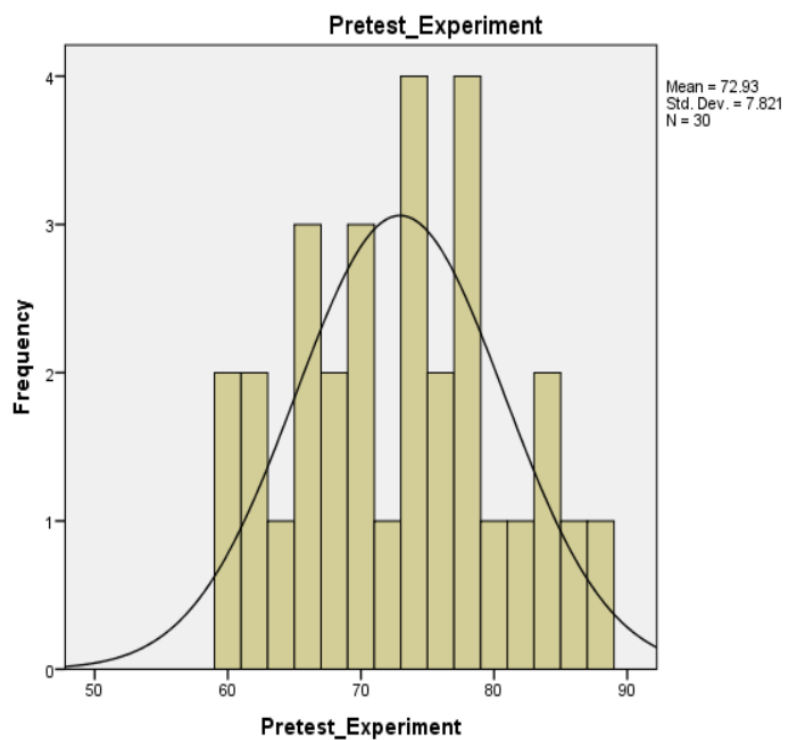


Figure 4.3 Pre-test Histogram of Experimental Class

The histogram reveals that the average value of the data distribution is 72.93, with a standard deviation of 7.821. The mean indicates the central value of the distribution, while the standard deviation shows the extent of variation from the mean. This suggests that the data distribution has a fairly high average and a relatively uniform spread.

Table 4.6 Post-test Frequency Distribution of Experimental Class

Posttest_Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72	3	10.0	10.0	10.0
74	3	10.0	10.0	20.0
76	2	6.7	6.7	26.7
78	3	10.0	10.0	36.7
80	4	13.3	13.3	50.0
82	4	13.3	13.3	63.3
84	2	6.7	6.7	70.0
86	2	6.7	6.7	76.7
88	3	10.0	10.0	86.7
90	2	6.7	6.7	93.3
92	1	3.3	3.3	96.7
94	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The data in the table indicates that students' post-test scores varied significantly. Specifically, 10%, or 3 student, scored 72, followed by another 10% or 3 students scored 74. Meanwhile, 6.7%, or 2 students, achieved a score of 76. Additionally, 10%, or 3 students, scored 78. Then, 13.3%, or 4 students, scoring 80 followed by another 13.3% showed the score of 82 for 4 students. In the next range, 6.7%, or 2 students, scored 84 and another 6.7% scored 86. Furthermore, 10%, or 3 students, achieved a score of 88. Then, 6.7% or 2 students scored 90. And the last 3.3% or 1 student got the score of 92 and followed by another 3.3% or 1 student got

the highest score of 94. This information is more clearly illustrated in the histogram below:

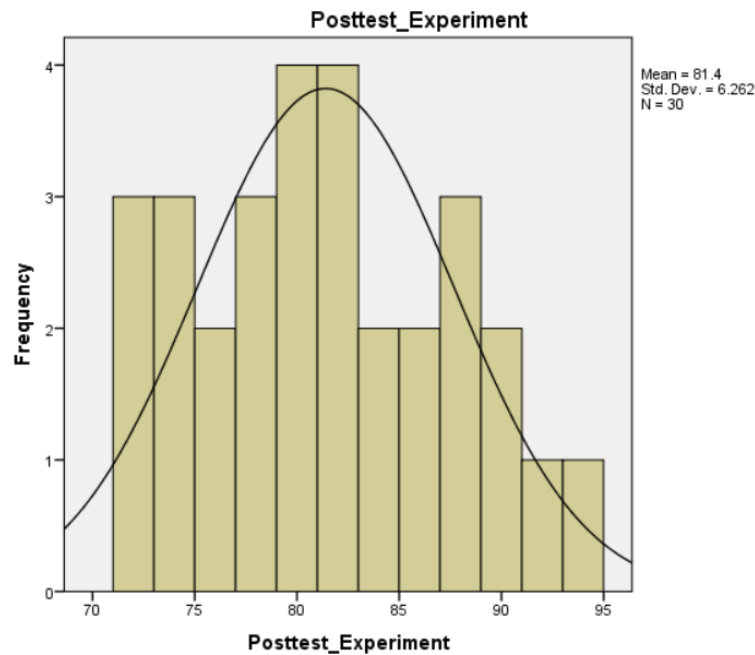


Figure 4.4 Post-test Histogram of Experimental Class

The histogram shows that the average value in the data distribution is 81.4, with a standard deviation of 6.262. This mean represents the central value of the distribution, while the standard deviation indicates the dispersion of individual values from the mean. Thus, it can be concluded that the data distribution has a relatively high average and a fairly consistent spread.

C. Data Analysis and Hypothesis Testing

This section provides an in-depth explanation of the hypothesis testing analysis conducted by the researcher. To achieve a more detailed and accurate understanding of the statistical calculations, the researcher employed the IBM SPSS Statistics 22 software. This tool facilitated the processing and analysis of the data, allowing for a comprehensive and

precise evaluation of the research hypotheses. By using this advanced statistical software, the researcher ensured that the analysis was robust and reliable.

1. Assumption Test

This section discusses the results of the assumption testing. The researcher carried out two stages of assumption testing to verify that the data had a normal distribution and homogeneity. These stages included normality and homogeneity tests to assess the suitability of the data for analysis.

a. Normality Test

The normality tests are supplementary to the graphical assessment of normality.⁶² To assess the normality of the data in a sample of N = 30 for both the control group and the experimental group, the Kolmogorov-Smirnov test was conducted using IBM SPSS Statistics 22 software, with a significance level set at 0.05.

Table 4.7 Normality Testing

CLASS		Tests of Normality		
		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
RESULT	Pretest_Control	.126	30	.200 [*]
	Posttest_Control	.108	30	.200 [*]
	Pretest_Experiment	.088	30	.200 [*]
	Posttest_Experiment	.095	30	.200 [*]

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov normality test results, obtained using IBM SPSS Statistics 22, showed that the significance (Sig.) values for the control group's pre-test and post-test were 0.200

⁶² Asghar Ghasemi & Saleh Zahediasl. *Normality Tests for Statistical Analysis: A Guide for Non-Statisticians*. Int J Endocrinol Metab. 2012;10(2):486-489. DOI: 10.5812/ijem.3505

and 0.200, respectively, both of which are greater than the 0.05 significance level (α). Consequently, it can be concluded that the control group data followed a normal distribution.

Additionally, the table indicated that the significance (Sig.) values for the experimental group's pre-test and post-test both were 0.200, respectively, both exceeding the 0.05 significance level (α). Thus, it can be concluded that the data in the experimental group also followed a normal distribution.

b. Homogeneity Test

Homogeneity tests in SPSS, particularly Levene's Test, are crucial for validating the assumptions underlying many statistical analyses. Ensuring that variances are equal across groups helps maintain the integrity and reliability of the test results. To assess homogeneity. This research used IBM SPSS Statistics 22 software with a significance level set at 0.05.

Table 4.8 Homogeneity Testing

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.238	1	58	.627
	Based on Median	.236	1	58	.629
	Based on Median and with adjusted df	.236	1	55.922	.629
	Based on trimmed mean	.238	1	58	.627

Based on the calculations by IBM SPSS Statistics 22, it was possible to conclude that the scores from both the experimental group and the control group were analyzed with respect to their mean values. The research results indicated a significance value

(Sig.) of 0.627. Since this significance value is higher than the established significance level (α) of 0.05, it suggests that the data is homogeneous, it means that the variances across the groups are equal. This homogeneity is important as it validates the assumption needed for further statistical analysis.

2. Hypothesis Test and Interpretation

To evaluate the data for this study, the researcher used the Independent Sample T-test to compare the pre- and post-test scores of the control and experimental groups. This statistical method helped address the research hypotheses. The t-test results were then compared with the values in the t-tables to determine the significance of the differences between the control and experimental groups.

Table 4.9 Group Statistics

Group Statistics					
	CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT	Posttest_Control	30	75.13	5.600	1.022
	Posttest_Experiment	30	81.40	6.262	1.143



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RES	Equal variances assumed	.238	.627	-4.086	58	.000	-6.267	1.534	-9.337	-3.196
ULT	Equal variances not assumed			-4.086	57.291	.000	-6.267	1.534	-9.338	-3.196

The interpretation of the t test can be done by the following steps:

- a. Determination of significance level (α): the value used was 0.05.
- b. Determination of confidence interval: The confidence interval was calculated as $1 - \alpha$. The confidence interval as 0.95
- c. Determination of degrees of freedom (df): $df = 60 (N-2; 60-2 = 58)$
- d. Compared Sig. (2-tailed) with α value and determine the decision-making basis:
 - 1) If Sig. (2-tailed) < 0.05 , there was a significant difference between the post-test result of control and experiment class.
 - 2) If Sig. (2-tailed) > 0.05 , there was no significant difference between the post-test result of control and experiment class.

e. Formulation of hypotheses and decision:

H_0 : There was no significant difference between the students achievement of who are taught using 'Shared Writing' strategies and those who are not.

H_1 : There was a significant difference between the students achievement of who are taught using 'Shared Writing' strategies and those who are not.

f. Conclusion:

According to the statistical calculations performed using SPSS, as shown in the table above, the data indicated that Sig. (2-tailed) was less than 0.05, specifically $0.00 < 0.05$. Additionally, the $t_{\text{test}} > t_{\text{table}}$, with $4.086 > 2.001$. This demonstrates that there was a significant difference between the post-test results of the control and experimental groups.

Thus, it was concluded that H_0 was rejected and H_1 was accepted. Therefore, a significant difference was found in the achievement of students who were taught using the 'Shared Writing' strategy compared to those who were not.

D. Discussion

This research discusses the analysis of the effectiveness of the ‘Shared Writing’ strategy to enhance the writing skills of eight-grade students at MTsN 2 Ponorogo, supported by statistical calculations.

The importance of writing skills in English for students was highly significant in their academic and everyday life development.⁶³ Based on this theory, writing skills in English played a crucial role in students’ academic success and everyday life. Proficiency in writing enabled students to articulate their thoughts clearly and effectively, which was essential for academic assignments, examinations, and future professional opportunities. Moreover, strong writing skills were fundamental for effective communication, allowed students to express their ideas, convey information, and engage in meaningful interactions in various contexts. In everyday life, the ability to write well in English aids in personal expression, social interactions, and even digital communication, such as emails and social media. Therefore, developing writing skills is not just an academic requirement but a vital component of overall personal and professional development.

In this context, the ‘Shared Writing’ strategy could be an effective method for enhancing students’ writing skills. This strategy involved collaborative writing activities where students and teachers work together to compose text, allowed students to learn through observation and

⁶³ Wise, Kurt. *The Importance of Writing Skills*, *Public Relations Quarterly*; Rhinebeck Vol. 50, Iss. 2, (Summer 2005): 37-40,48.

participation. By engaged in shared writing, students could develop a better understanding of writing techniques, structure, and vocabulary usage. This study aimed to evaluate the effectiveness of the ‘Shared Writing’ strategy by using statistical analyses to measure improvements in students’ writing skills. By examining the data, the study seeks to provide empirical evidence to support the implementation of shared writing as a beneficial instructional approach in the classroom.

In this study, the results obtained using the IBM SPSS Statistics 22 program revealed that the t-test value was 4.086, as shown in Table 4.9. This value was higher than the t-table value at a 5% significance level ($t\text{-test} > t\text{-table} = 4.086 > 2.001$). Consequently, the researcher concluded that there was a significant difference in students’ writing skills between those taught using the ‘Shared Writing’ strategy and those who were not. Additionally, the Sig. (2-tailed) value was less than α ($0.00 < 0.05$), indicating a significant difference between the post-test results of the control and experimental groups.

These findings aligned with Mutiara Ayu and Zuraida’s research, which highlighted a significant improvement in descriptive paragraph writing when students engaged in shared writing activities.⁶⁴ This collaborative approach, where the teacher and students work together to compose a paragraph, has been shown to be an effective method for enhancing students’ writing skills. By writing the writing process, students gain valuable insights into the composition of a well-structured paragraph,

⁶⁴ Ayu M et al. *Enhancing Descriptive Paragraph Writing of Secondary Students Through Shared Writing*, Journal of Research on Language Education (JORLE), Vol: 1, No: 1, 13-18. <https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index>

including the use of vivid descriptions and effective sentence structure. This collaborative learning environment fosters a sense of ownership and responsibility among students, encouraging them to take a more active role in the writing process and ultimately leading to significant improvements in their writing abilities.

This idea was further supported by Puspa Gunday, who found in her study that using shared writing improves students' skills in writing short writing.⁶⁵ The factors contributing to this improvement include engaging teaching materials, the lecturer's strategies, the lecturer's role, student interaction, and adherence to all the procedures outlined in the strategy.

The implementation of the 'Shared Writing' technique had a profound the effectiveness on enhancing students' writing skills and fostering their creativity in English comprehension. By seamlessly integrating writing with communication techniques, this method not only facilitated the clarification of complex ideas but also encouraged active student participation in the learning process. This collaborative approach allowed students to engage more deeply with the material, think critically, and express themselves more effectively, ultimately leading to significant improvements in their writing abilities and overall comprehension of English language concepts.

⁶⁵ Gunday P. *Shared Writing Strategy Implementation To Improve Short Essay Writing Skill Of Students At Level 3 Language Development Center In Uin Suska Riau*, Al-Ishlah: Jurnal Pendidikan (JUN 2018) Vol. 10, no. 1, pp. 56 – 68
<http://journal.staihubbulwathan.id/index.php/alishlah/index>

The classroom environment that applied with with ‘Shared Writing’ strategy was improved, the students found joy and cheerful in engaging in communicative activities like writing paragraph in the class together. This technique was easy to implement and required minimal preparation. It also helped students expand their vocabulary by learning prepositions, adjective, and superlative degree through descriptions and improved their ability to interpret writing instructions.

In contrast, students in the control group, who were taught using traditional note-taking methods, were less active in learning activities. Their participation in responding to teacher instructions was limited, and they had difficulty understanding the details in the topic of the paragraph, which led to challenges in comprehending recount text material.

Based on the data provided, the researcher has determined that H_1 was accepted, and H_0 was rejected. Thus, the utilize of the ‘Shared Writing’ strategy led to a noticeable improvement. Therefore, the implementation of this strategy could enhance the writing skills of eighth-grade students at MTsN 2 Ponorogo.



CHAPTER V

CONCLUSION

A. Conclusion

After the researcher conducted the research procedures and analyzed the data in accordance with the steps specified in the research title “*The Effectiveness of the ‘Shared Writing’ Strategy to Enhance Students’ Writing Skill at MTsN 2 Ponorogo*”, the data analysis revealed a significant difference in students’ learning results between those who are taught by using the ‘Shared Writing’ strategy and those who were not. Based on the research findings, the students who are taught by using the shared writing strategy in MTsN 2 Ponorogo had better writing skill than those who were not. The results showed that the t-test value was 4.086, which was higher than the t-table value at a 5% significance level, and a Sig. (2-tailed) value was 0.00 that less than 0.05 indicated a significant improvement in the writing skills of students who were taught using the shared writing strategy compared to those who were not. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted, demonstrated that the students who are taught by using the shared writing strategy in MTsN 2 Ponorogo had better writing skill than those who were not. The study concluded that the shared writing strategy significantly enhanced students' writing proficiency and it could be an effective strategy to enhance student’s writing skills at the junior high school level.

B. Recommendations

Based on the above conclusion, several recommendations are offered for students, teachers, and future researchers:

1. For English as a Foreign Language Students

Students should actively participate in Shared Writing activities, as these collaborative sessions can significantly enhance their writing skills by providing opportunities to share ideas and receive constructive feedback. Regularly, practice writing outside of classroom activities to reinforce the skills learned during Shared Writing sessions. This could include writing journals, essays, or even creative stories to further develop proficiency.

2. For English as a Foreign Language Teachers

Teachers should incorporate the Shared Writing strategy into their lesson plans consistently, ensuring that all students had the opportunity to engage in collaborative writing exercises. Act as facilitators during Shared Writing sessions, guiding students through the writing process, encouraging participation, and providing timely feedback to help students improve their writing skills.

3. For future Researchers

For the future researchers to conduct additional research to explore the long-term effects of the Shared Writing strategy on different aspects of writing skills, such as creativity, coherence, and grammatical accuracy. Compare the effectiveness of the Shared Writing strategy with other writing instructional methods to determine

its relative efficacy and identify any specific conditions under which it was most beneficial. Investigated the application of the Shared Writing strategy across diverse educational contexts, including different age groups, educational levels, and cultural settings, to understand its versatility and adaptability.



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