COMPARING THE IMPACT OF GROUP WRITING PROJECTS AND PERSONAL WRITING JOURNALS ON STUDENTS' WRITING SKILLS

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

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APPROVAL SHEET

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LEGITIMATION SHEET

COMPARING THE IMPACT OF GROUP WRITING PROJECTS AND PERSONAL WRITING JOURNALS ON STUDENTS' WRITING SKILLS

THESIS

by:

Asgar Widhasworo Rochmansyah Putra (210107110077)

Has been defended in front of the board of examiners at the date of September 26, 2025 and declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher training.

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			Signatures,
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Malang, June 18, 2025

Matter : Asgar Widhasworo Rochmansyah Putra
Appendix   :

The Honoroable,

To the Dean of Faculty of Education and
Teacher Training Maulana Malik Ibrahim
State Islamic University of Malang In Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques and after reading the student' thesis as follow:

Name	=	Asgar Widhasworo Rochmansyah Putra
Student ID Number	=	210107110077
Department	=	English Education
Thesis	=	Comparing The Impact of Group Writing Project and Personal Writing Journals on Students' Writing Skills

Therefore, we believe that the thesis of Asgar Widhasworo Rochmansyah Putra has been approved by the advisor for the further approval by the board of examiners.
Wassalamu'alaikum Wr. Wb.

Advisor,

Dian Arsitades Wiranegara, M. Pd
NIP. 198012302023211010

APPROVAL

This is to certify that the thesis of Asgar Widhasworo Rochmansyah Putra has been approved by the advisor for further approval by the board of examiners.

Malang, June 18 2025

Advisor,

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DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Here with,

Name	: Asgar Widhasworo Rochmansyah Putra
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Department	: English Education
Faculty	: Education and Teacher Training

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 18 June 2025
The Researcher,

Asgar Widhasworo Rochmansyah Putra
NIM. 210107110077

MOTTO

اَمَّنْ هُوَ قَانِتٌ اٰنَاۤءَ الَّيْلِ سَاجِدًا وَّقَاۤئِمًا يَّحْذَرُ الْاٰخِرَةَ وَيَرْجُوْا رَحْمَةَ رَبِّهٖ قُلْ هَلْ يَسْتَوِى الَّذِيْنَ يَعْلَمُوْنَ وَالَّذِيْنَ لَا يَعْلَمُوْنَ اِنَّمَا يَتَذَكَّرُ اُولُوا الْاَلْبَابِ ۟

"...Are those who know equal to those who do not know? Indeed, it is the intelligent who are able to learn." (QS. Az-Zumar: 9)

"Ilmu adalah cahaya bagi hati dan akal. Pendidikan menuntun manusia dari gelapnya kebodohan menuju terang pemahaman"

"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it." — Steve Jobs

DEDICATION

I dedicate this thesis with all of my heart and endless love to my beloved parents, whose sacrifices, tireless prayers, and unconditional support have been the foundation of every step I've taken. Your love has been the brightest light that guided me through every dark moment and encouraged me to keep moving forward. Throughout the process of completing this thesis, thoughts of you kept me going. You are my strength, my reason to endure, and my greatest source of motivation. The tears I hold back are not of sorrow, but of overwhelming gratitude and the hope of making you proud. I pray that you are always blessed with long life and health, so you may witness every achievement to come.

To the mentor who believed in me even when I struggled to believe in myself— your trust, guidance, and words of encouragement became the steady hand that lifted me in my lowest moments.

To the dear friends who stood by me with laughter, comfort, and unwavering support—thank you for sharing both the weight and the warmth of this journey.

Lastly, I dedicate this to myself—for not giving up when it would have been easier to, for rising after every fall, and for believing that small, steady steps would eventually lead to something meaningful. I believe that God did not bring me this far only to leave me halfway. I will continue to strive, for the future I hope for. There were moments I doubted I would reach this point—but here I am. Alhamdulillah. May every part of this journey be recorded as sincerity and worship in the eyes of God.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Praise be to Allah SWT, by whose grace and guidance the researcher was able to complete this final assignment entitled "Optimizing Students' Vocabulary Acquisition: Cooperative Learning Team Game Tournament with Baamboozle Digital Flashcards." May prayers and blessings always be upon the Prophet Muhammad SAW, the perfect role model of sincerity, wisdom, and compassion.

The completion of this thesis would not have been possible without the help, encouragement, and prayers of many parties. Therefore, with deep humility and gratitude, the researcher would like to express her sincere appreciation to all who have contributed directly or indirectly throughout this research journey.With utmost respect and gratitude, the researcher would like to extend heartfelt thanks to:

1. To my entire family, Thank you for all your prayers and support.
2. Prof. Dr. Hj. Ilfi Nur Diana, M. Si, the Rector of UIN Maulana Malik Ibrahim Malang.
3. Dr. H. Muhammad Walid, MA, the Dean of Teacher Training and Education Faculty of UIN Maulana Malik Ibrahim Malang.
4. Maslihatul Bisriyah, M. TESOL, the Head of English Education Department of UIN Maulana Malik Ibrahim Malang who has encouraged the writer to promptly complete this thesis as soon as possible.
5. Mr. Dian Arsitades Wiranegara, M.Pd, as my thesis advisor, for his patience, invaluable guidance, unwavering support, and constructive suggestions during the process of completing this thesis.
6. All lecturers of the English Education Department for their valuable knowledge, advice, and encouragement throughout my years of study.
7. The school where I conducted my research, for granting permission and providing full support during the data collection process.
8. All students who participated in the research, whose cooperation and willingness to help greatly contributed to the success of this study.
9. My dearest friends for their incredible support, encouragement, and companionship throughout this thesis journey.
10. Lastly, I dedicate this work to myself — for the countless moments of self-doubt, when the weight of the journey seemed unbearable and the road ahead felt endless.

For pushing through the pain, the fatigue, and the frustration, knowing that each setback was merely a step closer to my goal. For the nights when I wanted to give up, but instead, I chose to rise again, stronger and more determined than ever before. I thank myself for the quiet resilience, for never letting go of the belief that each small effort would eventually lead to something greater. I honor the persistence that kept me going even when the world seemed to move against me, and for holding onto hope when everything else felt uncertain. This thesis is not just the product of hard work; it is a testament to my strength, my dedication, and my ability to overcome the toughest of challenges.

I celebrate the person I've become through this journey — someone who has learned, grown, and refused to be defeated. I acknowledge that this experience has shaped me in ways I never imagined, and I am proud of the courage it took to bring this dream to fruition. This is my victory, my triumph, and my story of perseverance against all odds.

I am fully aware that this thesis, despite all the efforts and dedication put into it, is still far from perfect. There may be areas that require further refinement, and I humbly acknowledge the possibility of oversights or areas where improvements could be made. In this regard, I welcome, with an open mind, any constructive criticism or insightful suggestions from readers, researchers, and scholars. Such feedback is invaluable and will contribute not only to the enhancement of this thesis but also to my continuous growth as a scholar and researcher.

It is my sincere hope that this work will serve as a meaningful contribution to the academic community, providing both useful insights and valuable lessons for those who engage with it. I also aspire that the knowledge gained throughout this research process will further my personal and academic development, guiding me on the path toward future endeavors and achievements.

Malang, 27 April 2025
The Researcher,

Asgar Widhasworo Rochmansyah Putra

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا = a	ز = z	ق = q	ب = b	س = s	ك = k
ت = t	ش = sy	ل = l	ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n	ح = <u>h</u>	ط = th	و = w
خ = Kh	ظ = zh	ه = h	د = d	ء = ‘	ع = ’
ذ = dz	غ = gh	ي = y	ر = r	ف = f	

B. Long Vocal

Long Vocal (a)   = aˆ

Long Vocal (i)   = iˆ

Long Vocal (u)   = uˆ

C. Dipthong Vocal

او = aw

ي ا= ay

او =uˇ

إِي =iˆ

TABLE OF CONTENT

ABSTRACT

Putra, Asgar Widhasworo Rochmansyah. 2025. Comparing the Impact of Group Writing Projects and Personal Writing Journals on Students' Writing Skills. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dian Arsitades Wiranegara, M.Pd.

Writing is one of the most essential skills in English learning, yet many junior secondary students find it difficult, particularly when they encounter structured tasks for the first time. This study investigates the comparative effectiveness of group writing projects and personal writing journals in enhancing students' descriptive writing skills. The research was carried out at SMPI Annuriyah Malang in the academic year 2024/2025, involving 30 students from Grade 7 and Grade 8, selected purposively since the school had only one class at each level. A crossover design was employed, where both classes experienced group writing and personal writing treatments alternately across six sessions. Data were collected through a pre-test and two post-tests and assessed using an analytic writing rubric.

The results revealed that both approaches improved students' writing performance. The average score of group writing (58.89) was higher than personal writing (55.78), compared to the pre-test mean of 51.94. Although the paired-sample T-test indicated no statistically significant difference (Sig. 0.132), group writing showed greater practical benefits, as 20 students improved more under this treatment. This suggests that collaborative writing provides opportunities for sharing vocabulary, exchanging ideas, and building confidence, which are particularly beneficial for novice writers. Despite the limitations of small sample size, short duration, and lack of prior writing experience, the findings imply that teachers should integrate group writing activities into early writing instruction while still combining them with personal writing to foster independence.

Keywords: *group writing, personal writing, writing skills, descriptive text*.

الملخص

بوترى، أسغار ويدهسورو روخمــانسيه .2025. مقارنة أثر مشروعات الكتابة الجماعية ومذكرات الكتابة الفردية على مهارات الكتابة لدى الطلاب .رسالة ماجستير .قسم تعليم اللغة الإنجليزية، كلية التربية وإعداد المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانغ .المشرف :ديان أرسيتادس ويرانغارا ماجستير في التربية.

تُعَدّ الكتابة من أهم المهارات في تعلم اللغة الإنجليزية، إلا أن العديد من طلاب المرحلة المتوسطة يجدون صعوبة خاصة عند مواجهة مهام كتابية منظمة لأول مرة .هدفت هذه الدراسة إلى مقارنة فعالية مشاريع الكتابة الجماعية ودفاتر الكتابة الفردية في تحسين مهارات الكتابة الوصفية لدى الطلاب .أُجريت الدراسة في المدرسة المتوسطة الإسلامية "أنوّريه "بمالانغ خلال العام الدراسي 2024/2025، بمشاركة 30 طالبًا من الصفين السابع والثامن .تم استخدام أسلوب العينة الهادفة نظرًا لوجود فصل واحد فقط في كل مستوى حيث خضع كل فصل لكل من المعالجتين بالتناوب خلال (crossover) اعتمدت الدراسة على تصميم التبادل ست حصص .جُمعت البيانات من اختبار قبلي واختبارين بعديين وتم تقييمها باستخدام سلم تقويم تحليلي.

أظهرت النتائج أن كلا الطريقتين ساهمتا في تحسين مستوى الكتابة لدى الطلاب .بلغ متوسط الكتابة الجماعية)58.89 (أعلى من الكتابة الفردية)55.78 (مقارنة بمتوسط الاختبار القبلي)51.94. (ورغم أن فإن الكتابة الجماعية أظهرت فوائد،)Sig. 0.132(، المزدوج أظهر عدم وجود فرق دال إحصائيًا T اختبار عملية أكبر حيث تحسّن 20 طالبًا تحت هذا العلاج .وهذا يشير إلى أن الكتابة الجماعية توفر فرصًا لتبادل المفردات والأفكار وبناء الثقة، مما يعد مفيدًا بشكل خاص للمتعلمين المبتدئين .وبالرغم من محدودية حجم العينة وقصر مدة الدراسة وقلة خبرة الطلاب السابقة في الكتابة، توصي النتائج بدمج أنشطة الكتابة الجماعية في المراحل الأولى من التدريس مع الموازنة بينها وبين الكتابة الفردية لتنمية الاستقلالية.

الكلمات المفتاحية :الكتابة الجماعية، الكتابة الفردية، مهارات الكتابة، النص الوصفي.

ABSTRAK

Putra, Asgar Widhasworo Rochmansyah. 2025. Membandingkan Dampak Proyek Menulis Kelompok dan Jurnal Menulis Pribadi terhadap Keterampilan Menulis Siswa. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dian Arsitades Wiranegara, M.Pd.

Menulis merupakan salah satu keterampilan paling penting dalam pembelajaran bahasa Inggris, namun banyak siswa SMP masih mengalami kesulitan, terutama saat pertama kali menghadapi tugas menulis terstruktur. Penelitian ini bertujuan membandingkan efektivitas proyek menulis kelompok dan jurnal menulis pribadi dalam meningkatkan keterampilan menulis deskriptif siswa. Penelitian dilaksanakan di SMPI Annuriyah Malang pada tahun ajaran 2024/2025 dengan melibatkan 30 siswa kelas 7 dan 8. Teknik sampling yang digunakan adalah purposive sampling karena sekolah hanya memiliki satu kelas di setiap tingkat. Desain penelitian yang digunakan adalah crossover, di mana kedua kelas secara bergantian mendapatkan perlakuan menulis kelompok dan menulis pribadi dalam enam pertemuan. Data dikumpulkan melalui pre-test dan dua post-test kemudian dinilai menggunakan rubrik analitik.

Hasil penelitian menunjukkan bahwa kedua metode sama-sama meningkatkan kemampuan menulis siswa. Skor rata-rata menulis kelompok (58,89) lebih tinggi dibandingkan menulis pribadi (55,78), dengan skor pre-test awal sebesar 51,94. Uji Paired-Sample T-test menunjukkan tidak ada perbedaan signifikan secara statistik (Sig. 0,132), namun menulis kelompok memberikan manfaat praktis lebih besar, ditunjukkan oleh 20 siswa yang mengalami peningkatan lebih baik. Hal ini menunjukkan bahwa menulis kelompok memberi kesempatan siswa untuk saling berbagi kosakata, bertukar ide, dan membangun rasa percaya diri, yang sangat bermanfaat bagi penulis pemula. Meski penelitian ini terbatas oleh ukuran sampel yang kecil, durasi yang singkat, serta minimnya pengalaman menulis siswa, hasil penelitian menyarankan agar guru mengintegrasikan aktivitas menulis kelompok dalam pembelajaran awal, sambil tetap menyeimbangkannya dengan menulis pribadi untuk mengembangkan kemandirian.

Kata kunci: *menulis kelompok, menulis pribadi, keterampilan menulis, teks deskriptif.*

CHAPTER I

INTRODUCTION

This chapter explore the background of research, research question, objective of research, significance of research, scope and limitation of research, and the definition of key terms.

1.1 Background of the research

In the realm of education, the development of strong writing skills is pivotal for students' academic success and future professional opportunities. According to Iftanti (2016) writing is important and frequently used in people's daily lives either as individual or member of society. The importance of writing as a medium for knowledge transmission and intellectual development finds its roots in various cultural and religious teachings.

In Islamic tradition, for instance, Surah Al-Alaq (96:4) underscores the divine role of writing in the process of learning and enlightenment, stating, "الَّذِي عَلَّمَ بِالْقَلَمِ"— 'Who taught by the pen.' This verse not only reflects the sanctity of the written word but also underscores the concept of writing as a powerful tool for personal and collective advancement. In alignment with this perspective, the present study examines the impact of different writing approaches which are group writing projects and personal writing journals on enhancing students' writing skills, investigating which method more effectively supports students in refining their language abilities and academic expression.

Writing is widely regarded as a skill that refines and enhances one's language proficiency. According to Virdyna (2016) supports this view, describing writing as an engaging activity that offers students numerous

benefits. Writing remains a valuable, essential, and enjoyable component of foreign language learning, making it a key skill for deepening language proficiency. Writing is not only a fundamental skill but also a critical medium for expressing ideas, enhancing comprehension, and fostering critical thinking. Furthermore, writing serves as a powerful tool for self-expression and personal growth, allowing students to convey their thoughts and emotions while developing a deeper connection with language.

Although writing skills are crucial, they often lack sufficient attention and adequate time allocation in teaching and learning processes (Parmawati, 2013). Many students struggle to develop an interest in writing, often perceiving it as a challenging task rather than a creative or beneficial activity. This lack of enthusiasm can hinder their progress in mastering writing skills. According to Aininna (2014) writing is a language skill which remains problematic for many students. On the other hand, teachers frequently face difficulties in identifying and implementing suitable methods that cater to diverse student needs and learning styles, making it challenging to foster a positive and engaging writing environment. Yusuf et al (2019) stated students find it hard to complete writing tasks because of their low language skills.

At the same time, English teachers often struggle to find the right methods to help students overcome their fear of writing. Incorporating writing into the curriculum encourages creativity, encourages independent learning, and provides opportunities for students to reflect on their progress, making it an indispensable element in language education. To address this, educators are exploring effective methods to enhance students' writing abilities, two distinct

pedagogical approaches have emerged: group writing projects and personal writing journals.

Recent studies have continued to explore the role of social interactions in learning, a study by Widiastuti et al. (2023) examined the implementation of Lev Vygotsky's theories in social studies learning, finding that incorporating social action projects based on creative pedagogy can enhance student engagement through collaborative activities. Similarly, Garrote (2020) found that high-achieving students were more likely to be selected by peers for collaborative activities, highlighting the role of peer interactions in academic settings. Group writing projects involve collaborative efforts where students work together to produce a cohesive piece of writing. This approach leverages peer interaction, feedback, and collective problem-solving, potentially enhancing students' understanding of writing as a social process.

However, effective group work goes beyond merely placing students in groups and assigning tasks, it requires an understanding of the underlying principles that support student success (Yusuf et al, 2019). These principles guide students in recognizing the skills and group dynamics essential for productive collaboration, helping them to actively engage, communicate effectively, and support one another in achieving shared learning goals.

Previous research on collaborative writing has highlighted its numerous benefits for language learning and skill development. Sukirman (2016) found that collaborative writing not only promotes active engagement but also enhances language proficiency by encouraging peer interaction and mutual correction. Through this process, students learn to analyze their own work more

critically, refine their writing skills, and develop a deeper understanding of language structures. Moreover, collaborative writing fosters a supportive and cooperative learning environment where students feel more confident in expressing their ideas and receiving constructive feedback from their peers.

In the same line, Khatib and Meihami (2015) demonstrated that this method has a significant positive impact on improving the writing skills of English as a Foreign Language (EFL) students. By working together, learners engage in meaningful discussions, share diverse perspectives, and co-construct knowledge, which leads to more well-developed and coherent writing. The collaborative nature of this approach also enhances students' ability to plan, organize, and revise their work more effectively, ultimately strengthening both their individual and collective writing abilities. These findings underscore the value of collaborative writing as an effective instructional strategy that not only improves linguistic competence but also nurtures essential teamwork and communication skills.

In conclusion, group writing projects provide a valuable collaborative learning experience that helps students develop their writing skills through peer interaction and shared problem-solving. This approach enhances language proficiency, fosters a cooperative learning environment, and encourages students to refine their writing through collective feedback. Ultimately, collaborative writing serves as an effective method for improving both individual and group writing abilities.

On the other hand, personal writing journals provide students with a private space to express their thoughts, reflect on their learning experiences, and

practice writing regularly without the pressure of external judgment. Journaling encourages a reflective practice, enabling students to internalize learning and develop a personal connection with their writing tasks. Reflective journaling has been shown to provide students with a private space to express their thoughts and reflect on their learning experiences. Ahmed (2019) demonstrated that reflective journaling in an EFL context aids in developing writing proficiency and offers insights into instructional practices. Beyond fostering self-expression, journals play a crucial role in reflective learning, allowing students to analyze their thoughts, assess their progress, and develop essential critical thinking skills.

In this regard, according to Farrah (2012), reflective journal writing emerges as an effective learning technique that enables students to engage with writing as a process of discovery. Students can use journals to explore interesting topics, expand their imagination, and connect new knowledge with their existing understanding. This reflective aspect can lead to a deeper understanding of content and self-assessment skills, which are crucial for continuous improvement.

Research has consistently shown that journal writing is an effective and beneficial practice for enhancing students' writing skills and motivation. Sholah (2019) found that journal writing serves as a productive activity that fosters learners' enthusiasm for writing while simultaneously improving their proficiency. By engaging in regular journaling, students develop a habit of writing, which helps them build confidence, refine their language skills, and express their thoughts more fluently.

The second relevant studies conducted by Eliwarti and Purwanti (2021) highlighted the significant impact of journal writing on students' writing abilities. Their study demonstrated that implementing this technique led to noticeable improvements in students' performance, as well as a more positive attitude toward writing. The process of journaling not only encourages self-expression but also promotes reflective thinking, allowing learners to assess their own progress and identify areas for improvement.

In conclusion, personal writing journals serve as an effective tool for developing students' writing skills, fostering self-expression, and encouraging reflective thinking. By providing a private space for exploration and practice, journaling helps students build confidence, cultivate their unique voice, and develop intrinsic motivation for writing. This process not only enhances their ability to articulate thoughts clearly but also promotes self-assessment and continuous improvement. Furthermore, journal writing has been proven to strengthen writing proficiency and create a more positive attitude toward the writing process, making it a valuable strategy for both language learning and personal growth.

While both approaches offer unique benefits, there is a need to systematically compare their impacts on students' writing skills, because teachers often struggle to decide which method is more effective to apply in the classroom. If teachers cannot identify which strategy better suits their students, instructional time may be wasted, and students may not reach their full potential in writing development. Without clear evidence, teaching practices may rely only on tradition or preference rather than proven effectiveness, which could

result in inconsistent outcomes across classrooms and unequal opportunities for students to improve their writing skills. Previous research has explored the advantages of collaborative writing and individual journaling separately, but comparative studies are scarce. Understanding the differential impact of these methods can inform instructional strategies and help educators tailor their approaches to meet diverse student needs, promoting teaching practices that are grounded in research and adaptable to varied learning contexts.

In conclusion, the proposed research endeavors to advance our understanding of how different writing instructional strategies can be optimized to support student writers. Therefore, by comparing the effects of group writing projects and personal writing journals, this study aims to provide empirical evidence that can inform teaching practices and educational policy, ultimately enhancing the writing capabilities of students across various educational contexts.

1.2 Research Question

This research will explore how well students at SMPI Annuriyah Malang improve their English writing skills through both group writing projects and personal writing journals. Therefore, the main question of this research, based on the background explained previously, as follows:

1. How do group writing projects and personal writing journals impact students' writing skills?

1.3 Research Objective

The objectives of this research are threefold. The first objective is to evaluate the effect of group writing projects on students' writing skills, emphasizing the advantages of collaborative learning. The second objective is to assess the impact of personal writing journals on students' writing abilities, underlining the benefits of individual reflection and practice. Lastly, the study aims to compare the overall effectiveness of these two methods in enhancing writing skills.

1.4 Scope and Limitation of the Research

The study examines particular aspects of writing, such as theme, structure, coherence, vocabulary, spelling, and punctuation, to provide a comprehensive assessment. This study investigates the effectiveness of group writing projects and personal writing journals on junior high school students' writing performance. Due to the structure of SMPI Annuriyah, the research involves only one class each from Grade 7 and Grade 8. While both classes receive both treatments, potential differences in student maturity and curriculum exposure are acknowledged. To ensure fair comparison, writing tests will be administered before and after the treatments, and daily writing assignments will support analysis of each method's impact. Additionally, factors such as teacher guidance and individual student motivation, which can influence writing outcomes, are beyond the control of this research.

1.5 Significance of the Research

This study is fundamentally significant as it addresses a critical intersection between pedagogical theory and practical application, aiming to advance the

discourse on effective strategies for writing skill development. By examining the comparative impact of group writing projects and personal writing journals, it offers benefit for educators, students and future researchers.

1. Teachers

   This study provides valuable insights into the effectiveness of different teaching methods in enhancing students' writing skills. By identifying which approach yields better outcomes, educators can refine their instructional strategies, integrate more effective techniques, and foster a more engaging and productive learning environment. Hopefully, this can lead to improved student performance and a more structured approach to writing pedagogy.

2. Students

   By understanding how various writing methods impact their learning will enable students to adopt strategies that best suit their cognitive styles and preferences. Hopefully, this study empowers students to take ownership of their writing development, equipping them with the tools and techniques necessary to enhance their proficiency, confidence, and overall academic performance in writing-related tasks.

3. Future Researchers

   By contributing to the existing body of literature on writing pedagogy, this study serves as a foundation for further exploration of blended or alternative instructional methods. Future researchers can build upon its findings, explore new dimensions of writing instruction, and develop

innovative strategies that address the evolving needs of learners in different educational settings.

1.6 Definition of the Key Terms

It is crucial to understand and define the key terms used in this research before delving into its specific details. Familiarity with these terms provides a stronger foundation and clearer perspective for interpreting the results and engaging in the subsequent discussion. The researcher must clarify several essential terms, including:

1. Group Writing Projects

   Collaborative writing tasks where students work in groups to produce a shared written output, fostering teamwork and peer learning. Group writing tasks involve students collaborating to plan, create, edit, and finalize their written work. This approach highlights the importance of teamwork and shared accountability, allowing participants to benefit from one another's strengths and insights.

2. Personal Writing Journals

   Individual writing exercises where students independently record their thoughts, reflections, and creative ideas in a structured format. Personal writing journals function as tools for reflection, enabling students to delve into their thoughts, feelings, and ideas. These journals foster self-expression and critical thinking, aiding writers in gaining a deeper understanding of their learning journey. Although the writing is done individually, the teacher plays a role in setting the prompts, giving direction, and occasionally offering feedback.

3. Writing Skills

   The ability to produce coherent, grammatically accurate, and well-structured written content, including aspects such as vocabulary, organization, and creativity. Writing is a multifaceted activity that engages cognitive, linguistic, and communication skills. It involves processes such as planning, generating ideas, translating those ideas into written form, and revising the content to ensure clarity and coherence.

CHAPTER II

LITERATURE REVIEW

This literature review seeks to examine key theories relevant to the ongoing research, facilitating the author's ability to analyze and interpret the collected data. Additionally, the researcher will present an overview of the concepts to highlight the connections between these ideas and the studied factors, while also outlining the research framework.

2.1 Writing

2.1.1 Definition of writing

Writing serves as a bridge between writers and readers, allowing information, thoughts, and emotions to be conveyed across distances and time. Syafi'i (2016) states that writing functions as a means of transferring messages from writers to readers, reinforcing its role as an essential communication tool. Writing is a complex process involving cognitive, linguistic, and communicative skills. For effective communication, writers must structure their ideas clearly to ensure that their message is easily understood by the reader. It requires writers to plan, generate ideas, translate thoughts into text, and revise their work for clarity and coherence.

Writing is recognized as a complex cognitive activity that requires careful organization of ideas. The organization of information in writing affects clarity and reader engagement. Biber and Gray (2016) analyze how academic writing differs from other genres by emphasizing dense information structures and explicit logical connections. Effective writing

involves more than conveying emotions or messages, it demands strategic thinking, problem-solving, and linguistic precision to construct meaningful and coherent texts.

Kellogg and Whiteford (2012) describe writing as a problem-solving activity in which writers continuously move between planning, translating thoughts into text, and revising for better structure. This cognitive process is closely tied to linguistic competence, as effective writing relies on vocabulary, grammar, and discourse structure to ensure readability and coherence (Hyland & Jiang, 2017). A well-organized text not only enhances comprehension but also allows writers to convey their intended meaning with precision, making linguistic knowledge a crucial component of the writing process.

2.1.2   Types of Writing

Different types of writing serve unique communicative purposes. According to Tardy (2019), academic, creative, and professional writing each require different conventions and rhetorical strategies to convey meaning effectively. These types include:

1. Exposition

Expository writing involves multiple paragraphs aimed at explaining a particular topic or concept. This nonfiction form is rooted in real-world events and focuses on providing clear explanations and factual knowledge. Expository texts are designed to inform and engage readers, often persuading them to take action or adopt the ideas presented through compelling and logically structured sentences.

2. Description

    Descriptive writing focuses on sensory experiences, depicting how something looks, feels, or sounds. Its goal is to help readers visualize and emotionally connect with the subject. Descriptive texts may cover a wide range of topics, including people, places, events, or atmospheres, using vivid language to stimulate the reader's imagination and create a rich, immersive experience.

3. Narration

    Narrative writing tells a story by presenting a sequence of events in chronological order. This type of writing is often found in essays and papers, and it leverages creativity and imagination to make the storyline clear and engaging for the reader. Narratives aim to help readers understand the sequence and meaning of events being described.

4. Persuasion

    Persuasive writing is intended to influence the reader by urging, inviting, or directing them to take specific actions or adopt certain viewpoints. This type of text includes commands, suggestions, and arguments, often reflecting the author's subjective opinions. Persuasive texts aim to align the reader's actions or beliefs with the writer's intentions.

5. Argumentation

    Argumentative writing seeks to convince readers of a particular viewpoint or stance by presenting logical reasoning, evidence, and examples from real-life situations or research. This style of writing

builds trust in the author's perspective by relying on sound arguments and credible sources to strengthen the claims made.

In summary, writing can take various forms—expository, descriptive, narrative, persuasive, and argumentative—each with unique characteristics, purposes, and structures. These forms play diverse roles, from providing information and explanations to persuading and storytelling. However, this research focuses on descriptive writing, which aims to convey a subject effectively, enabling readers to visualize and emotionally connect with it through precise and vivid language.

2.2 Group Writing Projects

2.2.1 Definition of Group Writing Projects

Group writing projects are collaborative efforts where students work together to plan, draft, revise, and finalize written tasks. This method emphasizes teamwork and shared responsibility, enabling participants to learn from one another. Collaborative learning through group activities enhances individual learning via social interaction. A study by Garrote (2020) analyzed peer selection processes in inclusive classrooms and found that social interactions play a significant role in academic achievement. The process of working in groups can also reduce the cognitive load on individuals, allowing them to focus on specific tasks while benefiting from the collective expertise of the group.

From the perspective of Sociocultural Theory, collaboration in writing reflects the role of community and culture in the learning process. Students scaffold each other's development, providing guidance and

support as they improve their writing skills together. This aligns with the concept of "zone of proximal development," where learners perform better with the help of peers or mentors.

2.2.2 Procedure of Group Writing

Sukirman (2016) outlines several procedures for implementing collaborative writing in the classroom:

1. Pre-writing stage begins with the teacher engaging students by motivating them to participate in the activity, explaining the collaborative writing process, and dividing them into groups.

2. When at the writing stage in groups, students exchange ideas related to the chosen topic. They continue discussions outside the classroom to gather additional information for their writing. This stage includes outlining, planning, and drafting the initial version of the paper. Students collaboratively revise and edit their draft to improve its quality.

3. Post-writing stage, students exchange feedback and comments on each other's work, review their own writing, and refine their final draft. The teacher evaluates the completed paper as the final step.

2.2.3 Research on Group Writing Strategy

Many studies have proved the effectiveness of collaborative writing strategies in teaching writing to second language students.

The first research is by Muslim & Rohmah (2022) titled "Collaborative Narrative Writing: Does It Work for Eleventh Graders?", investigated the effectiveness of collaborative writing in improving

narrative writing skills among eleventh-grade students at SMA Negeri 4 Kediri. This classroom action research consisted of two cycles, each comprising three sessions, with data collected through tests, questionnaires, and observations. The findings showed significant improvements in students' writing abilities, as all participants achieved scores above the passing grade by the end of the second cycle. Students also expressed positive attitudes toward collaborative writing, with 75% reporting that it made writing tasks more enjoyable and effective. Observations revealed enhanced group cooperation, active participation, and enthusiasm in completing writing assignments.

The second research is by Sukirman (2016) in his study titled "Using Collaborative Writing in Teaching Writing". This study explored the implementation of collaborative writing strategies in teaching cause-and-effect essays. This descriptive study highlighted the benefits of collaborative writing, such as improving students' social skills, reducing stress, enhancing motivation, and increasing grammatical and structural proficiency. The research provided a detailed framework for integrating collaborative writing into teaching, including pre-writing, whilst-writing, and post-writing activities. Additionally, the study identified specific collaborative strategies like parallel and reactive writing, emphasizing their potential to foster peer interaction, accountability, and group cooperation in the learning process.

Both studies underscore the effectiveness of collaborative writing in improving students' writing skills and fostering active engagement, peer cooperation, and a positive learning environment.

2.3 Personal Writing Journals

2.3.1 Definition of Personal Writing Journals

Personal writing journals serve as reflective tools that allow students to explore their thoughts, emotions, and ideas. They encourage self-expression and critical thinking, helping writers develop a deeper understanding of their learning experiences. According to Iftanti (2016) states that writing activities such as personal essays and journal writing are well-suited for self-exploration and personal growth. Personal writing, such as journal writing and personal essays, serves as an effective tool for fostering self-exploration, critical thinking, and language development. Additionally, Tuan (2010) stated it encourages writers to reflect on their purpose for communication, helping them recognize that writing is not only a form of personal expression but also a way to engage in a written dialogue with readers.

Writing is a fundamental tool for communication and knowledge-sharing. Ivanič (2017) discusses how writing reflects personal identity and social positioning in different contexts, from academic settings to digital communication. Through writing, individuals can convey their emotions, whether joy or sadness, making it more than just the construction of sentences. In the same line with Walter-Echols (2008), journaling allows writers to discover their authentic voice, fostering

creativity and fluency. By engaging in personal writing, students often gain confidence in their ability to express themselves, which positively impacts their academic and personal lives. Through this process, students develop a deeper understanding of their thoughts and refine their ability to convey ideas effectively.

2.3.2   The Procedures of Personal Writing Journals

Personal writing journals serve as valuable tools for fostering creativity and improving students' writing skills. These journals provide informal spaces where students can brainstorm ideas, develop drafts, and experiment with various aspects of writing, including tone, style, and structure. A systematic literature review supports the views by Sudirman et al. (2021) emphasized that writing reinforces profound transformation, aiding students in exploring self-discovery and critical ideas. By engaging in regular journal writing, students are able to connect their personal experiences with academic concepts, which promotes independent thinking and enhances creativity.

Graham et al. (2018) propose evidence-based strategies such as guided writing practice and self-assessment for effective writing instruction. These prectices may include reflective writing, descriptive text assignments, or creative explorations, ensuring a variety of engaging activities. Such assignments encourage students to interact with writing in a personal and meaningful way, helping them develop confidence and fluency. Journals can also be utilized as tools for tracking learning progress, allowing students to review their growth over time. Moreover,

they can serve as preparatory exercises for formal assignments, where students can draft and refine their ideas before submitting polished work.

To ensure active participation, teachers can provide thematic prompts or guided discussion topics that inspire students to write. For example, prompts related to daily experiences, opinions on current events, or imaginative scenarios can stimulate students' creativity while maintaining a structured approach. While these prompts offer guidance, they also allow students the flexibility to express their thoughts freely, fostering a sense of ownership over their writing. By incorporating personal journals into their teaching strategies, educators can create a supportive environment that not only enhances students' writing skills but also nurtures their individual voices.

2.3.3   Research on Personal Writing Journals

A study by Eliwarti and Purwanti (2021) explored the impact of journal writing techniques on students' writing ability, specifically focusing on English Department students in their second semester. This quasi-experimental research employed pre-tests, post-tests, and questionnaires to assess the writing skills and attitudes of 37 participants. The findings demonstrated a statistically significant improvement in students' writing performance, with the percentage of students achieving "Good to Excellent" levels rising from 29.73% to 56.76%. Additionally, 64% of participants expressed a high level of positive attitude toward the journal writing approach, underscoring its efficacy in fostering writing skills and engagement.

The second research is by Tuan (2010) emphasized journal writing as a tool for enhancing both fluency and accuracy in English writing among EFL learners. Conducted over 13 weeks, this study compared an experimental group engaged in journal writing with a control group. Results indicated that journal writing significantly improved writing fluency (measured by writing speed) and accuracy (reduction in errors). Furthermore, participants reported increased motivation and a stronger bond with instructors, as reflected in their feedback and journal entries. Collectively, these studies affirm the potential of journal writing as an effective strategy to enhance writing skills, motivation, and student-teacher rapport in diverse educational contexts.

In summary, the studies show that journal writing is an effective method for improving students' writing skills, especially in EFL settings. They found that it significantly improved writing ability and fostered positive attitudes and they also highlighted its role in enhancing fluency, accuracy, and motivation. Together, these studies suggest that journal writing is a valuable tool for building writing skills and creating an engaging learning environment.

2.4 Previous Related Studies

The first research was conducted by Verawati and Kuswandi (2020), titled "Comparison Between Cooperative Learning Methods and Problem-Based Learning Using Personal Letter in Teaching Students' Ability in Writing". This study aimed to compare cooperative learning and problem-based learning methods in improving students' writing skills, specifically using personal letter

writing as the teaching material. It utilized a quasi-experimental research design with pre-test and post-test assessments, involving students from SMA Sebelas Maret, Bandung. The results indicated small significant difference in writing skill outcomes between the two methods, though cooperative learning improved students' collaborative skills and engagement.

The relevance of the above research with the research to be studied is related to the use of collaborative learning in improving students' writing skills. This research also used a quantitative research approach with a quasi-experimental design. The difference between this research and the research to be studied is that this research focused on comparing cooperative learning and problem-based learning methods.

The second research was conducted by Syafi'i (2013), titled "The Comparison Between Individual and Collaborative Writing on Narrative Paragraphs Achievement". This study explored the differences between individual and collaborative writing on narrative paragraph achievements among second-year students at MAN 1 Pekanbaru. It was a comparative study involving 54 students divided into two groups: one engaged in individual writing and the other in collaborative writing. The findings revealed that collaborative writing is more effective in improving narrative writing achievements, attributed to shared ideas and peer feedback.

The relevance of the above research with the research to be studied is related to the comparison between individual and collaborative writing approaches. Both studies applied a quantitative research method with a quasi-

experimental design. The difference between this research and the research to be studied is that this research focused specifically on narrative paragraphs.

The third research was conducted by Ortega Martín et al. (2020), titled "A Comparison Between Collaborative and Individual Writings in Promoting Motivation and Language Acquisition". This study investigated the effects of collaborative versus individual writing on motivation, satisfaction, and language acquisition among secondary school students in Spain. Using a quasi-experimental design, the study involved two groups: one focused on individual writing, while the other engaged in collaborative writing tasks. Results showed that collaborative writing enhanced motivation, collaboration, and satisfaction, while individual writing fostered autonomy and personal reflection.

The relevance of the above research with the research to be studied is related to the comparison of collaborative and individual writing approaches. Both studies used a quantitative research method with a quasi-experimental design. The difference between this research and the research to be studied is that this research focused on motivation, satisfaction, and language acquisition.

CHAPTER III

RESEARCH METHODHOLOGY

In this chapter the researcher methods, the researcher discuss about research design, research setting, population and sample, operational definition of variable, instrument and data collection technique and data analysis technique.

3.1. Research Design

This study employs a quantitative approach using a *within-subjects crossover* design. Both Grade 7 and Grade 8 students at SMPI Annuriyah received two types of writing instruction: group writing projects and personal writing journals. Each treatment was implemented over a three-week period, and both grades experienced both methods. Writing performance is measured at the beginning and end of the study through a pre-test and post-test.

In this Crossover Design study involving two classes, both groups were given a pre-test to assess their initial writing performance. In the first phase, Class A was taught using group writing projects, while Class B used personal writing journals. After the first phase, a washout period was implemented to reduce any lingering effects from the first treatment. In the second phase, the treatments were switched: Class A used personal writing journals, and Class B used word group writing projects. A post-test was conducted after each treatment phase. The researcher then compared the results from both phases and both groups to evaluate the effectiveness of each writing method.

3.2. Time and Setting of the Research

The research setting is the place where the research is conducted. Research setting plays an important role in supporting the success of the research.

Determination of research setting is very important stage in quantitative research because determining the research setting means that the subject, object, and research objectives have been determined, making it easier for researchers to conduct research. The research was conducted at SMPI Annuriyah in the academic year 2024/2025. The sample includes one class from Grade 7 and one class from Grade 8. Each class received both treatments during the research period, alternating between group writing and personal writing approaches.

3.3. Research Variables

The Stimulus or input variables, often called independent variables, affect a person's behavior by acting internally or externally. These are the variables that are controlled and measured, or the variables that the researcher chooses to see how they relate to the observed phenomenon. The Response or output variables are dependent variables. The factors that are measured and observed to assess the impact of the independent variable are known as dependent variables (Singh, 2006).

In this research, there are two variables: the independent variable and the dependent variable. The independent variable refers to the method of writing instruction, which includes group writing projects and personal writing journals. The dependent variable is students' writing skills. The researcher aims to compare the effectiveness of group writing projects and personal writing journals in improving students' writing proficiency and comprehension.

3.4. Research Population and Sample

According to Siregar (2013), quantitative research emphasizes analyzing numerical data to test hypotheses and draw conclusions. This approach relies on

statistical methods to ensure objectivity and validity in measuring relationships between variables. The population of this research consisted of all students enrolled at SMPI Annuriyah in the 2024/2025 academic year. The sample was drawn from the only available class in Grade 7 and the only available class in Grade 8. Each class contained 15 students, resulting in a total sample size of 30. A crossover design was applied, whereby both classes were exposed to two instructional treatments. Collaborative writing and individual writing administered in alternating sequences. As the school provides only one class per grade, all students were included through total sampling, ensuring comprehensive coverage of the target population.

At the beginning of the study, a pre-test was administered to both groups to assess their initial writing abilities. In the first phase, Grade 7 students were assigned to group writing projects, while Grade 8 students practiced personal writing journals. After a washout period to minimize carryover effects, the second phase began, in which the treatments were switched: Grade 7 students used personal writing journals, and Grade 8 students engaged in group writing projects. A post-test was conducted after each treatment phase. The students' writing performance across both treatment conditions was then compared to determine the relative effectiveness of the group writing and personal writing approaches.

3.5. Research Instrument

Data was collected using student writing tests to evaluate the effectiveness of group writing projects and personal writing journals on students' writing skills. The tests were designed based on the writing skill indicators in the

curriculum used at SMPI Annuriyah and were structured to align with the students' current level of study. Both pre-tests and post-tests were administered to measure students' progress during each treatment phase. Assessment rubric of this research:

Tabel 3.1 Assessment Rubric

No.	RATED ASPECT	SCORE
1	Accuracy of content with theme - Mentioned 5 or more words related to the theme - Mentioned 3-4 words related to the theme - Mentioned 1-2 words related to the theme - There are no words that match the theme	0-3 3 2 1 2
2	Sentence structure -Using the 'SPOK' arrangement in 5 or more sentences -Using the 'SPOK' structure in 3-4 sentences -Use the 'SPOK' structure in 1-2 sentences -There is no correct 'SPOK' arrangement or do not use it at all	0-3 3 2 1 0
3	Coherence between sentences - Coherence between sentences is correct - The coherence between sentences is quite correct - Coherence between sentences is slightly imprecise - Coherence between sentences is not correct	0-3 3 2 1 0
4	Vocabulary and spelling - There are 0-2 vocabulary or spelling errors - There are 3-4 vocabulary or spelling errors	0-3 3 2
	- There are 5 or more vocabulary or spelling errors - There are vocabulary or spelling errors in each sentence	1 0
5	Punctuation - There are 0-2 errors in the use of punctuation marks - There are 3-4 errors in the use of punctuation marks - There are 5 or more punctuation errors - There are punctuation errors in each sentence	0-3 3 2 1 0
Total		**15**

Score calculation: Score obtained X 100
Maximum

score **Information:**

Tabel 3.2 Score Criteria

Value	Criteria
80-100	Very Good
70-79	Good
60-69	Sufficient
50-59	Poorly
0-40	Failed

3.5.1. Validity

Researcher measure the accuracy of research instruments through a technique called instrument validity (Retnawati, 2016). Validity shows the extent to which a measuring instrument can measure what it wants to measure. In this study, to determine the validity of instrument the researcher used formula Karl Person product moment.

$$r: \frac{N \sum - (\sum X)(\sum Y)}{[N \sum x2 - (\sum x)2][N\sum Y2 - (\sum Y)2]}$$

Where:

X : first score, the score of each item

Y : second score, the score of each respondent

ΣX : the total score of each item

ΣY : the total score of each respondent

ΣXY : the total of multiplying results of first score and second score

ΣX 2 : the total of square result of first score

ΣY 2 : the total score of square result of second score

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In this research, the researcher used SPPS to measure the validity. With df or db is (n) 30 in 5% significance the price of r table is 0.361. When the price of r count is under r table it could be concluded that the grains were not valid instruments. It can be concluded that the r count is greater than the r table value, suggesting that the item is valid. When the value of r count is less than the value of r table, it indicates that the thing is invalid.

3.5.2. Reliability

Reliability is to determine the extent to which the measurement results remain consistent if the measurement is carried out twice or more for the same symptom using a measuring instrument. The reliability data was measured with SPSS by using reliability analysis. Gunaydin et al (2016) states that dependability tools fall into five categories:

a. If the alpha Cronbach score is 0.81 - 1.00: very reliable.

b. If the alpha Cronbach score is 0.61 - 0.80: reliable

c. If the alpha Cronbach score is 0.41 - 0.60: reliable enough

d. If the alpha Cronbach score is 0.21 - 0.40: rather reliable

e. If the alpha Cronbach score is 0.00 - 0.20: low reliability

3.6. Data Collection Technique

To collect the data, the researcher conducted descriptive writing tasks to assess the writing skills of students in grades VII and VIII at SMPI Annuriyah Malang. This study employed a pre-test and post-test design, where both were administered to the same group of students. Due to limited class availability, a

crossover design was applied, in which all 30 students participated in both treatments which are group writing projects and personal writing journals, but in separate sessions.

Each test consisted of a descriptive writing task based on a specific prompt, and students' performances were evaluated using a standardized rubric focusing on five key aspects: content accuracy, sentence structure, coherence, vocabulary, and punctuation. The procedure began with a pre-test to establish students' baseline writing ability.

The research was conducted over a period of three weeks, with two meetings per week, totaling six classroom sessions. This schedule was designed to provide equal exposure to both writing treatments—group writing projects and personal writing journals—while ensuring students had sufficient time to engage with each method meaningfully.

Tabel 3.3 Table Prosedure Treatment

Meeting 1	Students completed the pre-test, which consisted of a descriptive writing task. This test aimed to identify students' initial writing proficiency and served as the baseline for further comparison.
Meeting 2:	The first treatment session began with group writing. Students were divided into small groups and worked collaboratively to generate ideas, plan, and draft a descriptive paragraph based on a given topic. The teacher guided discussions and monitored group interactions.

Meeting 3:	Students continued with the group writing activity, refining their drafts with peer support and teacher feedback. At the end of this session, each student produced an individual version of the group-developed text, which was later assessed as the Post-Test Group Writing score.
Meeting 4:	The second treatment began with personal writing journals. Students worked independently on a descriptive paragraph based on a guided prompt. The teacher provided support by reviewing their outlines and answering content-related questions.
Meeting 5:	Students continued with the personal writing activity, revising their work with reference to the writing rubric. Final versions were collected as the Post-Test Personal Writing score

This structured three-week implementation allowed students to experience both collaborative and individual writing processes under controlled conditions. The collected scores from each phase were later used for comparative analysis to determine the effectiveness of each writing approach.

3.7. Data Analysis

The data analysis technique in this study involves utilizing the pre-test and post-test results from both the experimental and control classes as the primary data. Writing samples will be scored using the rubric, and statistical analyses will examine changes in theme, structure, coherence, vocabulary and punctuation. The researcher compares the scores from the pre-test and post-test

to evaluate changes in students' performance. The t-test was then applied to determine whether there was a significant difference between the pre-test and post-test scores of the experimental and control classes. Before analyzing the data using the t-test, the researcher first assessed the normality and homogeneity of the data to ensure it was normally distributed and homogeneous.

3.7.1. Normality Test

The normality test aims to determine whether the data from each class is normally distributed. In this study, the Kolmogorov-Smirnov test was used to assess normality, utilizing the SPSS software for Windows. The criteria for interpreting the results are as follows, if the significance value is greater than 0.05, the data is considered to have a normal distribution, whereas a significance value less than 0.05 indicates that the data is not normally distributed.

3.7.2. Homogeneity Test

The homogeneity test is conducted to determine whether the variances of the two classes being compared are similar. This step is essential before performing the t-test to ensure the validity of the statistical comparison. In this study, researchers used the *Levene* test technique with the assistance of SPSS for Windows software, applying a significance level of 0.05. The decision criteria are as follows: if the significance value is ≥ 0.05, the data is considered homogeneous, while a value ≤ 0.05 indicates that the data is not homogeneous.

For this research, which examines the impact of group writing projects and personal writing journals on students' writing skills, the

homogeneity test was applied to confirm that the experimental and control classes had comparable variance. Once homogeneity was established, the post-test data from both groups were analyzed using an Independent Sample t-test to assess whether there were significant differences in the students' writing skills after the treatment.

3.7.3. Hypothesis Test

After conducting the normality and homogeneity tests, the researcher proceeded with data analysis using hypothesis testing. The t-test was employed to determine the effect of the independent variables (group writing projects and personal writing journals) on the dependent variable (students' writing skills). In this study, hypothesis testing aimed to assess whether there was a significant difference in the effectiveness of group writing projects and personal writing journals in improving students' descriptive writing skills.

The Independent Sample t-test, a comparative statistical method, was used to determine whether there was a significant difference in the mean scores between the experimental and control groups. This analysis was carried out on an interval or ratio scale. The results helped establish whether the two teaching methods had distinct impacts on students' writing performance.

The hypotheses for this study were as follows:

H_0: There is no significant difference in the impact of group writing projects and personal writing journals on students' writing skills.

H_a: There is a significant difference in the impact of group writing projects and personal writing journals on students' writing skills.

The hypothesis test results will lead to a conclusion: if the significance value is ≤ 0.05, Ha is accepted, indicating a significant difference between the two methods. Conversely, if the significance value is > 0.05, H_0 is accepted, suggesting no significant difference. These results will confirm whether group writing projects or personal writing journals more effectively enhance students' descriptive writing skills.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data analysis, normality testing, homogeneity testing, hypothesis testing, and discussion.

4.1. Findings

In this section, the researcher presents the findings obtained during the research, including the analysis of data from the pre-test and post-test in each treatment phase, applied to two different classes: Grade 7 and Grade 8. Each class received both treatments, group writing projects and personal writing journals—through a crossover design.

4.1.1 Data Analysis of Pre-Test

The pre-test was conducted on January 19, 2024, before the treatment phase. It consisted of short essay question related to descriptive text writing and was completed within 40 minutes. The pre-test was administered to both Grade 7 and Grade 8 classes, which were the research samples taken from the total population of SMPI Annuriyah in the academic year 2024/2025. Grade 7 consisted of 15 students, and Grade 8 consisted of 15 students, making a total sample of 30 students.

Class selection was determined based on coordination with the English teacher and observations conducted prior to the study. These classes were considered suitable for implementing the writing strategies being compared.

The same version of the pre-test instrument, with equal difficulty and timing, was given to both classes. At this stage, no writing treatment (group or personal) had been applied. The purpose of this pre-test was to measure students' initial writing ability before they received any instructional treatment. This baseline data served as a reference point to evaluate the impact of each writing approach in the post-test analysis that followed. The results of student pretest scores are presented in the table below;

Tabel 4.1 Pre-test Scores

NO.	Initial Name	Grade	Pre test Score
1	A	7	60,00
2	AA	7	53,33
3	AED	7	46,67
4	AFI	7	60,00
5	ARAN	7	40,00
6	ARG	7	66,67
7	ARW	7	53,33
8	ARZ	7	60,00
9	CH	7	40,00
10	DAS	7	46,67
11	DNRSL	7	53,33
12	EM	7	60,00
13	FFM	7	46,67
14	FNP	7	46,67
15	GRPR	7	66,67
16	KMK	8	53,33
17	KR	8	46,67
18	MAF	8	66,67
19	MAP	8	66,67
20	ME	8	46,67
21	MGAH	8	46,67
22	MRI	8	60,00
23	NAAB	8	53,33
24	NAF	8	40,00
25	NPR	8	66,67
26	PNER	8	60,00

27	RAP	8	60,00
28	RDF	8	40,00
29	RS	8	60,00
30	SDP	8	66,67
∑			1633,36
AVERAGE			54,45

Table 4.1 presents the pre-test scores for the VII B and VIII B classes at SMPI Annuriyah Malang. The students' scores ranged from a minimum of 40.00 to a maximum of 66.67, with an average score of 54.45. Due to the small number of students in each class, the pre-test data from both Grade 7 and Grade 8 were combined to provide a more reliable basis for analysis. This merging allowed the researcher to better identify general trends and ensure that the statistical results are more meaningful. The pre-test was conducted before any treatment was administered and served as the baseline for comparing the effectiveness of the group writing and personal writing journal methods.

Diagram 4.1 Pre Test Score
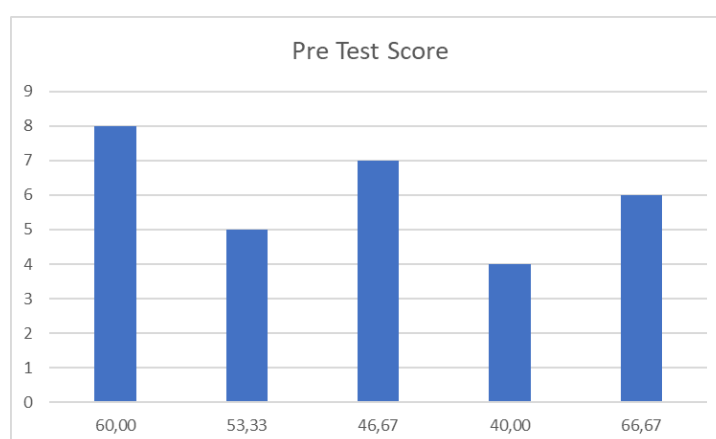
Based on the diagram, the distribution of students' pre-test scores can be clearly observed. The chart shows that the most frequently

occurring score was 60.00, achieved by 8 students. This was followed by 46.67, reached by 7 students. Meanwhile, 66.67 was attained by 6 students, and 53.33 by 5 students. The lowest frequency was recorded for the score of 40.00, which was obtained by only 4 students. The spread of scores indicates that most students performed within a moderate range, particularly between 46.67 and 66.67. This pattern suggests that while a few students showed relatively strong performance, the majority were still in the process of developing their writing skills at the time of the pre-test. For more detailed descriptive statistics regarding this performance, please refer to the following table.

Tabel 4.2 Descriptive Statistic of Pre Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre_Test	30	26,67	40,00	66,67	1633,36	54,4453	1,66353	9,11151	83,020	-,148	,427	-1,236	,833
Valid N (listwise)	30												

Based on the descriptive analysis of the pre-test results from 30 students, the average score was 54.45, with a standard deviation of 9.11. The students' scores ranged from 40.00 to 66.67, indicating a moderate level of variability in performance prior to the treatment. The skewness value of -0.148 and kurtosis value of -1.236 suggest that the distribution was approximately normal, with no severe skewness or extreme outliers. These findings provide a solid baseline for evaluating the effects of the intervention in subsequent stages of the research.

4.1.2   Data Analysis of Post Test

The post-test was conducted by the researcher after the completion of both treatments: group writing projects and personal writing journals. The post-test was attended by students from class VII B and VIII B at SMPI Annuriyah Malang, with a total of 30 students participating. This test aimed to measure the improvement in students' writing skills after undergoing different instructional treatments.

The post-test consisted of a single essay question focused on descriptive text, aligned with the same writing rubric and criteria used in the pre-test. Students were given 40 minutes to complete the task under similar classroom conditions to ensure consistency and fairness in assessment.

Both group writing and personal writing treatments were applied to the same students, but in separate sessions. This approach was intended to identify which method—collaborative writing in groups or independent writing practice—led to a more significant improvement in students' writing performance. The scoring was based on the same rubric used during the pre-test, evaluating aspects such as content accuracy, sentence structure, coherence, vocabulary, and punctuation.

Tabel 4.3 Post Test Scores of Group Writing

NO.	Initial Name	Grade	Group Writing Post Test Score
1	A	7	66,67
2	AA	7	60,00
3	AED	7	53,33

4	AFI	7	60,00
5	ARAN	7	46,67
6	ARG	7	53,33
7	ARW	7	60,00
8	ARZ	7	66,67
9	CH	7	60,00
10	DAS	7	53,33
11	DNRSL	7	46,67
12	EM	7	53,33
13	FFM	7	60,00
14	FNP	7	53,33
15	GRPR	7	73,33
16	KMK	8	53,33
17	KR	8	60,00
18	MAF	8	66,67
19	MAP	8	73,33
20	ME	8	66,67
21	MGAH	8	53,33
22	MRI	8	53,33
23	NAAB	8	60,00
24	NAF	8	53,33
25	NPR	8	60,00
26	PNER	8	66,67
27	RAP	8	53,33
28	RDF	8	46,67
29	RS	8	73,33
30	SDP	8	60,00
$\sum$			1766,65
AVERAGE			58,89

The results presented in Table 4.3 indicate that the post-test scores for Group Writing Project, ranged from a minimum of 46,67 to a maximum of 73,33, with an average score of 58,89. For a more detailed visualization of the distribution of students' post-test scores, refer to the diagram chart below:

Diagram 4.2 Group Writing Post Test
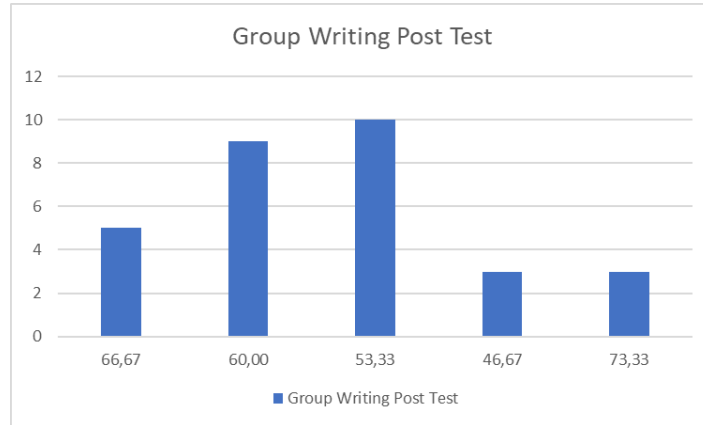
The diagram above shows how students performed in the group writing post-test. The most common score was 53.33, achieved by 10 students, followed by 60.00, scored by 9 students. On the other hand, only 3 students got the highest score of 73.33, and another 3 students got the lowest score of 46.67. This pattern suggests that most students performed around the middle range, while only a few reached the top or bottom ends. For a detailed view of the descriptive statistics of post-test scores Group Writing Project, refer to the information provided below:

Tabel 4.4 Descriptive Analysis of Group Writing Post Test Score

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Post_Test_of_Group_Writing	30	26,66	46,67	73,33	1766,65	58,8883	1,39638	7,64829	58,496	,348	,427	-,545	,833
Valid N (listwise)	30												

Based on the table, the post-test scores for group writing show an average (mean) of 58.89 with a standard deviation of 7.65. The scores range from a minimum of 46.67 to a maximum of 73.33, indicating a

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moderate spread of data. With a total of 30 students, the results suggest consistent performance. The slight positive skewness (0.348) means that a few students scored higher than the average, while the negative kurtosis (-0.545) shows the scores are fairly spread out. Overall, the data indicates that the students performed fairly well and the post-test results are normally distributed.

Tabel 4.5 Post Test Score of Personal Writing

NO.	Initial Name	Grade	Post Test of Personal Writing Score
1	A	7	60,00
2	AA	7	46,67
3	AED	7	60,00
4	AFI	7	53,33
5	ARAN	7	60,00
6	ARG	7	73,33
7	ARW	7	46,67
8	ARZ	7	73,33
9	CH	7	53,33
10	DAS	7	53,33
11	DNRSL	7	53,33
12	EM	7	60,00
13	FFM	7	53,33
14	FNP	7	46,67
15	GRPR	7	73,33
16	KMK	8	46,67
17	KR	8	53,33
18	MAF	8	60,00
19	MAP	8	66,67
20	ME	8	60,00
21	MGAH	8	46,67
22	MRI	8	46,67
23	NAAB	8	53,33
24	NAF	8	46,67
25	NPR	8	60,00
26	PNER	8	53,33
27	RAP	8	60,00
28	RDF	8	46,67

29	RS	8	53,33
30	SDP	8	53,33
∑			1673,32
AVERAGE			55,78

According to the post-test results shown in Table 4.5, the test scores of Personal Writing, ranged from a minimum of 46,67 to a maximum of 73,33, with an average score of 55,78. The distribution of student scores is depicted in the diagram graph below

Diagram 4.3 Post Test Score of Personal Writing
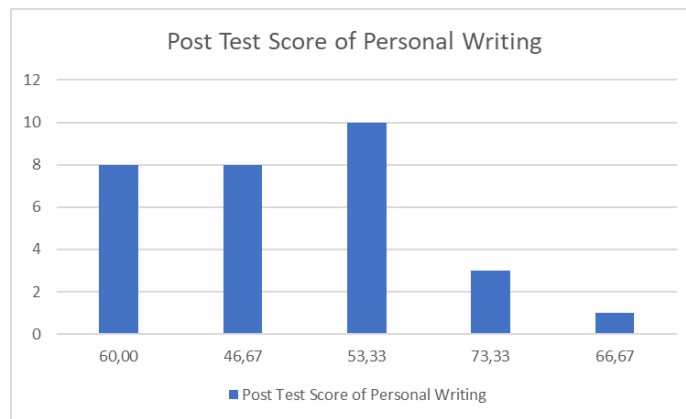
Based on this diagram, it can be seen that there are 26 students in the score range 40-60, 4 students in the score range 65-80.

Tabel 4.6 Descriptive Analysis of Personal Writing Post Test Score

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Post_Test_of_Personal_Writing	30	26,66	46,67	73,33	1673,32	55,7773	1,48131	8,11348	65,829	,825	,427	,155	,833
Valid N (listwise)	30												

The descriptive statistics show that the post-test scores for personal writing from 30 students have a mean of 55.78 and a standard deviation of 8.11, indicating moderate variation in student performance. The scores

range from a minimum of 46.67 to a maximum of 73.33, with a total score sum of 1673.32. The data is slightly positively skewed (skewness = 0.825), meaning more students scored below the average, while the kurtosis value of 0.155 suggests the distribution is close to normal. Overall, the results indicate that students' performance was fairly consistent, with a few scores higher than the majority.

4.1.3   Students Achievement in Writing Skills Before and After Group Writing and Personal Writing

This section discusses students' achievement on writing skills before and after giving group and personal writing treatment. The study results are presented in the table. The following are the achievements of students in the group writing session:

Tabel 4.7 Result Pre Test and Post Test of Group Writing Session

NO	Initial Name	Difference		Description
		Pre Test	Post Test	
1	A	60,00	66,67	Increase
2	AA	53,33	60,00	Increase
3	AED	46,67	53,33	Increase
4	AFI	60,00	60,00	-
5	ARAN	40,00	46,67	Increase
6	ARG	66,67	53,33	-
7	ARW	53,33	60,00	Increase
8	ARZ	60,00	66,67	Increase
9	CH	40,00	60,00	Increase
10	DAS	46,67	53,33	Increase
11	DNRSL	53,33	46,67	-
12	EM	60,00	53,33	-
13	FFM	46,67	60,00	Increase
14	FNP	46,67	53,33	Increase
15	GRPR	66,67	73,33	Increase

16	KMK	53,33	53,33	-
17	KR	46,67	60,00	Increase
18	MAF	66,67	66,67	-
19	MAP	66,67	73,33	Increase
20	ME	46,67	66,67	Increase
21	MGAH	46,67	53,33	Increase
22	MRI	60,00	53,33	-
23	NAAB	53,33	60,00	Increase
24	NAF	40,00	53,33	Increase
25	NPR	66,67	60,00	-
26	PNER	60,00	66,67	Increase
27	RAP	60,00	53,33	-
28	RDF	40,00	46,67	Increase
29	RS	60,00	73,33	Increase
30	SDP	66,67	60,00	-
Average		54,45	58,89	Increase

The following table shows the pre-test and post-test scores in the group writing session. This table shows the difference in achievement scores for each student in the group writing session between the pre-test and post-test. There were 20 students who experienced an increase in their scores between the pre-test and posttest, and there were 10 students who did not experience an increase in their scores. Based on the table, this treatment was proven effective for 20 people. The table also states that the average score obtained by students in the pre-test was 54,45, and the post-test was 58,89; the average post-test score was higher than the pre-test score. This shows that there has been an increase in scores in the group writing session, so it can be concluded that students in the session have experienced an increase in their writing skills after receiving collaborative writing learning treatment. The following are the achievements of students in the personal writing session:

Tabel 4.7 Result Pre Test and Post Test of Personal Writing Session

NO	Initial Name	Difference		Description
		Pre Test	Post Test	
1	A	60,00	60,00	-
2	AA	53,33	46,67	-
3	AED	46,67	60,00	Increase
4	AFI	60,00	53,33	-
5	ARAN	40,00	60,00	Increase
6	ARG	66,67	73,33	Increase
7	ARW	53,33	46,67	-
8	ARZ	60,00	73,33	Increase
9	CH	40,00	53,33	Increase
10	DAS	46,67	53,33	Increase
11	DNRSL	53,33	53,33	-
12	EM	60,00	60,00	-
13	FFM	46,67	53,33	Increase
14	FNP	46,67	46,67	-
15	GRPR	66,67	73,33	Increase
16	KMK	53,33	46,67	-
17	KR	46,67	53,33	Increase
18	MAF	66,67	60,00	-
19	MAP	66,67	66,67	-
20	ME	46,67	60,00	Increase
21	MGAH	46,67	46,67	-
22	MRI	60,00	46,67	-
23	NAAB	53,33	53,33	-
24	NAF	40,00	46,67	Increase
25	NPR	66,67	60,00	-
26	PNER	60,00	53,33	-
27	RAP	60,00	60,00	-
28	RDF	40,00	46,67	Increase
29	RS	60,00	53,33	-
30	SDP	66,67	53,33	-
Average		54,45	55,78	Increase

The following table shows the pre-test and post-test scores in the personal writing session. Based on this table, the difference in achievement

scores for each student in the personal writing session between the pre-test and post-test can be seen. There are 12 students experienced an increase in their scores between the pre-test and post-test, and there were 18 students who did not experience an increase in their scores. The table also states that the average score obtained by experimental class students in the pre-test was 54,45, and the posttest was 55,78; the average post-test score was higher than the pretest score. This shows increase in scores in the personal writing session. From these two tables, both treatments can improve students' ability to write.

4.1.4 Result of Validity Testing

Validation tests are a series of tests that aim to determine the validity of an instrument after going through expert validity. Before conducting research, this test will determine whether an instrument is valid or invalid. Valid questions will go through a series of subsequent tests so that they can be used as research instruments and tested on respondents, while invalid questions cannot be used.

Due to the limited number of classes available at SMPI Annuriyah Malang, this study utilized a writing test instrument adapted from a previous research study that had already undergone expert validation and reliability testing. To ensure that the instrument remained appropriate and valid for the current group of students, the researcher conducted a reassessment of its validity. Rather than developing entirely new items, the validated questions from the prior study were rechecked for their relevance and consistency with the current research objectives.

The reassessment was conducted and involved a pilot test with students from a different class that did not participate in the core research. This reassessment process helped confirm that the instrument retained its validity and could be confidently used to measure students' writing performance in the current research context. In this research, researchers used Microsoft Excel to test validity by using a correlation formula to find out the r count for each number of questions, the following results are obtained;

Tabel 4.8 Validity Testing

No.	Respondent	1	2	3	4	5	6	7	8	9	10	Total
1	ACK	11	10	12	10	6	9	11	11	8	8	88
2	AER	12	6	3	8	10	10	13	10	12	8	84
3	AH	8	3	8	10	9	5	10	7	7	10	67
4	AHD	12	10	6	10	10	8	10	8	8	10	82
5	AR	8	6	8	8	8	8	10	10	8	10	74
6	BNAW	12	10	10	8	6	7	8	8	8	10	77
7	CLW	12	8	10	12	10	10	10	10	10	6	92
8	DAA	10	10	10	8	10	6	10	10	8	6	82
9	DRK	8	10	10	12	6	8	10	10	12	10	86
10	DYO	10	10	6	8	10	6	10	8	10	6	78
11	EFPS	10	10	6	10	10	8	10	10	10	10	84
12	FA	12	10	10	8	10	6	7	8	8	10	79
13	FAP	10	8	8	10	8	6	10	10	8	4	78
14	HHC	12	10	10	12	10	8	12	10	12	10	96
15	KCK	8	10	10	10	10	8	12	8	12	12	88
16	LMN	12	10	10	10	10	10	10	10	10	12	92
17	MAPS	10	8	8	10	10	10	10	8	8	10	82
18	MJAPR	12	4	7	8	8	6	10	8	8	6	71
19	MRAB	11	6	8	8	8	6	8	8	8	8	71
20	N	8	4	6	10	6	8	10	10	8	8	70
21	NLM	10	8	7	8	8	8	12	10	12	6	83
22	NPR	10	8	10	8	8	8	8	8	9	8	77
23	R	10	9	7	8	6	10	8	10	10	5	78
24	RAR	8	8	10	10	10	8	10	10	12	8	86
25	RBP	10	8	8	8	8	6	8	10	10	6	76
26	RNAA	13	10	10	10	6	10	8	10	10	10	87
27	SER	12	8	10	10	8	8	12	12	12	10	92
28	SZF	10	10	10	10	10	6	8	8	10	8	82
29	V	8	8	8	10	6	8	6	8	8	8	70
30	YZAF	10	8	9	9	8	8	8	10	8	8	78

n df = n-2	30										
	28										
r count	0.411	0.632	0.409	0.535	0.336	0.538	0.509	0.54	0.68	0.299	
r tabel	0.306	0.306	0.306	0.306	0.306	0.306	0.306	0.306	0.306	0.306	
status	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	

In the validation test, an item is considered valid if the r count exceeds the r table, and invalid if the r count is below the r table. Based on these results, it can be seen that there are 1 out of 10 questions that have an invalid status, namely question number 10, and there are nine valid questions, namely questions 1,2,3,4,5,6,7,8, and 9. Consequently, only these valid items were selected to be used as instruments in both the pre-test and post-test stages. These validated questions were then administered to both the experimental class and the control class to measure students' performance before and after the treatment.

4.1.5 Result of Reliability Testing

Reliability tests are a series of tests carried out after validation tests. Reliability tests are used to determine the reliability of a research instrument. In this reliability test, only valid question numbers will be collected to determine reliability, so there are only nine questions that will be tested at this stage. In this study, researchers used Microsoft Excel to test reliability, the following are the results;

Tabel 4.9 Reliability Testing

No.	Respondent	1	2	3	4	5	6	7	8	9	Total
1	ACK	10	10	10	10	6	8	10	10	8	82
2	AER	10	10	6	10	10	9	10	10	12	87

No	Name										Total
3	AH	8	3	8	9	9	5	10	7	8	67
4	AHD	12	10	6	10	10	8	10	8	8	82
5	AR	8	6	8	8	8	8	10	10	8	74
6	BNAW	12	10	10	8	6	7	8	8	8	77
7	CLW	12	8	10	12	10	10	10	10	10	92
8	DAA	10	10	10	8	10	6	10	10	8	82
9	DRK	8	10	10	12	6	8	10	10	12	86
10	DYO	10	10	6	8	10	6	10	8	10	78
11	EFPS	10	10	6	10	10	8	10	10	10	84
12	FA	12	10	10	8	10	6	7	8	8	79
13	FAP	10	8	8	10	8	6	10	10	8	78
14	HHC	12	10	10	12	10	8	12	10	12	96
15	KCK	8	10	10	10	10	8	12	8	12	88
16	LMN	12	10	10	10	10	10	10	10	10	92
17	MAPS	10	8	8	10	10	10	10	8	8	82
18	MJAPR	12	4	7	8	8	6	10	8	8	71
19	MRAB	11	6	8	8	8	6	8	8	8	71
20	N	8	4	6	10	6	8	10	10	8	70
21	NLM	10	8	7	8	8	8	12	10	12	83
22	NPR	10	8	10	8	8	8	8	8	9	77
23	R	10	9	7	8	6	10	8	10	10	78
24	RAR	8	8	10	10	10	8	10	10	12	86
25	RBP	10	8	8	8	8	6	8	10	10	76
26	RNAA	13	10	10	10	6	10	8	10	10	87
27	SER	12	8	10	10	8	8	12	12	12	92
28	SZF	10	10	10	10	10	6	8	8	10	82
29	V	8	8	8	10	6	8	6	8	8	70
30	YZAF	10	8	9	9	8	8	8	10	8	78
Variant butir		2.372	4.041	2.464	1.628	2.599	2.079	2.259	1.357	2.672	53.817
jumlah variant butir	21.472										
variant total	53.817										
rtt	0.686871276										
Reliabilitas	Strong										

This reliability calculation was carried out using the KR 20 formula, so it can be seen that the result is 0.68. These results are then adjusted to the categories in the correlation coefficient value and can be categorized as 'Strong', the data is stated to be reliable.

4.1.6 Result of Normality Testing

This study employed the Shapiro-Wilk test to assess data normality. As noted by Sugiyono (2009), the Shapiro-Wilk test is appropriate for determining whether a small sample (fewer than 50 data points) is normally distributed. In addition, the Lilliefors method was used to verify the normality of the dataset. According to this method, if the calculated L count is less than or equal to the L table at a 0.05 significance level, the data is considered to be normally distributed.

Tabel 4.10 Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	,196	30	,005	,896	30	,007
Post_Test_of_Group_Writing	,200	30	,004	,911	30	,015
Post_Test_of_Personal_Writing	,219	30	,001	,858	30	,001

a. Lilliefors Significance Correction

From the normality data above, it can be seen that the results of the Shapiro- Wilk test on the pre-test are 0.896, the group writing post- test is 0.911, and the results of the personal writing post-test are 0.858. Of all the Shapiro-wilk test results from each value getting a value of more than 0.5, meaning that all data can be said to be normally distributed.

4.1.7 Result of Homogeinity Testing

The subsequent step after examining data normality is conducting a homogeneity test. This test aims to determine whether the variances among the sample groups are equal. Ensuring homogeneity is crucial before proceeding to further statistical analyses, such as the Independent Samples

T-test. In this study, the researcher utilized SPSS software to carry out the homogeneity test, and the results are presented as follows:

Tabel 4.11 Homogienity Testing

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	,083	,774	1,528	58	,132	3,11100	2,03572	-,96394	7,18594
	Equal variances not assumed			1,528	57,799	,132	3,11100	2,03572	-,96424	7,18624

According to the homogeneity test, if the significance level is less than 0.05, the data is considered non-homogeneous. Conversely, if the significance level is greater than 0.05, the data is considered homogeneous. Based on Levene's Test for Equality of Variances, the significance value was 0.774, which is greater than 0.05. This indicates that the assumption of homogeneity of variances is met, so the t-test results under "Equal variances assumed" can be used for further interpretation.

4.1.8 Result of T-Test and Hypothesis Testing

After ensuring that the writing test instrument had been previously validated and found reliable in a different class, the researcher re-administered the instrument to assess its performance in the current study. The instrument was not newly developed for this research but reused from a previous study that had confirmed its validity and reliability. Following this, tests of normality and homogeneity were conducted. The results indicated that the data were normally distributed and homogeneous, allowing for further parametric statistical analysis.

Tabel 4.12 *Result Independent Sample T- Test*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	,083	,774	1,528	58	,132	3,11100	2,03572	-,96394	7,18594
	Equal variances not assumed			1,528	57,799	,132	3,11100	2,03572	-,96424	7,18624

An independent samples t-test was then conducted to compare students' writing performance after receiving two different treatments: group writing and personal writing. The results showed a Sig. (2-tailed) value of 0.132, which is greater than the significance threshold of 0.05, indicating that there was no statistically significant difference between the two treatments.

However, when examining the mean scores, students in the group writing treatment achieved a higher mean score of 58.89, compared to 55.78 in the personal writing treatment, resulting in a mean difference of 3.11100. Although this difference favors the group writing method, it was not statistically significant. Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected, suggesting that both methods contributed to improvement, but neither showed clear superiority within the limitations of this study.

4.2. Discussion

The findings of this study reveal that both group writing projects and personal writing journals contributed to the improvement of students' writing skills. However, group writing yielded a higher average post-test score of 58.89 compared to 55.78 in the personal writing treatment. This

result indicates a mean difference of 3.111, suggesting a slight but meaningful advantage for group writing activities. While the paired-sample T-test showed a Sig. (2-tailed) value of 0.132, meaning the difference is not statistically significant at the 0.05 level, the trend still supports the practical effectiveness of collaborative learning in writing instruction.

The findings indicate that both group writing and personal writing contributed to the improvement of students' descriptive writing skills, but group writing showed slightly higher practical gains. One possible explanation is that for many of these students, it was their first structured experience in writing descriptive texts. Working collaboratively allowed them to share vocabulary and expressions they might not have known individually, exchange ideas more freely, and learn from one another's strengths. This peer interaction not only supported vocabulary development and idea generation but also reduced hesitation, since students felt encouraged when working together. In contrast, personal writing, while beneficial for fostering independence and reflection, may have left some students uncertain when they lacked the immediate support of their peers. Thus, the collaborative setting appeared to provide a more supportive environment for beginners, helping them to overcome initial challenges in writing.

Writing collaboratively can also be explained through Vygotsky's sociocultural theory, which emphasizes that learning is shaped through social interaction and guidance from others. In a group setting, students

benefit from peer support, exchange of ideas, and shared responsibility, which often makes challenging tasks more manageable. This interaction allows them to clarify their thoughts and develop their writing skills in ways that may be more difficult when working alone. In contrast, personal writing, although valuable for fostering independence and self-reflection, may leave some students feeling uncertain or hesitant because they do not receive the same level of immediate feedback and encouragement from peers.

Despite these insights, several contextual factors in this study require further discussion. First, the students in both Grade 7 and Grade 8 were engaging in structured essay writing for the very first time. They had not received prior instruction in writing, which helps explain why the overall test scores in both treatments remained within the 50–60 range. Their lack of writing background likely limited the depth of their performance regardless of method, and the results should therefore be interpreted as early developmental progress rather than mastery. Second, the data collection was constrained by classroom availability. Each class only received six sessions, and because of scheduling limitations, the treatments had to be alternated halfway through the study. After the third meeting, students switched from one treatment to the other, which may have prevented them from fully internalizing the benefits of a single method. This shortened duration and abrupt transition might have diluted the potential gains, especially in the personal writing treatment where more time is usually needed for individual reflection to take effect.

Another important factor is that the study employed a crossover design using intact classes rather than a randomized controlled trial. While this design allowed both groups to experience each treatment, it also meant that differences between Grade 7 and Grade 8 could not be analyzed separately. The classes differed in maturity and academic readiness, which limited the comparability of results. Consequently, the decision was made to combine the two groups into one dataset, focusing on overall trends rather than grade-level differences. This methodological compromise, although practical, reduces the precision of the findings and should be taken into account when interpreting the outcomes.

The findings of this study are consistent with previous research highlighting the benefits of collaborative writing in language learning. Research by Ortega et al. (2020) and Muslim & Rohmah (2022) demonstrated that group writing activities can enhance students' writing performance while simultaneously fostering motivation and interaction among peers. Similarly, Widiastuti et al. (2023) emphasized that collaborative environments grounded in social interaction help students develop both linguistic and interpersonal skills.

In the present study, such engagement and peer feedback likely contributed to better outcomes in the group writing treatment, especially among students who were still developing their confidence and ability to organize ideas in academic writing. Although the difference in mean scores between the two treatments was not statistically significant, the practical implications remain important. Out of 30 participants, 20 students

showed improvement through group writing, compared to 12 through personal writing. This suggests that even in small-sample contexts, group-based writing can produce meaningful progress in writing competence, particularly for novice learners who benefit from guided interaction and shared idea development.

Nevertheless, the limitations highlight areas for improvement in future research. Larger participant pools would increase statistical power and allow for comparisons across grade levels. Longer treatment durations without mid-point switching would help capture the sustained effects of each method. Additionally, providing preliminary writing instruction before the treatments may yield clearer results by reducing the confounding influence of students' unfamiliarity with writing tasks.

The results of this study carry meaningful pedagogical implications. Educators, especially at the junior high school level, are encouraged to include group writing activities in early writing instruction. This approach can foster engagement, boost confidence, and allow students to practice constructing ideas collaboratively. While personal writing journals remain important for developing independence and individual voice, this study suggests that a blended approach starting with group tasks before transitioning to individual work may be particularly effective for beginners. For more robust results, future research should examine long-term outcomes and apply the methods in more diverse educational settings.

CHAPTER V

CONCLUSION

This final chapter presents the conclusions drawn from the findings discussed in the previous chapters. It also includes suggestions and recommendations for educators and future researchers.

5.1 Conclusion

Based on the results of the analysis presented in the previous chapter, both group writing projects and personal writing journals contributed positively to the improvement of students' writing skills in descriptive texts. The research was conducted with 30 students from SMPI Annuriyah Malang, where each participant experienced both treatments in a crossover design. The results showed that the average post-test score in the group writing treatment was 58.89, while the average post-test score in the personal writing treatment was 55.78, compared to the pre-test average of 51.94. Although the difference in mean scores was not statistically significant (with a T-test significance value of 0.132), the practical improvement observed in the group writing approach was slightly higher, and 20 out of 30 students showed improvement through group writing compared to 18 students in the personal writing approach.

These findings suggest that group writing activities can offer more practical benefits for beginner learners, as collaborative environments foster idea generation, peer support, and increased confidence, especially during their first exposure to structured writing tasks. On the other hand, personal

writing journals supported individual reflection and writing independence, which are equally valuable skills.

In summary, both methods have pedagogical value, but the group writing approach showed a more favorable outcome in this context. However, this study has several limitations, including the relatively small sample size, the short duration of the treatment, and its focus on a single school, which may restrict the generalizability of the findings. Future studies with larger and more diverse participant groups, longer intervention periods, and different writing genres are recommended to provide a more comprehensive understanding. Despite these limitations, the present study highlights that collaborative writing can be considered a more effective strategy in enhancing writing performance among junior secondary students, particularly in early writing stages such as descriptive text composition.

5.2 Suggestion

Based on the results of this study, the researcher proposes the following suggestions:

5.2.1   English Teachers

English teachers are encouraged to integrate group writing projects into their teaching practices, particularly when introducing students to structured writing tasks for the first time. Since many beginner writers struggle with vocabulary and idea development, collaborative work allows them to share words they do not know, exchange ideas, and provide immediate peer support. This process not only builds confidence but also

reduces writing anxiety and encourages active participation among novice learners.

While personal writing journals should not be overlooked as they foster independent thinking and self-expression, teachers should consider balancing both collaborative and individual approaches depending on learning objectives and student needs. By doing so, students can gradually develop teamwork skills while also building independence in their writing.

Furthermore, it is important to provide clear guidance, structured rubrics, and time management strategies during group activities to ensure active participation from all members and to prevent dominance by more vocal students.

5.2.2   Further Researchers

For future researchers, this study may serve as a reference point for further exploration of writing pedagogy, especially in comparing collaborative and individual learning models. Future studies are encouraged to involve a larger and more diverse sample to increase the generalizability of the findings. In addition, researchers may investigate how students' prior writing experience influences the effectiveness of collaborative and personal writing practices. For example, beginners may benefit more from peer collaboration, while more experienced students might prefer independent writing tasks.

Moreover, examining the long-term effects of these approaches on students' writing development across different genres such as narrative,

argumentative, or expository texts would provide richer insights. Incorporating qualitative data such as student interviews or classroom observations is also recommended to better capture learners' perspectives, attitudes, and levels of engagement. These efforts will contribute to developing more effective and student-centered writing instruction in English language learning.

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APPENDICIES

Appendix I Instrument validator sheet

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id

Nomor	: B-982 /Un.03/FITK/PP.00.9/02/2025	11 Februari 2025
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator	

Kepada Yth.
Harir Mubarok, M. Pd
di –
     Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Asgar Widhasworo Rochmansyah Putra
NIM	:	210107110077
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	Comparing The Impact Of Group Writing Projects And Personal Writing Journas On Students' Writing Skills
Dosen Pembimbing	:	Dian Arsitades Wiranegara, M. Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

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Appendix II Validation Sheet

Validation Sheet

English Writing Sheet

"Comparing The Impact of Group Writing Projects and Personal Writing Journals on Students' Writing Skills"

Validator   : Harir Mubarok, M.Pd

NIP   : 1987008201802011152

Expertise   : Development of learning Media

Instance   : Maulana Malik Ibrahim State Islamic University of Malang

Validation Date   : 11/02/2025

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 10 English questions in essay form. This instrument will be addressed to the research subjects, namely tenth-grade of senior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below :

    1: Very poor

    2: Poor

    3: Average

    4: Good

    5: Excellent

2. Please give comments and suggestion In the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competence				✓	

2.	**Instrument Indicator** Clarity of question items contained in the research instrument				√	
3.	Clarity of instrument on each question items contained in the research instrument				√	
4.	The research instrument is relevant with the relevant with the research objectives				√	
5.	The research instrument can help the researcher find out students' abilities in writing skills.				√	
6.	The research instrument is easy to understand				√	
7.	The researchnusing proper grammar				√	
8.	The choice of answers to the research instrument is appropriate and logical in terms of material				√	
9.	The subject matter must be formulates clearly and unequivocally				√	

D. Suggestion

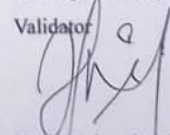I hope this instrument can dig up the data in the field. Good luck

E. Conclusion

Based on thevalidation sheet above, it can be conclded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revision
4. The instrument can be used.

Malang, February 23, 2024

Validator

Harir Mubarok, M.Pd

198700820180201152

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Appendix III Research Instrument

Research Instrument

Please introduce yourself in 1 paragraph!

Please describe your school/ classroom in 1 paragraph! (Pre Test)

Please write about your hobby in 1 paragraph! (Post Test Personal Writing)

Please describe a memorable event in your life in a paragraph

Please describe your favorite season or weather and why?

Please describe an item you use every day in a paragraph!

Please write about your favorite food in 1 paragraph!

Please describe a someone you admire in 1 paragraph! (Post Test Group Writing)

Please describe your school's library (or another facility)!

Please describe a natural place you find beautiful in 1 paragraph!

Appendix IV Rubric

ASPECT	DESCRIPTION	SCORE
Theme	- Mentioned 5 or more words related to saving the earth - Mentioned 3-4 words related to saving the earth - Mentioned 1-2 words related to saving the earth - There are no suitable words about save the earth	3 2 1 0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences - Using the 'SPOK' structure in 3-4 sentences - Use the 'SPOK' structure in 1-2 sentences - There is no correct 'SPOK' arrangement or do not use it at all	3 2 1 0
Coherence	- Coherence between sentences is correct - The coherence between sentences is quite correct - Coherence between sentences is slightly imprecise - Coherence between sentences is not correct	3 2 1 0
Vocabulary & Spelling	- There are 0-2 vocabulary or spelling errors - There are 3-4 vocabulary or spelling errors - There are 5 or more vocabulary or spelling errors - There are vocabulary or spelling errors in each sentence	3 2 1 0
Punctuation	- There are 0-2 errors in the use of punctuation marks - There are 3-4 errors in the use of punctuation marks - There are 5 or more punctuation errors - There are punctuation errors in each sentence	3 2 1 0

Score calculation: $\dfrac{\text{Score obtained} \times 100}{\text{Maximum score}}$: Number of questions

Information:

Value & Criteria

80-100   : Very Good

70-79   : Good

60-69   : Sufficient

50-59   : Poorly

0-40   : Failed

Student Writing Sheet

Name: Haris _____ Grade: _____ Date: _____
Instructions:
Write a short essay based on the topic your teacher gives you. Pay attention to theme, structure, coherence, vocabulary, spelling, and punctuation.

Describe your classroom or school !

Your Writing:

I admire my mother because she is very
kind and hardworking. She always helps
other people and takes care of our family.
Even when she is tired, she still cooks and
makes sure we are happy. I want to be like
her when I grow up."

Student Writing Sheet

Name: _Yasin_   Grade: _____   Date: _____
Instructions:
Write a short essay based on the topic your teacher gives you. Pay attention to theme, structure, coherence, vocabulary, spelling, and punctuation.

Describe your classroom or school !

Your Writing:

"My hobby read book in dorm. I read after homework. I borrow from friend. Reading make me happy. I like story book

Student Writing Sheet

Name: Kayyis _____ Grade: _____ Date: _____
Instructions:
Write a short essay based on the topic your teacher gives you. Pay attention to theme, structure, coherence, vocabulary, spelling, and punctuation.

Describe your classroom or school !

Your Writing:

"My hobby is drawing in the dorn room. I draw pictures after class. Sometimes my friend see my drawing. Drawing make me happy. I want to drow more good in future"

Student Writing Sheet

Name: A. Zaidon ibrohim Grade: 7B   Date: _____

Instructions:

Write a short essay based on the topic your teacher gives you. Pay attention to theme, structure, coherence, vocabulary, spelling, and punctuation.

Describe your classroom or school !

Your Writing:

my school is big. my school has mosque, office and classroom. and my classroom is clean. There are 13 student and one teacher. my classroom has many chairs and table, broom, clock, curboard, and whiteboard. my teacher is very handsome. I like my school and my classroom because it is nice and clean

Student Writing Sheet

Name: Razia alfan   Grade: 8B   Date: 12.5.2025
Instructions:
Write a short essay based on the topic your teacher gives you. Pay attention to theme,
structure, coherence, vocabulary, spelling, and punctuation.

Describe your classroom or school !

Your Writing:

I go to school at smpi annuriyah my classroom has
desk and chair I Like my school because big
and clean my teacher is mr.wahyu my best friend
is dickyozhar and my teacher is kind school at
smpi annuriyah no boring I Happy school
at smpi annuriyah my friends smart mr.wahyu
teach bahasa inggris I always laugh moment
lesson bahasa inggris and I Like follow moment
lesson mr.wahyu he is realy fun and I
always Becose is the best because I
woon price the kind

Appendix VI Documentations

Curriculum Vitae

Nama Lengkap	: Asgar Widhasworo Rochmansyah Putra
Tanggal Lahir	: Malang, 8 Agustus 2003
Jenis Kelamin	: Laki-Laki
Agama	: Islam
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Malang
Alamat Rumah	: Jalan Klayatan 3 RT.06 RW.02, Sukun, Malang
No. Hp/Telp	: 081226027957
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Riwayat Pendidikan

1. 2008-2010   RA PERWANIDA
2. 2010-2016   MIN 2 MALANG
3. 2016-2018   SMPN 19 MALANG
4. 2018-2021   SMAN 5 MALANG
5. 2021-2025   UIN Malang

Malang, September 23, 2025

Mahasiswa,

Asgar Widhasworo Rochmansyah Putra

NIM.210107110002