



**THE EFFECTIVENESS OF COLLABORATIVE THINK-
WRITE-PAIR-SHARE COMPARED TO PEER-EDITING
STRATEGY FOR TEACHING DESCRIPTIVE TEXT
WRITING TO STUDENTS OF HIGH AND LOW
SELF-EFFICACY**

THESIS

**Submitted in Partial Fulfillment of the Requirements for Master's Degree
in English Language Education**

**by
Tri Buce J. Banu
0203513077**

**ENGLISH LANGUAGE EDUCATION
GRADUATE PROGRAM
SEMARANG STATE UNIVERSITY
2016**

A THESIS APPROVAL

The thesis entitled **“THE EFFECTIVENESS OF COLLABORATIVE THINK-WRITE-PAIR-SHARE COMPARED TO PEER-EDITING STRATEGY FOR TEACHING DESCRIPTIVE TEXT WRITING TO STUDENTS OF HIGH AND LOW SELF-EFFICACY,”** arranged by:

Name : Tri Buce J. Banu

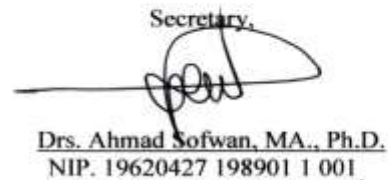
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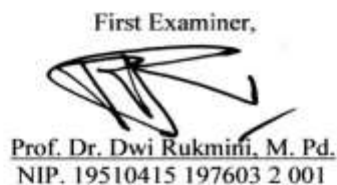
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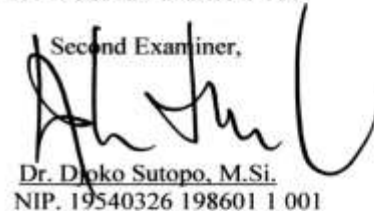
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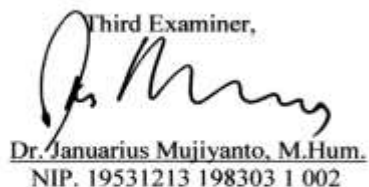
Semarang, January 2016


Chairman of Examiners,
Prof. Dr. Achmad Slamet, M.Si.
NIP. 196105241986011001


Secretary,
Drs. Ahmad Sofwan, MA., Ph.D.
NIP. 19620427 198901 1 001


First Examiner,
Prof. Dr. Dwi Rukmini, M. Pd.
NIP. 19510415 197603 2 001


Second Examiner,
Dr. Djoko Sutopo, M.Si.
NIP. 19540326 198601 1 001


Third Examiner,
Dr. Januarius Mujiyanto, M.Hum.
NIP. 19531213 198303 1 002

STATEMENT OF OUTHORSHIP

I hereby state that this thesis entitled "The Effectiveness of Collaborative Think-Write-Pair-Share Compared to Peer-editing Strategy for Teaching Descriptive Text Writing to Students of High and Low Self-efficacy" is definitely my own work. I am completely responsible for all the contents. Other writers' opinions or findings included in this thesis are quoted and cited in accordance with ethical standard.

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RIBUAN
Tri Buce J. Banu

**“Appropriate Learning Strategy Produces Better Achievement
in Descriptive Text Writing”**

Dedicated to:

My Beloved Campus: Semarang State University

My Beloved Institution: STKIP So'e

ACKNOWLEDGEMENT

Glorious praise to the almighty Lord for His unconditional love, I could stand still and be strong to accomplish this study as well as finishing all the semesters in Semarang State University (UNNES). Thanks Lord Jesus for health, intelligence and blessings that are unconditionally given to me.

I also realize that, besides God's help, it would have been impossible for me to complete this thesis without support of many people. Therefore, I wish to express my appreciation and gratitude to those whose contributions are worthy;

1. Director of Post Graduate Program of UNNES who has provided me the opportunity to study in this beloved institution.
2. Head of English language Program of Post Graduate Program of UNNES for the chance to study and accomplish this thesis.
3. To my first and second advisor, Dr. Januarius Mujiyanto, M. Hum, and Dr. Djoko Sutopo, M.Si. You have given me invaluable values, support, advice and guidance.
4. All the lecturers of the English Studies of Graduate Program of Semarang State University who have shaped and completed me with valuable knowledge.
5. All the administration staffs of Post Graduate Program of UNNES for kindness and the services they provide along the period of my study.
6. STKIP Soe as my beloved institution for supporting me during my study.
7. My beloved parents and family for their prayer, love and supports for me to accomplish my study for better future.
8. Everyone who has given me valuable contributions to accomplish this study.

Since this thesis is not perfectly accomplished and lack of many things, valuable inputs and suggestions are expected for the improvement. Finally, God bless all of us.

Semarang, January 2016

Tri Buce J. Banu

ABSTRACT

Banu T. B. J. 2015. The Effectiveness of Collaborative Think-Write-Pair-Share Compared to Peer-editing Strategy for Teaching Descriptive Writing to Students of High and Low Self-efficacy. Thesis. English Language Education, Graduate Program, Semarang State University (UNNES). Advisor: I. Dr. Januarius Mujiyanto, M.Hum., II. Dr. Djoko Sutopo, M.Si.

Keywords: Collaborative writing, Think-Write-Pair-Share, Peer-editing, Descriptive writing, Self-efficacy

The process of writing has become priority in EFL teaching and Learning and requires valuable ways to help learners gain progress. This study aimed at knowing the effectiveness of Think-Write-Pair-Share compared to Peer-editing as collaborative writing strategies used to boost students' descriptive writing achievement and seeing the interactional effect between the strategies and students' self-efficacy toward their writing achievement.

To realize the purpose of this study, quantitative approach was applied to two groups pretest and posttest of 2x2 factorial design. There were 28 students of the fourth semester of English Department of STKIP Soe in the academic year of 2014/2015 participated in this study. The study applied some instruments like self-efficacy statements, test and observation checklist.

In general, the statistical analysis using Paired Sample *t* test revealed that there was significant improvement on students' writing achievement after learning using TWPS and Peer-editing strategy. Both high and low efficacy students experienced significant improvement in writing after learning using TWPS strategy. Meanwhile, another analysis using Independent Sample *t* test, the high and low self-efficacy students of TWPS group got better achievement compared to those in Peer-editing.

Besides the results above, the analysis using ANOVA test revealed interactional effect between teaching strategies and self-efficacy toward writing achievement of students' with high self-efficacy. While, the students with low self-efficacy were greatly influenced by the strategies. Shortly, both teaching strategies are effective to improve students' writing achievement although TWPS is better than Peer-editing strategy.

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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, reasons for choosing the topic, statements of the problems, the objectives of the study, the significances of the study, definitions of the key terms, and scope of the study.

1.1 Background of the Study

Recently, teaching and learning English as foreign language has raised its position as a trending field in language transformation in Indonesia. Teachers and learners practice different ways to be well-competent in English. For teachers, applying appropriate language teaching approaches, methods, techniques or strategies is the primary prospect. The purpose is to adjust and answer learner's demand in language learning. Meanwhile, learners on the other side follow teachers' ways or practice their own ways of learning that they consider appropriate to support them in mastering foreign language.

As the core practitioners, teachers are demanded to help learners build their knowledge of English. Their contribution toward learners' improvement including the way to deliver knowledge in the classroom is required. However, sometimes the realization appears different. The consequence is that teaching and learning process appears ineffective that results on learner's inability to use language whether orally or written.

Taking notice on this notion, it is quite expected to analyze what students require in their learning environment. Teachers should develop valuable teaching process, while learners have the opportunity to explore and exploit their competence in foreign language. Eventually achievement is seen not only on the result but how the process is carried out.

In English, one important skill that requires attention is students' competence to write. As a compulsory subject, writing is widely applied in higher educational levels including colleges. However, for second language learners, writing has been existed as challenge. Some reasons might be writing is not acquired naturally. "Besides requires a lot of practice and based on experience, it also requires more than just lexical and syntactic knowledge" (Scott, 1996). Further, Zacharias (2007) stated that the complexity in almost every element of language course has caused lots of students are unable to perform their writing competence well.

Writing requires a thorough process and in-depth exploration. Many language learners in the world are learning to write but only few of them express their writing logically, clearly and in well-developed organization (Brown, 2004). Mostly, early writing learners of second language have just started to develop their competence to write and do correction themselves, thus, they may not have adequate knowledge (Brown, 1994 in Ferris and Hedgcock, 2004). The condition above inspires me to conduct a study on what kind of efforts to help students as foreign language learners improve their achievement in writing.

Based on my preliminary study, there are some problems identified in that students face in learning to write. First, students come from different background of study such as SMK, SMA but majoring in science, social, economic and accountant and other formal educational background such as Paket C which is the same level with SMA. Thus, they do not have sufficient knowledge of English. Second, students are lack of vocabulary and grammatical competence in English. Third, they are lack of confidence to write since they have no background knowledge in English.

Besides that, students are lack of valuable input through consultation and feedback from teacher and their classmates. They also find it hard to organize logical sentences with appropriate use of mechanism. The students also experience passiveness and boredom in writing and have minimum opportunity to write besides the practice of monotonous teaching and learning strategy from teacher. The general problems mentioned besides other unidentified ones are the shortages students have especially to string up a high quality of written work.

Referring to the topic and problems above, it is important to consider some notions which certainly become the focus as proposed solution in this study. I propose collaborative writing where students write collaboratively whether in group or pair.

Collaborative writing is basically collaborative learning which merely focuses on writing. Some studies assumed it as providing positive impacts toward language learners' writing proficiency, since a series of writing is

accomplished together rather than done individually. Vygotsky (1896), in Kellough and Kellough (1999) argued that cooperation between learners in a supportive learning situation is most effective.

Some researchers have shown that writing collaboratively has revealed its importance in the teaching and learning writing in the world. Assumptions and studies reveal that it is suitable and acceptable to improve students' writing achievement. Certainly, it has been commonly practiced in writing sessions and believed by some people as more effective to boost students' achievement rather than writing individually. It is also effective to build social relationship between students in writing.

As students have different competence in writing, collaborative learning is helpful for them to share knowledge to each other. Individually, most students with low competence in English will not very confident to do much in any courses including writing. The tendencies of this type of students are being afraid of doing mistakes, feeling underestimated, being embarrassed, and keeping in quietness in the classroom especially if they are being forced to share ideas in English. They do not realize on the advantages of working collaboratively with other students.

Naturally, students of this type require assistance, help, input, suggestion, guidance and others' contribution in order to help them develop themselves in writing. Working with others will give them more opportunity to grab valuable knowledge and information in detail on how to write well and internalize all the aspects including the linguistic aspects of English and the

formats and rules in writing any kinds of texts. When they find difficulties in writing, the more competent students can help solving their problems. Collaborative writing can also help strengthen their self-confidence in sharing ideas whether in English. This situation build students' motivation to compete. Thus, this technique is advantageous since the opportunity of students to share knowledge and help each other is largely open.

Since collaborative writing is assumed as solution, both Think-Write-Pair-Share (TWPS) and Peer-editing strategy are offered as two strategies to help students collaborate and accomplish a writing process together. Both strategies are specifically referred to teaching writing, because the emphasis is on writing activities. TWPS is adapted from Think-Pair-Share (TPS). Since Think-Pair-Share (TPS) is known as a warm-up strategy for classroom discussion, I add the term '*Write*' as another focused activity that students should undertake along the process of learning.

Meanwhile, Peer-editing is another applied strategy. In language learning particularly writing skill, the strategies strengthen the concept of collaborative writing as a social process of learning language to produce correct written language. Through the implementation of the strategies, it is expected that students' achievement in writing will finally improve.

I choose those strategies because both have similar essence and emphasize on writing. In relation with influential problems like students' background knowledge of English, the area of studying, lack of facilities and teaching instructor, the presence of both strategies are badly required to fill the

gap of those unsupportive conditions. The strategies are assumed as able to engage learners' participation in learning. Here, learners may realize that they are weak and they need extra work to be skilful in writing. Besides that, they have more self-motivation in order to explore and exploit their competence.

The strategies are also applicable to encourage cooperation between the strong and the weak particularly in English language writing. It is reasonable that those with low competence in writing will easily learn from other friends and instructor. On the other hand, the more competent students will surely get better knowledge and increase their writing qualification. Students get more opportunity to share and practice with friends. They can train themselves of how to correct others' writing weaknesses that certainly beneficial for the in gathering valuable knowledge rather than writing individually.

However, by comparing them, it gives the essence of how both strategies prove their benefits for students' writing achievement. The main point is to see which strategy is more efficient, effective, applicable, and suitable and fit the need of students in learning to write. Besides that, too see which strategy is more engaging and helpful for students' improvement in writing. Moreover, to see which strategy does better to fill the gap of weaknesses particularly for the students that will become the participants under study.

The third is students' self-efficacy as another important aspect under study. As an internal factor, self-efficacy is considered as having great effect on students' academic achievement including writing. Tenaw (2013) stated that students possessing a high degree of self-efficacy are more successful at

accomplishing tasks and perform better academically. Accordingly, self-efficacy beliefs are crucial when applied to the cognitive demands of higher education. Thus, I attempt to seek for the fact the affects of self-efficacy on students' achievement in descriptive text writing.

The other notion is the teaching of descriptive text writing which has been a demand of organizing teaching strategy that help students develop a writing activity from the beginning process up to the completion of the last writing draft or product (Heinkel, 2004:9). Reflecting on the process of learning foreign language, lecturers and teachers should help students gain the progress. They are hoped to adjust their way of teaching that meet students' needs and competence to achieve better result.

1.2 Reasons for Choosing the Topic

Based on the weaknesses identified in the background of this study, some reasons can be drawn as the basics of choosing the topic.

Firstly, concerning with the word 'effectiveness', it attracts me to see how far a strategy as it is in this research do contributes and gives positive impacts toward students' progress in writing. Certainly, not all the treatments in teaching and learning suit particular students in particular areas. Different ways (method, technique, strategy, etc.) of teaching may fit the need and condition of students in different levels and areas. The purpose of using many ways (method, technique, strategy, etc.) in teaching and learning is only to see which one is better used and contributes much for students' progress in certain

skill they are learning. Definitely, the objective is to measure how good, effective, practice and efficient is the way (method, technique, strategy, etc.) in teaching and learning.

Secondly, the use of collaborative Think-Write-Pair Share (TWPS) and Peer-editing strategy is basically based on the interest that learning collaboratively will provide more opportunity to grab better knowledge particularly in writing. Since the strategies are approximately similar in practice, by using them, students will have more opportunity to socialize, share knowledge, help each other to solve problems, share new information with friends, learn how to correct friends' work, and engage students to critically learn about using linguistics aspects when writing.

Generally, an important activity that will take place in the application of the strategies is how to edit their peer's work. In TWPS, both students will surely do the activity of writing together from the beginning. Meanwhile, in Peer-editing, individual writing also takes place in some steps. The most part is when they have to edit peer's work individually. It is the moment a student brings his or her competence out in English specifically when dealing with the complexity of the language. Their capability of English is reflected through the way they provide feedback, comments, inputs, or suggestions for peers to fix any weaknesses or unexpected errors in their drafts.

It is interesting to see the result of editing process since there are some shortcomings (Shuttleworth, 2009) to be considered along the process: Firstly, the process of peer-editing may be a time consuming process. Students with

low English competence will find it difficult to edit their friends work and it may take longer process and time. Second, sometimes quality is neglected since the editor judge peer's paper based on his or her reputation. Another problem is that much of the decision-making power rests in the hands of the editors without considering their peers' concept rest on the papers.

Besides that, editors are doubt to give comments, feedback or suggestions since they do not really understand what their friends are writing about. Sometimes, confusion and misconception can occur if it is hard to understand peers' concept in their papers. Next, it is also not guaranteed that all the peer's suggestions are correct. Thus, writers require editors for clarification when correcting their mistakes.

In relation with the subjects of the study and the weaknesses in an editing process done by peer, there is an assumption that they need to work together in team since they have different capability in English. The larger the opportunity that they have to collaborate with friends, the more advantageous it is for them to internalize knowledge in English.

Thirdly, comparing both writing strategies will result on which one is better used for students. Simply, both are slightly the same but the steps or syntax make them different. The condition encourages me as the researcher to find out whether TWPS is more effective to be practiced to the students who participate in this study than Peer-editing or vice versa. The essence is to see which strategy suits and fits the students' need in learning. Which one works better to implement toward the type of students.

Next, teaching is a practice of sharing knowledge to others or forming them from not knowing to knowing something. Through teaching, a teacher tries hard to form and change people's mind, characteristics, comprehension, attitude, etc. However, delivering knowledge certainly requires skills and competence. One central point is how to transfer knowledge to others. A teacher should understand and use a variety of instructional strategies in order to apply appropriate and interesting activities to encourage students' development of critical thinking and dig students' comprehension deeply about the material being delivered.

Teachers should use teaching methods and techniques which fit the students' condition and the context where the classroom teaching and learning takes place. The more teachers understand and use different methods, techniques and activities that can attract students' motivation to learn, the more competent students will be on the subjects they teach. Therefore, teacher preparation is prominent and advisable.

It is clear that teaching is interesting but challenging. Teaching needs people's heart to serve since it is a responsibility to change people in long time and in phases. A successful teaching is the frame of people's success in a field. As this study focuses on writing skill in English, creating well-competent students in writing is the expected result in teaching this subject.

Moving to the next is writing as the subject under study. The interest on this subject relies completely on how prominent this subject is toward students' progress in learning English. Apart from speaking, writing provides

opportunity for EFL learners to deeply internalize English and all the aspects in it. Indeed, writing requires long and tiring process to be skillful. As the consequence, many EFL learners fail and avoid learning to write. The complexity of writing scares learners and occurs as obstacle for them.

Certainly, similar condition may happen to the students as the subjects of this study. Taking notice on this, it encourages me as the researchers to take it as the subject of this study. It is expected that through the teaching of this subject will bring positive contribution toward the students' progress in learning English.

Another reason is descriptive text as the chosen subject in this study. Descriptive text requires students to share and explore their thoughts through describing the characteristics and features of certain person, place or thing in detail. I focus on this subject because it is the subject taught exactly in the semester when I conduct this research. The fourth semester students of ED in STKIP Soe are learning to write this kind of text.

Finally, self-efficacy is the last aspect to be noticed. The reason is that students possess different efficacy in facing any task to accomplish. Assumptions occur and studies reveal that those with high efficacy are more compatible and do better in dealing with difficult tasks. Meanwhile, low efficacy people will avoid and are not dare to face difficult tasks. The situation forces me as the researcher to find out if students merely put themselves on the efficacy they have to achieve progress in writing or the strategy of teaching which completely help learners to write well without any effect of interaction.

1.3 Statement of the Problems

Since the purpose is to know the effectiveness of Think-Write-Pair-Share (TWPS) and Peer-editing strategy, I draw some questions as the problems to be answered scientifically. The questions are as the following:

1. How is the achievement of students' who are taught using collaborative TWPS strategy in descriptive text writing?
2. How is the achievement of students' who are taught using Peer-editing strategy in descriptive text writing?
3. How is the achievement of high self-efficacy students who are treated using collaborative TWPS strategy in descriptive text writing?
4. How is the achievement of low self-efficacy students who are treated using collaborative TWPS strategy in descriptive text writing?
5. How effective is collaborative TWPS strategy toward the achievement of high self-efficacy students in descriptive text writing compared to Peer-editing strategy?
6. How effective is collaborative TWPS strategy toward the achievement of low self-efficacy students in descriptive text writing compared to Peer-editing strategy?
7. How is the interaction between teaching strategies and self-efficacy toward students' achievement in descriptive text writing?

1.4 Objectives of the Study

Due to the statement of the problems stated previously, their answer will be derived to meet the following objectives:

1. To explain the achievement of students' who are taught using collaborative TWPS strategy in descriptive text writing.
2. To explain the achievement of students' who are taught using collaborative Peer-editing strategy in descriptive text writing.
3. To explain the improvement of writing achievement of high self-efficacy students after being treated using collaborative TWPS strategy in descriptive text writing.
4. To explain the improvement of writing achievement of low self-efficacy students after being treated using collaborative TWPS strategy in descriptive text writing.
5. To explain the effectiveness of collaborative TWPS strategy toward the achievement of high self-efficacy students in descriptive text writing compared to Peer-editing strategy.
6. To explain the effectiveness of collaborative TWPS strategy toward the achievement of low self-efficacy students in descriptive text writing compared to Peer-editing strategy.
7. To explain the interaction between teaching strategies and self-efficacy toward students' achievement in descriptive text writing.

1.5 Significance of the Study

This study results three major significances, namely theoretical significance, pedagogical significance and practical significance.

Theoretically, the application of both collaborative writing strategies will support the concept of implementing appropriate teaching strategies to answers students' needs. It helps teachers have the overview to determine suitable teaching and learning activities in teaching descriptive text writing.

Pedagogically, the strategies implementation matches the students' abilities to explore more and perform well to gain better achievement in foreign language learning. The result will be valuable for teachers to practice appropriate teaching and learning strategies to help students build knowledge of constructing well-developed and logical drafts in foreign language writing.

Practically, the strategies will bring some advantages since it is adjusted with students' background knowledge and their foreign language competence. Students will be assisted to systematically and maximally process in peer or group for the sake of reaching the potential level of learning to write.

1.6 Definition of Key Terms

Based on the topic, the following are the key terms as the key concepts that will be further developed. The terminologies are defined as follows:

1) Collaborative Writing

Collaborative writing is defined as a social process through which writer looks for areas of shared understanding. Students model collaborative writing

to reach the understanding through interaction on paper in which text is produced through oral discussion, peer or group paper/reports include blackboard or whiteboard jointly, descriptive text jointly construction, experience notes, and draft of writing conferences. Along the writing process, students discuss the goal, content, style and exchange thought, feeling and ideas in reciprocal way, and produce written drafts (Murray, 1992:10).

2) Think-Pair-Share (TPS)

McCandlish (2012) defines Think-Pair-Share (TPS) as a cooperative discussion strategy that has 3 parts to the process—students think about a question or an issue, they talk with a partner about their thoughts, then share their discussion and thinking with the class.

3) Self-efficacy

Bandura (1997) in his social cognitive theory defines self-efficacy as a person's belief that he or she is capable of performing a particular task successfully. He offers three dimensions of self-efficacy namely *magnitude*, the level of task difficulty a person believes she can attain; *strength*, the conviction regarding magnitude as strong or weak; and *generality*, the degree to which the expectation is generalized across situations.

4) Descriptive Text

Henning (1992:2) stated that descriptive text is a text that lists the characteristic of something. It helps the writer develop an aspect of their work. For example to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object, etc.

1.7 Scope of the Study

The study merely focuses on comparing between TWPS and Peer-editing strategy to enhance students' writing achievement and seeing the interaction between teaching strategies and self-efficacy in writing. The use of these strategies will be stressed on the classroom activities. Teacher and students' inputs, suggestions and students' activities whether in peers or small groups will be emphasized to support one another for better result.

1.8 Organization of the Thesis

This thesis is organized in five chapters. First, chapter one is the introduction which includes the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significances of the study, definition of key terms until the scope of implementing the study.

Second, chapter two comprises the review of related literature which include the reviews of previous study and theoretical review that applies all the concepts and topics which are closely relevant to the study. Next, chapter three describes the methodology that covers the design, population and sample, research instruments, research procedure, technique of data collection and technique in analyzing all the data.

Chapter four brings to the floor the findings and discussion. This chapter delivers all the findings after analysis and followed by comprehensive discussion on the results gained along the implementation. Finally, the last chapter presents the summary and recommendations.