

**THE USE OF SEQUENTIAL SINGLE AUTHOR WRITING ON STUDENTS'  
WRITING ABILITY**

(A Study Conducted to 8<sup>th</sup> Grade Students of Junior High School in SMP PGRI I  
Ciawi)

A Paper

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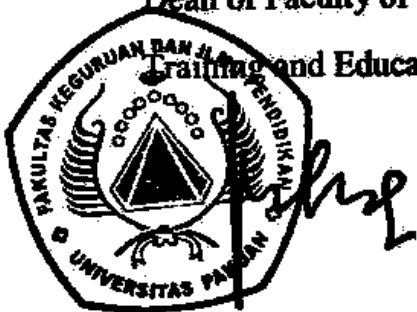
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## ABSTRACT

In writing descriptive text, the students are expected to write descriptive paragraphs correctly and according to the rules of writing. In the process of writing, sometimes they get difficulties such as lack of vocabulary, incorrect grammar, and topic determination, and therefore they need a strategy in the writing process. In this research, the writer investigates the use of sequential single author writing on students writing ability that is the students write at a time. Each group member was assigned a portion of the document, wrote his or her portion and then passed the document on to the next group member. The research was conducted to the second- grade students of SMP PGRI 1 Ciawi Bogor and 50 students were taken as the sample. Pre-experimental method one group pre-test and post-test design was chosen as the research method and design. After that, she calculated the data, and the t-test result is 9.09 meanwhile the t-table value is 2.02 at significant level 0.05 with the degree of freedom (df) is 49. It can be concluded that the result of t-test is  $9.09 > 2.02$ . Therefore, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means the use of sequential single author writing affects the students writing ability.

Keywords : collaborative writing, writing skill, writing strategy