

ABSTRACT

Sitanggang, Aquilara, Registration Number 2212421105. The Implementation of Collaborative Learning Model In Teaching Descriptive Writing at SMA HKBP Sidorame. A Thesis. English and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan, 2025.

This study aimed to investigate the syntax and the process of implementation of the Collaborative Learning Model in teaching descriptive writing at SMAS HKBP Sidorame Medan. A qualitative descriptive method was employed, involving two English teachers as participants. Data were collected through classroom observation, interviews, and documentation. The findings showed that teachers applied the Collaborative Learning Model through five syntax, namely (1) introduction, (2) grouping, (3) collaborative activities, (4) reflection, and (5) assessment. However, there were variations in implementation: the first teacher applied four stages, excluding reflection, while the second teacher implemented all five stages, although the group division process was less than optimal because the second teacher only based it on the students' seating positions. During implementation, there are some process implementation by the teachers, namely; (1) introduction stage, both teachers began by introducing the topic and objectives and explaining the group rules. (2) grouping stage, the teachers divided the students into small groups. The first teacher divided the students randomly, while the second teacher divided them based on their seating arrangement. (3) collaborative activities stage, the teachers facilitated and guided the students to discuss and write descriptive texts collaboratively. (4) reflection stage, only the second teacher guided students to express their opinions and share feedback about their collaborative learning experiences. (5) assessment stage, both teachers conducted assessments by evaluating group and individual work and providing constructive feedback. This study concluded that the Collaborative Learning Model encourages student participation, confidence, and improved writing skills. However, its implementation is not yet fully optimal due to time constraints, unbalanced group formation, and limited reflection activities. Therefore, consistent implementation of all syntactic stages is essential to achieve more optimal collaborative learning outcomes in descriptive writing.

Keywords: Collaborative Learning Model, teaching, Descriptive Writing

