CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the research problem, objective of the study, reseach hypothesis, significance of the research, scope and limitation of research, and definition of the key terms.

A. BACKGROUND OF THE STUDY

In learning new language, the students must understand the four basic language skill which are listening, speaking, reading, and writing. Writing is an important skill for multifarious reasons in all aspect, especially in education. Writing skill is known as productive skill because the students are taught to gather their ideas and convey the language into a written form. According to Abbas (2006), writing skill is the ability of individual to express ideas, opinions, and feelings to another party through a written language.

In writing, students must be able to write sentences using correct grammar, spelling, punctuation, vocabulary, content, etc.. Based on Bell and Burnaby (1998 : 6) say that writing is an extremely complex cognitive activity in which the writing is required to demonstrate control of a number of variables simultaneously. In the sentence level there are content, format, sentence structure, vocabulary, punctuation, and spelling. In the sentence also, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text. Based on Enre (1988 : 13) writing is a process of thinking systematically, so why that is being written can be easly understood.

However, learning writing skill that must be mastered for the students and it is often found that they face some difficulties in learning process of it. There are various factors that make the students feeling difficult when they are doing writing. Taj Mohammad and Zoheb Hazrika have categorized major problems such as capitalization, punctuation, language use (grammar), preposition, spelling, etc. It means that these aspects determined the quality of students writing. If the students misplaced the punctuation or if they use incorrect tenses, their written can be misinterpreted and can not be understood by the reader.

Beside the problem above, the students also experienced difficulty in gather their idea. In gather their idea, the students have to think of the story that they want to arrange and to elaborate it to be good written. However , to create the concept of the story, the students need to think harder and need longer time to produce their written.

Based on the writer experience when observed teaching in the class at second grade students at SMPN 1 Suruh Trenggalek, the most difficult writing in English is recount text. There are some difficulties faced by students in mastering recount text especially in grammar and organizing their idea into written form. The students were confuse when sentences used auxiliaries, is, am, are, used V2, and also with s/-es additional and etc.. Then, they still needed more time to finish each part of generic structure of the text. The writer assume that method or technique in teaching english, especially in writing skill must be influenced because some of english teachers taught

writing by giving explanation and exercise. So, it makes the students less comprehension and bored.

According to Deadora Rahma Mutia (2018) entitled "Improving Students' Narrative Writing Through Google Docs Collaborative Writing Activity", in this research, Google Docs in collaborative writing only used in Narrative text. This research uses classroom action research. Another previous study, related study conducted by Nilam Maolan Nisa (2019) with the title "Efektivitas Strategi Collaborative Writing Berbantuan Google Docs terhadap Peningkatan Kemampuan Menulis Siswa". This research uses quantitative research. The aim of this research was focused on the students' engagement in collaborative writing by using Google Docs.

By understanding from previous study the similiarity of study is using Google Docs in collaborative writing. In this research, the researcher want to know further about collaborative writing on Google Docs with different level and focus. Based on the problems and previous study, the researcher conduct study in teaching writing by using Google Docs focus on recount text. The title of this thesis is "*The Effects of Google Docs Collaborative Writing Activity on Students' Writing Achievement of Recount Text in the Second Grade Students at SMPN 1 Suruh Trenggalek*.

B. STATEMENT OF THE RESEARCH PROBLEM

Based on the explanation in the background above, the researcher formulated the following problem statement "Is there any significant difference for students' writing achievement on recount text between the students who are

taught by using Google Docs on collaborative writing activity and those who are taught by using group investigation?

C. OBJECTIVE OF THE STUDY

Based on the statement of the research problem above, the objective of the research was to find out the significant difference for students' writing achievement on recount text between the students who are taught by using Google Docs on collaborative writing activity and those who are taught by using group investigation.

D. RESEARCH HYPOTHESIS

Hypothesis is a powerful tool in scientist inquiry. It enables us to relate theory to observe. The use of hypothesis has united experience and reason produce a poweful tool fo seeking truth.

1. Null hypothesis (H0) is there is no any significanct different for students' writing achievement on recount text between the students who are taught by using Google Docs on collaborative writing activity and those who are taught by using group investigation in the second grade students at SMPN 1 Suruh Trenggalek.

2. Alternative hypothesis (Ha) is there is any any significanct different for students' writing achievement on recount text between students who are taught by using Google Docs on collaborative writing activity and those who are taught by using group investigation in the second grade students at SMPN 1 Suruh Trenggalek.

E. SIGNIFICANCE OF THE RESEARCH

By conducting this research, the writer hopes that it can be beneficial for the reader, especially :

1. The English teacher

   The result of this study give additional to the teacher about the English teaching technique especially in students' ability in producing written text.

2. The students

   This research hopefully make the students accustomed to use technology in their English language learning. So, make the students are enthusiastic in learning English.

3. The researcher

   This research is used to accomplish for the writer. Besides that, the writer hopes the use of Google Docs more familiar in the school to be applied.

4. Future researcher

   The result of this study is expected to give information for the future researcher who want to conduct similiar research. This research is not yet perfect. The future researchers can cover up the limitation or the lake of this research and give the detail information. Besides that, the next researchers can take the subject of different level such as in senior high school.

F. SCOPE AND LIMITATION OF THE RESEARCH

Based on the identification of the research above, the writer will limite this research to be more specific on the effects of collaborative writing activity on students' recount text. Google Docs work as a medium to facilitate the process of writing in the classroom and outside the classroom in second grade students at SMPN 1 Suruh Trenggalek.

G. DEFINITION OF THE KEY TERMS

Based on the title above, the researcher would like to present the definition of key terms, as follow :

a. Effectiveness

Effectiveness is measure of the match between stated goals and their achievement. It is always possible to achieve easy, low standard goals. In the words, quality in higher education can not only be a question of achievements output but must also involve judgements about the goals (Fraser, 1994 : 104).

b. Writing achievement

Writing achievement as the capability of expressing one's idea and through the written form in either a second or a foreign language while ensuring a level of accuracy and coherence (Al-Asmari : 2013). In addition, writing achievement as the outcomes of one's learning experience that were obtained during the writing process within particular field, such as knowledge and skills, these outcomes show the level and status of the person's learning experience and their ability to

apply what they have learned throughout a standard test. In this research, students' writing achievement of recount text was measured by comparing the scores of pre-test and post test (Dahlia : 2006).

c. Google Docs

Google Docs is a free web-based application in which document and spreadsheet can be created and stored online. Google Docs is a free web based processor, spreadsheet, presentation, form, and data storage service offered by Google (Wikipedia, 2010).

d. Group Investigation

Group investigation is a method for classroom instruction in which students work collaborativelly in small group to examine, experience, and understand their topic of study (Sharan & Sharan 1992 : 1). It means that the students should discuss the topic in their group.

e. Recount Text

Recount text is to reconstruct past experiences by retelling events in original sequence (Hyland, 2003 : 20). It can be concluded that writing recount text is process to express ideas about the events or experiences in the past whether it is happy or sad event with due regard to some aspects of writing, generic structures and also language features of recount text.