

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the research questions, the objectives of study, the significance of study, scope and limitation of study, the key terms of the study and the hypothesis. The hypothesis divided by two types, there are Null hypothesis and Alternative hypothesis.

A. Background of Study

In learning English, students learn the language skills and components. The language skills are listening, speaking, reading and writing. And the language components are: vocabulary, structure, pronunciation (Harris: 1969). One of four skills, writing is a skill which is used to communicate indirectly, without face to face interaction. It is also nonverbal communication. Scott (1990: 68) states that writing English has certain characteristics which seem to make it difficult for pupils. According to school based on curriculum of the Indonesia *National Curriculum*, the approach adopted is language competence which includes grammatical competence, social competence and communicative competence. The model integrates four skills of reading, writing, listening, and speaking. The goal of this curriculum is to make students habituate write kinds of written text (narrative, procedure, recount, descriptive, etc.) in order to increase their productivity and quality writing product rapidly

Writing in English is very complex process, because in writing we should pay more attentions to word spelling, punctuation marks, dictions, grammar, purposes of their writing, and ideas of their writing itself. The first thing that we have to understand is getting the idea to write. That is the soul of their writing because it contains messages to be delivered to readers. So, we can say that writing can be defined as an ability of communicating ideas through sign/written symbols by organizing the ideas based on the rules of language system to convey meaning, so that the readers can understand the writer's messages. Tarigan (2003:8) states "Writing is language skill that is used to communicate indirectly and not face to face each other". In composing writing, the students are required to demonstrate the control of a number of writing aspects; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. Hyland (2003:3) points out "Writing as task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devises and combining them all into coherent pieces of text". It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas in order to be a good composition text.

Learning to write is not the same as learning to speak. Compared to other skills, writing is the most important and difficult skill. According to Wilson (2003: 212), learning to write well is important, one of the most important things the students will do in their education. So, writing is the most important skill in tapping the creativity of learners. Besides that, Wilson

(2003: 212) says that “Writing is almost never done without a reason. The reason may come from experience, such as receiving an unfair parking ticket, or from a requirement in class”. This statement has a meaning that writing is not only activity that construct words become the good sentences but also the writers have to make the written work has a good meaning that can understood by the readers. In writing students should transfer their ideas and thought in a piece of paper. In the process of writing, students need to feel safe from attacks, emotionally and practically. Writing is the most difficult skill among the other skills. Firstly, because writing requires good grammar include the many grammatical structures, spelling, punctuation, capitalization and rules that are incorporated in English, it is very difficult to correctly write English. Secondly, people are often known to spend less time to write than to listen, to speak and even to read. In any cases, they spend little of their time for writing. It is clearly known that an average person spend the most for listening, the second most for speaking, then reading and finally writing. Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect.

The students should know about the stages to make good writing. According to Langan (2006:20-34) there are five stages in writing process, first; pre writing (this step will help you think about and develop a topic and get words on paper), second; writing first draft (put our ideas in a draft form. This is probably all we need for thing like shopping list and memos, but for longer text we need to do more work), third; revising (revising means that you

rewrite a paper building upon what has already been done, in order to make it stronger), fourth; editing (checking a paper for mistaken in grammar, punctuation, usage and spelling. Editing as well as proofreading: Checking a paper for typos and other careless errors), five; review activities (this step will deepen your sense of the four goals of effective writing; unity, support organization or coherence and sentence skill). The stages of to make good writing: Brainstorming, writer will decide the topic. Drafting, writer make a concept of product or writing. Writing, after making draft, writer will start a product of writing. Editing, after the product writing is done, writer will edit and check the product about the structure, grammar, spelling, typos, etc. Revising, after checking the product if there are errors, writer will revise with the better one.

Good writing is a product of careful thinking and incorporates. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. About good writing, Alton C. Morlis express an opinion as follows, “Writing well is the communication thoughts and feeling effectively”. There are some classifications of good writing; (1) The appeal to a target audience, (2) Coherence structure, (3) A smooth, detailed development. (4) An appropriate, well-articulated style. A product of writing that namely good writing should fulfill the criteria such as; Good content, the content must be interesting. Focus, product of writing should focus on the topic. Good grammar, the writer should avoid typos and obedient

the rules of grammar, tenses, punctuation, etc. Plot must be clear; there should be the beginning, content, closing.

In order to increase students' writing skill ability, there are several ways to be used by English teacher such as; the use of teaching media (picture series, audio visual, realia, etc), the use of method (Total Physical Response, Contextual Teaching Learning, Cooperative Learning, etc). Picture series means that the students try to connect the plot in the picture to be a link of story, Pictures can motivate students and make them want to pay attention to take a part in class and also contribute their idea to the context in which the language is being used in class. Audio visual is used in classroom to encourage teaching learning process and make it easier and interesting. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Total Physical Response is a method that built around the coordination of speech and action, it attempt to teach language through physical (motor) activity. Contextual Teaching Learning is a method that delivering the materials with connects real life, it will stimulate students' pre-knowledge. Cooperative Learning is a method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. Collaborative writing is one of elements of Cooperative Learning and it focuses on writing. According to Harmer (2008:329), Collaborative Writing can be greatly motivating for students, including as it does, not only writing but research discussion, peer evaluation and group pride

in a group accomplished. Some advantages of Collaborative Writing such as; when students generate ideas, they can pool ideas together, and they receive feedback immediately from their peers within group, collaborative process based writing allows students to coordinate writing activities as they collaborate on an assigned essay (Widodo,2006).

Researcher tries to apply a method namely *Collaborative Writing Method*. Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills (Janes Bauwens and Jack J Hourcade:1977). Despite studies conducted on collaboration. Haring-Smith (1994:360), defines collaborative writing as involving more than one person who contributes to the creation of a text so that “sharing responsibility” becomes essential. According to Harmer (2007:38), Collaborative writing works well whether the focus is on the writing process or alternatively, genre study. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on text, and the generation of ideas is frequently livelier with two or more people involved than it is writers work on their own. So, collaborative writing method is selected because it is believed to be able to stimulate the students to be more involved in the writing activities and to facilitate the students to comprehend the passages. And it can be decrease their weakness and increase their strength because their often share with their collaborative writing teams to achieve the knowledge needed for future work especially final test and others that do one by one and not teamwork.

There are many researchers who have conducted research related to collaborative writing. Purnomo (2014) said that using collaborative writing very effective in students' writing ability in the level junior high school at eight grades. He was using pre experimental research. Even tough, the research has proven that collaborative writing was effective in students' writing ability; the weakness of this research was just using one class. So, there are no control class and experiment class and the data are not valid enough. Another research was conducted by Astarina (2011) said that collaborative writing was helpful to prove students' writing ability in the level senior high school at eleven grades. She was using classroom action research; there are three cycles in this research. The weakness of this research is researcher has chosen XI Science Program SMA Kolombo, which this class is not the lowest score in writing among another classes.

The researcher chooses collaborative writing method as reasearch in students' writing skill because based on previous studies that collaborative writing method can effective and improve students' writing skill. In the previous studies that are conducted by Purnomo (2014) used pre experimental research and by Astarina (2011) used classroom action research. In this case researcher uses quasi experimental as research design, using control class and experiment class. By implementing the collaborative writing, it is hoped that the teacher will be able to motivate them to learn and pay attention to the material presented by the teacher, and finally, they are able to master English well.

The choosing of this subject is not without a reason. Researcher wants to conduct the study in the eight grade of SMPN 3 Kedungwaru because he has been familiar with the students there and knows how their mastery in English especially writing. According to researcher's experience when conducted teaching practice in the school especially writing needs to be improved. In addition, the interview held between the researcher and the teacher draw a conclusion that the students of the eight grade of SMPN 3 Kedungwaru cannot achieve the standard score of English that is 70.

B. Research Questions

Based on the title and the background of the research, the formulated problems are following:

1. How is the students' writing score before being taught by using collaborative writing method?
2. How is the students' writing score after being taught by using collaborative writing method?
3. Is there any significant difference score between students who are taught with using collaborative writing method and students who are taught without using collaborative writing method?

C. Objectives of Study

Based on research question, the objectives of study are:

1. To know the students' writing score before being taught by using collaborative writing method

2. To know the students' writing score after being taught by using collaborative writing method
3. To know there is any significant difference score between students who are taught with using collaborative writing method and student who are taught without using collaborative writing method.

D. The Significant of Study

1. The English Teacher

This study can be as reference and input to apply in teaching writing process with use collaborative method to improve the student writing skill.

So, the teacher knows how to apply this method in teaching writing effectively.

2. Other Researchers

The result of this research might become useful for other research as reference or information to conduct a further research in the same field.

E. Scope and Limitation

This research is focused on teaching writing by using collaborative writing method towards students writing ability in writing descriptive text at SMPN 3 Kedungwaru. This research is limited only to write a paragraph of descriptive text. The topics of the texts are animal and favorite idol. The score based on five aspects; Content, organization, grammar, vocabulary, mechanics.

F. Research Hypothesis

This research uses hypothesis. "Hypothesis is a statement about relationship between two or more variables that are being studied" (Porte, 2002: 236). There are two kinds of hypothesis (Alternative hypothesis and Null hypothesis), and researcher takes both of them.

1. Ha (Alternative Hypothesis)

There is significant different of achievement with using collaborative writing method and without using collaborative writing method in 8th grade of SMPN 3 Kedungwaru.

2. H0 (Null Hypothesis)

There is no significant different of achievement with using collaborative writing method and without using collaborative writing method in 8th grade of SMPN 3 Kedungwaru.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward

1. Collaborative writing method

Collaborative writing is a method that allows students to learn from each other.

2. Writing Ability

Writing ability is an ability to measure and to know the students score in writing.