CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, research problem, objective of the study, hypothesis, basic assumption, significance of the study, limitation of the study and definition of the key term.

A. The Background of the Study

English has become the first foreign language which is taught from elementary school up to university. Studying English actually not really easy for us who study English as a foreign language. Therefore English teacher has to create a good strategy in teaching learning English process.

In English, there are four skills which are taught in Indonesia. They are listening, speaking, reading and wtiting. In this research, the researcher only focuses on one skill that is writing. Writing also like speaking, it is a productive skill but writing is more difficult than speaking. Usually writing is an activity that used in speaking activity, the example is a speech text.

Writing is one of the most difficult skills that foreign language linguistic, cognitive, and sociocultural competencies.[1] Besides to write well, the students are expected to be able to present their idea in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a huge energy to complete the

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[1]Khaled Barkaoui, "Teaching Writing to Second Language Learners: Insights from Theory and Research", *TESL Reporter,* 40(2007), 35-48.

writing process itself. Thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proof reading the draft to prepare for the final outcome.

In senior high school, students also get writing more often than other skill. One scope of English in the Senior High School is that students can produce short functional texts and short essays in the form of procedure, descriptive, narrative and recount texts. The product of writing is a text. The students of the Senior High School have to create short simple texts.

Writing is one of skills that are important for students because it implicates. Teacher has many strategies to improve the skill of the student in the class. The success of education is depending on the teacher and the student in the class. The use of language is to communicate in the class. Language has an important role in society. It is also to express feeling, idea, event and opinion. Furthermore, language is important role in both oral and written communication.[2] In other word, language really important in learning activity.

Teaching writing to senior high school is difficult, because in Indonesia teaching English for senior high school was emphasized on the achievement of standard competence. It requires the student to be able to communicate both oral and written. Writing is the most difficult skill for learner. The difficult is not only in generating and organizing idea, but also in translating the idea into readable text.

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[2] David Nunan, *Language Teaching Methodology, A Text Book for Teacher* (Sidney: Prentice Hall International,1991),81

Learning strategies have a great influence in education system to explore students' ability. Teaching learning activities in the classroom have used learning strategies precisely. Teachers, as facilitators, must be well-prepared to teach students in front of the class. They need to choose good strategy that suitable with the material at that time. Then, teachers give interesting strategies to support the students in teaching learning activity.

There are many strategies in teaching learning activity. Ghani suggests to use various teaching techniques, which provide and foster creativity.[3] One of the creative strategies is collaborative writing. Collaborative writing is students work together in a group on writing with a creative and unique activity. According to Cohen[4], The term 'collaborative learning' refers to students working together in small groups on specific activities, with everyone being required to participate actively. Collaborative writing can make students more creative because they will always try to imagine and develop their ideas with their friends. It also can improve student's writing fluency. This strategy will make students write something faster than conventional writing. Through collaborative writing, the students can get more knowledge because they swap their knowledge in the discussion. This learning activity is not to make students become a good writers but they can learn better.

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[3] S. A. Ghani, "Group writing: A technique that fosters creativity", *EnglishTeaching Forum*, 24(1986), 36-37.
[4] E. G. Cohen, "Restructuring the classroom: conditions for productive small groups", *Review of Educational Research*, 64 (1994), 1-35.

The first factor students have less interest in writing. They think that the ideas they want to write are difficult to come into their mind and it makes them bored, so it causes the second factor. They usually feel confused how to start writing. They do not know which part should be the first thing to be written and what words they should put. The third, students lack of vocabularies. It happens almost all of kind of texts, narrative, descriptive, report, procedure and recount and it may be caused of the students reading motivation to improve their vocabulary is low. In writing narrative , when students asked to write the story in a group and also with the collaborative writing activity they will be more motivated, eventhough they still have difficulty to write but it should be easier because they do it together with a unique and fun activity.

Studies that focus on the effects of collaboration on teaching and learning, conclude that collaborative learning is a method which involves learners in the teaching and learning process through giving active roles to learners in groups which leads learners to communicate and interact with each other and with the teacher. The interaction socializes learners in groups and has a crucial role in providing effective class intervention, motivation, building trust and self-esteem, and activating learners' awareness. Learners also improve their interpersonal skills by interacting with each other in groups. They also note that collaborative learning provides more enjoyable

teaching and learning which leads to learners' gaining positive attitudes towards learning.[5]

Based on the explanation above, the researcher would like to analize more about collaborative learning, under the title "**The Effectiveness of Using Collaborative writing to develop students' writing skill of SMAN 8 Kediri**"

B. The Problem of the Study

Based on the background of the study, the researcher intended to know the effectiveness of using collaborative writing to students' writing skills of SMAN 8 Kediri. This study attempts to answer the following question, "Is using collaborative writing effective to develop students' writing skills of SMAN 8 Kediri?"

C. The Objective of the Study

Based on the statement of the problem above, the general objective of the study is to know whether collaborative writing is effective or not to develop students' writing skill of SMAN 8 Kediri.

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[5]Z. Dörnyei, "Psychological processes in cooperative language learning: Group dynamics and motivation", *The Modern Language Journal*, 81(1997),482-493.

D. The Hypothesis of the Study

A hypothesis is a tentative explanation for certain behaviors, phenomena of events that have occurred or will occur.[6] This research wants to know the effectiveness of using collaborative writing to improve students' writing ability. The researcher hypothesis is:

"The alternative Hypothesis (Ha): Teaching writing using collaborative writing is effective to develop students' writing skill of ten-graders of SMAN 8 Kediri."

E. The Basic Assumption

The researcher uses of the following assumption, the students on SMAN 8 Kediri, especially experimental class and control class have the same characteristic, they are at the same basic skill of English and they are from the same age and grade.

F. The Significance of the Study

The result of this study is expected to give positive contribution to the teacher, students and researcher. Thus, they can use it as guidance for better learning process.

First, to the teacher, it can give information to the teacher about the situation of English Class, giving information to the teacher about the

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[6] Gay L.R, *Educational Research: Competencies for analysis and application* (New York: Macmillan Publishing Company, 1987), 66

readiness and the critical level of the students and as the material of evaluation for the teacher to improve students' writing ability.

Next, the result for the students is as the effort to improve the student's writing ability and the effort to raise the intelligence and the competency of students thinking.

The result of this study is also useful for the researcher because the researcher will get the empirical evidence that the students who are taught using collaborative writing have better writing achievement than those who are taught by non-collaborative writing. The researcher also gets a good knowledge in teaching writing especially for the students in senior high school and the researcher also hopes to contribute the result of the observation to improve the quality of education in that senior high school.

G. The Limitation of The Study

This research is focused on the student's writing ability achievement. This study is focused in the empirical evidence that the students who are taught using collaborative writing have better writing achievement than those who are taught by non-collaborative writing to the first graders of SMAN 8 Kediri, especially in the second semester 2016/2017 academic year. The writing material that used in this teaching based on the English book.

H. The Definition of Key Term

1. Collaborative writing

Most teachers and researchers state that in essence, collaborative writing means that the student teams up with one or more peers to go through the writing process. They definitely agree with this statement and, in addition to this, they have to mention that collaborative writing in class is a way to prepare students for future assignments where team abilities are required.

2. Writing

Writing is a complex activity, and as students enter the workforce, they will be asked to convey ideas and information in a clear manner. This increase in writing importance as well as the eventual writing skill development will allow the students to graduate with a skill that will benefit them for life.