

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Harmer (2004: 33), who points out that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing is also frequently useful to help students perform different kinds of activities in listening, speaking, and reading. The teacher can use writing such as a free-writing related to the topic in pre-speaking. The teacher can also use writing related to activities such as a dictation in listening and a composition in post-reading. Harmer (2004: 126) further states that writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, and speaking. The teacher often asks students to write short dialogues which they will act out.

It is stated in the 2006 School Based Curriculum (KTSP) that writing is one of the language skills that must be taught at Junior High Schools. The teaching of writing is aimed at enabling students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure, and report. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. For especially the eighth grade, it is limited on descriptive, recount, and narrative. In writing recount text, the eighth grade students are expected to be able to write a

simple recount text correctly. They should be able to make sentences in the form of past tense and develop main idea into short recount text.

Ideally in writing class, the students should be taught how to write, how to encourage their ideas clearly and correctly, and how to make students are success in processing of construction meaning, receiving, and processing information. The components of English writing skill that should be given and studied in English writing class are vocabulary and grammar.

Unfortunately, the fact has shown that the students are hard to improve their writing ability. They are accustomed to use Indonesian grammar. In the class, we often find the students hardly use English for writing even in the simple sentence. They can write in simple sentence but they do not know the meaning or form of the sentence. It is also evidence that in class, the students have limited time to practice their writing ability.

The minimum score of grade VIIIA at SMPN 5 Bondowoso is 75. Based on the writing test that had given in grade VIIIA of SMPN 5 Bondowoso on April 6th 2016, the mean score in that class is 65. It means that they still have some difficulties in writing recount text. Most of the students' still feel strange and face some difficulties with English lesson especially in developing paragraph for example, how to structure a group of words into a phrase, or make a phrase into clause, a clause into a sentence, and a sentence developed into a paragraph even there are 3 of them cannot start what they want to write. Beside that students commonly are: lack of ideas, less of vocabulary, confusion the grammar and less of self confidence.

Based on the problems in writing class above, the writer tries to use one of the strategy to teach writing subject for junior high school. The writer will use “Collaborative Writing Strategy” to improve students’ writing ability in the Eight Grade of SMPN 5 Bondowoso.

Collaborative writing is chosen because it has the potential to help both students and their teachers toward the goal of improved student writing. Students are required to joint discuss the topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, and words) in a collaborative writing. By working in groups, students enjoy more opportunity to see how their peers think and create new ideas and they may more appreciate if their tasks are corrected by their friend than their teacher. Moreover, discussion in group can make the learners feel free to try out new ideas. Harmer (2002:261) adds that generation of ideas is lively with two or more students involved than it is when the writers work on their own.

1.2 Problem Of the Research

Based on the description of the background above, the problems can be formulated as follow.

1. How can collaborative writing technique improve student’s writing skill in grade VIIIA at SMPN 5 Bondowoso?”
2. How can collaborative writing technique improve students’ active participation in teaching learning process in grade VIIIA at SMPN 5 Bondowoso?”

1.3 The Purpose of the Research

Based on the problem above, the purpose of this research were formulated as follows.

1. To find out how collaborative writing technique can improve the students' writing skill in grade VIIIA at SMPN 5 Bondowoso.
2. To find out how to improve students' active participation in the teaching learning process of writing skill by using collaborative writing technique in grade VIIIA at SMPN 5 Bondowoso.

1.4 Significance of the Research

The result of the study can give some benefits for the English teachers, students, researcher, and the other researchers.

1. For the English teachers.

This research can provide contribution for the English teachers to apply another technique dealing with the teaching learning process especially in teaching writing. And it will help English teachers not to use monotonous technique in teaching and learning process.

2. For students

The result of the research will help the students to write better. By implementing collaborative writing technique, the students are able to write according the steps suggested. As a result, their writing will be much better. It means that this technique will improve the students' writing ability, especially in writing a recount text.

3. For the researcher

This research gives the researcher understanding toward the implementation of collaborative writing technique in teaching writing. By implementing collaborative writing in writing a descriptive text especially, it will provide useful practical experience for the researcher.

4. For the other researchers

The other researchers can develop the research based on the result and use it as one of references to study about writing skill in the next research and its implementation in their research.

1.5 The Operational Definitions

The operational definition will guide the reader to understand the concept about study. It is necessary to define collaborative writing technique and writing skill.

1. Collaborative writing

Collaborative writing refers to the teaching technique in which students are divided into group consist of three students. Each student contributes in every steps of writing: generating idea, collecting information, drafting, revising, and editing.

2. Writing skill

Writing skill refers to the students are able to write English short recount paragraph which consist of at least 8 sentences according the steps suggested by considering the writing aspects : grammar, organization, vocabulary, mechanics

1.6 Scope of the Research

This study is focuses on Collaborative Writing Technique to improve student's skill in wring recount text. The subject of this research focuses on the Eight grade students of SMPN 5 Bondowoso.