

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language significantly aids in both socialization and individual development. Therefore, language is also stated as a way to communicate ideas comprehensibly from one person to another in such a way that others will be able to act exactly and accordingly. It means that language is very crucial and for human life because it is used as a tool in communication or when people make interaction each other.

English is an international language. English is also considered as lingua franca in global communication that has been used widely as the language in many sectors, such as in transportation, technology, tourism and international trade. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. It means that English is very important to be learned by the students. So that's why, they need to learn English more. In order, they have good English.

English consists of four skills, namely: listening, speaking, reading and writing. From these four skills, the very important and most required in academic field is writing. People convey their idea and feeling through writing and it is also used as the reminder in form of file or document. So, it is not doubt that writing can help people in communicating and keeping information detailly. Moreover, the students must be able to write

effectively because they perform their writing skill throughout their life for the academic and occupational purposes such as composing simple stories, writing social letters, papers, theses, and so forth. Walsh (2010:1) in <http://www.emergingedtech.com> says that writing is used extensively in higher education which leads to a future career. Because of that, writing is an important skill to be learned.

In writing people consider what to write and how to write. Once, people want to write, they have to choose a topic, then extend the idea in order to know what is actually described on the piece. However, how to write will guide the writer of how to express the idea of writing whether it is an argument, narrative, descriptive or other kind of writing. Writing has also become more important as principal of communicative language teaching.

Since writing is really important to learn, it can be a media to help the students to give ideas, views and messages to the reader which certain purpose in a written text. The students were asked to apply their grammar knowledge, sentence structure, idiom and vocabulary. Beside that, the students were asked to explore the language that they learn. Based on the standard competence in the syllabus of the Second Year of Senior High School called Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: *KTSP*) the students were expected to be able to write text of narrative, report, spoof, hortatory exposition and analytical exposition. In this study, the only focus of the study is analytical exposition text.

Analytical exposition text is a type of writing where the purpose is to inform, describe, explain or define the author's subject to the reader. It describes the relationship between an event or circumstance and its effect. In defining the author's subject to the reader, analytical exposition can be a media for the students to explore the ideas, arguments and thoughts in written text.

However, based on the previous study in senior high school (Sekolah Menengah Atas – SMA) Markus Medan, the students' achievement in analytical exposition was lack; it means that they have not passed the standart applied. There were some factors making the students unable to write well. The first was students were lack of information and idea. The Second was students cannot make strong arguments in their writing. The third was When a writing task was given, students spend much of their time to think about what their going to writing. The fourth was The students were unable to make the text goes coherently and organisationally, for example there was still another argument after writing closing statement.

Based on the explanation above, it is necessary to give an eye on the problem above. To decrease the problem above can be done by applying the strategy to improve the students' achievement in writing a text especially in analytical exposition text. In this study, the writer did a try out on the application of collaborative strategy to improve the students' writing achievement especially in analytical exposition text. Collaborative strategy

is a strategy of learning which allow the students to collaborate with their peers in producing or writing a text.

Speck (2002:6) states that collaborative writing is a powerful strategy of writing that encourages cooperation, critical thinking, peer learning and active participation to end product. The students work in a group and produce a text after discussing it in the group. Read their peer writing and offer critiques of the writing to help their peer revise their writing. All the critiques and suggestions from their peer will help them to revise their writing with a purpose to improve their writing skill. Moreover, collaborative strategy effectively teaches the concept of teamwork. More people mean more ideas, more work done and thus the goals are achieved more efficiently. In this strategy, students were not only sit in a group but they were trained to give idea each person in a group. Collaborative strategy is also one of the most interesting strategy to build students skill especially in writing. Students more enjoyed in working collaboratively than individually.

Writing analytical exposition text emphasizes on the process of how the students develop their ideas in writing. As analytical exposition text is a text that elaborates the writer idea about the phenomenon surrounding, the students can develop their idea in writing this text. The teacher should motivate students to be brave in developing the ideas, arguments and thoughts they have into their writing. Collaborative writing strategy will help them to improve their quality of writing especially in writing analytical

exposition because every student in group would give arguments, ideas, and thoughts in their writing. It would strengthen their statement in the analytical exposition.

### **B. The Problem of the Study**

Many students are not able to write well. That is why collaborative strategy is hoped to improve students' writing achievement. Based on the problem, the problem of the study is formulated as follow: "Is Grade XI Students' Writing Achievement Improved In Analytical Exposition text Through Collaborative Strategy?"

### **C. The Scope of The Study**

In this study, the writer focuses on improving grade XI students' writing achievement in analytical exposition text By aplying collaborative strategy in teaching analytical exposition, it is supposed that it will help the students to produces their ideas, thoughts, feeling, and arguments in a written text.

### **D. The Objective of the Study**

This research intends to discover whether Collaborative strategy significantly improve students' ability in writing. By using collaborative strategy, the writer expect the improvement of the students' writing of the

english grade XI students of SMA Markus Medan by Aplying Collaborative Strategy in Writing Analytical exposition text .

#### **E. The significance of the Study**

This study covers the aspects of teaching writing. The application of collaborative strategy is expected to be successful. The benefits of the study are: Theoretically, the result of the research can be a reference for those who want to conduct a research in english-learning process especially in teaching writing and practically, the writer hopes that this study will be a useful input for teachers in english teaching -learning process especially in teaching writing analytical exposition, for the students to improve their writing achievement and for the other researcher who are interested in understanding more about collaborative writing