

CHAPTER I INTRODUCTION

A. The Background of the Study

Writing is a process of sharing the ideas, comments, arguments and opinions from some words that combined to the sentences to be a good paragraph in which each sentences will be related one another (Sharples, 2003). In addition, writing is a way to build a communication of the message to the readers by using a good language in writing sentences.

In line with definition, Harmer (2004: 31) says that writing is one of the four language skills that should be mastered by students to comprehend the writing ability. Writing comes last of the skill, after listening, speaking and reading. To be a good writers, he/she has to get a knowledge about the language skills before the writers try in writing paragraph. Writing can help the students to remember, think about something. Through writing students can share their ideas, thoughts and feeling others.

By writing, the students can express their knowledge, messages, feeling, ideas, comments, critics and information to the readers. They can affect the readers' understanding and acceptance of the message from the writing materials as stated by Harmer (2004: 44). In addition, writing has some aspects: the mechanics of writing (such as punctuation and spelling), grammar and vocabulary which the major points in writing. Writing is a productive skill. It means that producing written messages that can be a tool of communication for one to another.

Based on the 2013 curriculum in SMA for English lesson, students of SMA are expected to be able comprehend the writing ability into a simple paragraph of description, recount, narration, news item, report, etc. This expectation in new curriculum is based on the soft skill and hard skill. So, it is not only for the students intelligence, but also in soft skill and hard skill too.

However, in the initial observation done by the writer in Grade X SMA Negeri 1 Babalan Pangkalan Berandan that was by asking English teacher about Students' achievement in writing recount text, it was found that their English score was still low. The teacher said that students master writing is passive. It means that when producing a text, they could not do that well because students felt that it was really hard to convey the ideas into a good text.

In addition, from the interview with English teacher in SMA Negeri 1 Babalan Pangkalan Berandan, there are some problems have been found about the students' failure and weakness of the students in writing. First, most of the students are not interested in learning writing because they don't have many ideas and they confuse about the materials. Second, most of students get the difficulties in expressing and sharing the ideas in writing because they are lack of vocabularies, tenses to organize them in writing sentences. Third, they do not give attention so much when teaching and learning process in the classroom. So, they can not create a paragraph.

According to Arsyad (2007), the failure of students' achievement in writing ability are caused by the problems that have been found in education such as a strategy which supports teaching and learning process. The teachers have to

be able find a creative strategy than before for better, interesting, motivated and helpful teaching and learning process, since teachers as an educator for students to increase the willingness to learn.

In addition, the facilities of school must support the students' success to reach a high score while teaching and learning process. Teachers should be focus on strategy. They teach students not only explain the materials, transfer their knowledge and give many assignments to the students from the beginning until the end of study without force the students to memorize the actual facts to help students master the lesson in quick time. Teacher must be able to give a chance to the students to interact while teaching and learning process. Strategy is used to help teachers in creating a variation situation of teaching and learning process.

This study is focused on recount text because recount text deals with activity or event of students in the past time. By recount text, students can easier to write the ideas into a good writing based on the experiences happened in the past time. Writing recount text can help students to increase their creativities because they are free in expressing the ideas into written text. Writer hopes students can produce a recount text by using collaborative writing strategy to solve this problems.

Furthermore, 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. In addition, collaborative writing strategy is a strategy of learning which allow the students to collaborate with their group in producing or writing a text. The students work in a group and produce a

text after discussing it in their group. Moreover, collaborative writing effectively teaches the concept of teamwork. By using collaborative writing strategy, students are not shy to express the ideas and opinion in their groups. So, they can be active to give arguments, comment, critic etc. Every students in a group must be able to have more ideas, more work to achieve their writing.

In addition, collaborative is a process of producing a written work as a group where all teams members contributed to the content and the decisions about how the group will function. In collaborative writing strategy, students are given an opportunity to develop an oral skill, such as discussion writing communication as stated by Hodges (2002). Collaborative writing strategy can make students are active and creative to share ideas, opinions, comments and cooperate in their group freely. It can help them to utilize a range of social skills in writing skill.

B. The Problem of the Study

Based on the background of study, the research problem is formulated as follows:

“Does collaborative writing strategy significantly affect the students’ achievement in writing recount text?”

C. The Objective of the Study

The objective of this study is to find out the significant effect of using collaborative writing strategy to students’ achievement in writing recount text.

D. The Scope of the Study

There are many kinds of genres in writing namely narrative, argumentative, descriptive, exposition, recount, report, procedure etc. This

research is basically limited to writing recount text. This research is focused on the using of collaborative writing strategy on students' writing recount text.

E. The Significance of the Study

The study is useful for:

Theoretically, it motivates the students to be better in writing process especially in English and memorize the students' knowledge to the real life into a good writing.

Practically, it provides an information for English teacher to be more creative in applying an effective strategy to improve their writing process so that the students become motivated and interested in writing and they will be better in their writing process.