

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The activity of teaching writing can be such reinforcement about the language that the students have learnt, language development, learning style for the teaching - learning process, and the most important thing, writing is one of four language skills which have to be taught to the students in developing their communicative competence. These language skills are also called actionable competency – based curriculum of 2004 (Kurikulum Berbasis Kompetensi: KBK) and in the Educational Unit Oriented Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan: KTSP), and writing is a language skill in its own right (Harmer, 1998,33)

Unfortunately, the teaching of writing is not much paid attention to English teaching in many high schools in Rantauprapat. It may be caused by the target of language teaching in such schools is mainly based on the national Final State Examination (Ujian Akhir Nasional: UAN) where the graduation standard (Standar Kelulusan Minimal: SKL) doesn't pay any attention to the two productive language skills i.e. speaking and writing. It makes many English teachers pays their attention on the reading and listening skill only, especially for those who teach in Grade 9th at Junior High School (Sekolah Menengah Pertama: SMP) or Grade 12th in Senior High School (Sekolah Menengah Atas: SMA). Sometimes, the teaching of writing, in

some schools, is regarded the same as teaching of English structure where the students have to write down some sentences in certain sentence patterns or structures. Of course it is not enough to achieve the writing skill.

Another reason that makes the teaching writing be less emphasized that this skill is regarded as the most difficult language skill the students can master so that the teachers feel confused to choose which suitable methods or procedures they have to follow to make the students understand how to write. Again, than to teach writing that is not going to be tested in UAN, they'd rather explain writing skill in general.

On the students side, there are many proof showing that there are still many students can not write well. Their low ability may be due to their lack vocabulary, lack knowledge of kinds of text, and their confusion of where to start, how to move and end their idea in the composition. Some observation on the students' writing product (see appendix A) obtained from Islamic Junior High School (Madrasah Tsanawiyah: MTs.) Teladan Guppi Rantauprapat school year 2008-2009 shows that the students are not able enough to make a good text even though the assignment can be done at home.

Such phenomena or facts should be handled well to achieve the target of English teaching in the newest curriculum (KTSP) that is *to give the students ability to use the language in communication*, including the ability to write. There are many attempts a teacher can do in improving the students' writing ability. One of the solutions is to find out a better teaching approach, method, procedure, or technique in

teaching it. The ability to choose an appropriate one is very important in teaching writing because with a good teaching the teacher can stimulate the students to write better, make the materials easier to understand, and of course motivate the students well in teaching learning process itself.

Unfortunately, there is no method or approach which is always the best for any teaching situations. It is depend on the situation where a teacher teaches the students, culture, and the characteristic of the materials. Harmer (2003,21) stated that it is extremely difficult to come to conclusion about which approaches and methods are best and most appropriate for our own teaching situations.

In this study, the writer proposes two Methods in teaching writing namely Conventional Learning Method and also Collaborative Learning Method, these two methods are to increase the students' achievement in writing recount text. The recount is chosen because this kind of texts is a compulsory material given to the students of SMP as well as MTs. (see the curriculum). Another reason to choose this kind of text is because almost in every situation people tell a story one to another so that ability to tell or write a story (recount text) is one indicator the students have the communicative competence.

A study at the School MTs Teladan Guppi Rantauprapat, revealed the average and standard deviation of the results of studying the writing of 243 students examinees end 2008/2009 school year, each for 6.82 and 0.48. In addition, the lowest and highest values respectively of 6.00 and 8.89. This means that the participants

learn writing final exams at the MTs so low and uneven as indicated by the low average (mean) and standard deviation of magnitude numbers (Standard deviation).

In this case, low learning outcomes, especially in learning to write narrative text in MTs Teladan Guppi Rantauprapat, invites many questions. One effort to improve the quality of learning is the determination of an appropriate learning model with the condition. The more appropriate learning models used by the more effective conditions to achieve maximum results. Seen from this aspect, low level of student learning outcomes may be due to poor teachers in determining learning model, which makes students passive and less interaction with fellow students in learning activities. Begins with the learning problems of this writing, this research focused on alternative methods in learning. Some learning methods available are Collaborative Learning and Conventional Teaching Learning. The study shows the theory of learning through interaction among students that characterize Collaborative Learning to improve learning outcomes. Moreover, learning through Conventional help students see meaning in the lessons, they learned in the context of how to connect it with their lives daily.

Suparno (2004) argues that the quality of education is largely influenced the quality of teachers provided learning in the classroom. Even according to the Dervish (1980) as the implementing teacher education is the key factor is the driving force in the teaching-learning process. Must be plans, organize, manage teaching-learning process such that the material can be absorbed and have students. Teachers can create

the situation by selecting the appropriate teaching methods, such as by applying the suitable method for learning. By applying the learning strategies oriented to improve student achievement are expected to learn English writing both cognitive affective aspects then psychomotor.

The second years Students of MTs Teladan Guppi Rantauprapat has two years study about writing in the school, but its not enough supplying the students' ability in writing. Whereas the ability in writing day by day feels too important for the people, not only for living requirement but also for the others thing. So, its too important the effort to grow up standard quality of education to on students' achievement in writing as seems as our hope. At the junior high school, writing skill is the second great of language basic skill extensification for rising up the knowledge and students' information and preparing them to joining to the next class grate.

1.2 Identification of the Problem

There are many problems the students face in writing, namely lack of vocabulary, unable to organize their idea well, unconfident in writing itself, and so on. This fact is getting worse when there is no serious attention given by schools in teaching writing cause of no writing, nor speaking skill tested in UAN. The inability to teach writing as an integrative part of other language skills i.e. speaking, listening, and reading is another reason for not paying attention to the teaching of writing so much. In relation to the explanation, there are some problems identified in this study. Firstly, the students are not able to write well. This is shown from the students'

writing products the writer collected in prior study (see the appendix). Secondly, the teaching writing is less emphasized in the learning process due to the target in UAN. Most teachers are confused to teach writing as the most complicated skill as they don't want to spend so much time in teaching it and have less time to teach other skills tested in UAN (this information is obtained from some interview with the English teachers in the prior study). Finally, there are no approaches and methods are best to every teaching situation so that it makes another problem for the teacher to choose which is more suitable to which teaching situation.

Due to the problems above, the research would like to examine two methods regarded able to solve the problems to find out which method is most suitable in teaching writing, in this case writing recount text. By conducting an experimental research, it is expected that the research can gather some evidences to prove it.

1.3 The Problems of the Study

To conduct the research well, the problems of study are formulated as following.

- (1) Which method is more effective to improve the student's achievement between collaborative and conventional in writing recount text?
- (2) Do the students who have higher the grammatical competence obtain higher achievement in writing recount text than the low others?
- (3) Is there any interaction between the methods used and grammatical competence on the students' achievement in writing recount text?

1.4 The Objectives of the Study

Due to the research questions, this study has objectives:

- (1) to investigate which method is more effective to improve the students' achievement in writing recount text
- (2) to verify that the students with grammatical competence obtain higher achievement in writing recount text than the others.
- (3) to examine is there any interaction between methods and grammatical competence on the students' achievement in writing recount text

1.5 Scope and Limitation of the Study

There are many methods in teaching writing. The study is devoted to the use of certain methods between collaborative and conventional one which will be applied in teaching writing to Grade 8th students of MTs. Teladan Guppi Rantauprapat school year 2008-2009. The research will use two classes as the subjects in this experimental study, so that there will be two experimental groups. The two methods will be administered to the experimental groups for eight meetings. The type of text that will be taught and tested is the recount. To simplify the data analysis, the research will randomly select 10 students out of each class as the sample of the study by considering some (demographic) variables such as, competency in using grammar.

1.6 Significance of the Study

The study is expected to have contributions theoretically and practically to the English language teacher of MTs. Teladan Guppi Rantauprapat, the students and teaching-learning process in that school, and those interested in this study as elaborated in the following:

- (1) giving contribution to the teachers in MTs GUPPI and generally to all teachers in Rantauprapat as source to plan or design the writing lesson based on KTSP 2006
- (2) improving the teaching writing by process of collaborative and conventional learning methods application and grammatical competence in MTs GUPPI Rantauprapat.
- (3) being a source in any further educational research, especially in research on teaching writing
- (4) providing information, which may have practical as well as theoretical values for English language teacher, and so on

