

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important factor in daily activities. Language plays an important role in the society- as a communication. In this modern era, many people from different countries meet and communicate using various language. Lehmann (1983) states that language enables people to transform their ideas, thought, feeling, and perceptions so they can learn about others, understand what others mean and create new information to others.

Writing, as one of the language skills, has an important role in communication. Writing helps and allows people from different places and cultures to communicate because people do not only use oral language to communicate to others but use written language also. A letter, for example as an easiest written medium for communication, can be an instrument to test one's ability in using the language effectively for communication (Barras, 1982). Besides it is important in the communication, writing is also a way to express the languages that people learned (Thornton, 1980). By learning how to write, people can improve their writing skill and mastery in the languages that they have learned. Through writing people can improve their understanding of languages that they have learned.

There are some types of genre in writing, they are narrative writing, descriptive writing, expository writing, persuasive writing, and argumentative writing (Brereton, 1982). Narrative text is one which is learned from the first year up to third year. It is expressed in Depdiknas (2006) that the eighth year Junior High School student's competence of writing is to express a meaningful idea of rhetoric in the simple narrative text. Moreover, one of the basic competences is that the students can make a simple narrative text.

Students often consider that writing is a difficult subject. “Whenever they are asked to write they usually complain that they don’t know what to write about” (Rybowksy, 1986:38). Rybowksy also states that it is easier to ask them to speak than to write. Even though students can write, sometimes they just write it without paying attention to tenses used. They just write what is in their mind and that is all.

Writing in a group is a very effective tool to give access to power over others in terms of being able to influence others’ ideas and others’ lives. Writing is highly valued in school society as the powerful influence (Clark & Ivanic, 1997). According to Reid (1993), there is a paradigm which emphasizes that writing is a way of learning and developing as well as communication skill and shows the creative activity that can be analyzed and described.

The variety of techniques that are available nowadays as tools for teachers to make students practise more and work with language they have been studying. Collaborative Writing Technique is one of the appropriate technique to teach writing. Collaborative writing technique gives students chance to have face-to-face interaction by discussing the topic. Students also get a chance to improve their individual accountability, in other words, sharing their opinion, imagination, and thoughts. Collaborative writing technique is one of activities involved in the production of a document by more than one author, then pre-draft discussions and arguments as well as post-draft analyses and debates are collaborative components (Michael Spring, 1997). According to Bosley (1989), the practice of collaborative writing involves two or more people working together to produce a composition with group responsibility. Dale (1994) states that collaborative writing technique gives students opportunities to have engagement in writing by applying meaningful interactions, share decisions, and to be more responsible for the group. Collaborative writing technique seems to be a promising way of teaching writing. For some students, collaborative writing technique can be a pleasure because of the feeling of responsibility.

People can call collaborative writing technique as a forming of students who are grouped by the English teacher. Group work introduces students to various point of view from other members. Students have to deal with accepting opinions, blames, and praises. It develops maturity for students. Groups of three people seem to work better for writing activities because no one can be silent and inconspicuous and each student is likely to get complete attention (Hammond,1983).

To point out the importance of writing, the researcher is interested in finding out whether the Collaborative Writing Technique is effective to teach writing to the eighth grade students.

1.2 Statement of the Problem

Based on the background of the study above, the researcher wants to know whether the use of collaborative writing can improve the students' writing achievement. The problem can be formulated as a follows:

Do eighth grade students who are taught using Collaborative Writing Technique show higher achievement in writing than eighth grade students who are taught using Individual Writing Technique?

1.3 Objective of the Study

In line with the problem above, the researcher would like to find out whether eighth grade students who are taught using collaborative writing technique show higher achievement in Writing than eighth grade students who are taught using individual writing technique.

1.4 Hypotheses

There are two hypotheses in this study. There are alternative hypotheses (HA) and null hypotheses (HO).

HA : There is a significant difference between the writing achievements of the students who are taught using collaborative writing technique and those who are taught using individual writing technique.

HO : There is no significant difference between the writing achievements of the students who are taught using collaborative writing technique and those who are taught using individual writing technique.

1.5 Significance of the Study

The result of this study is expected to assist the teacher in conducting the technique in teaching, especially in teaching writing skill. This study is also expected to motivate the teachers to use collaborative writing as one of the techniques in teaching writing. Then, it is also expected to make students enjoy learning writing and more confident in writing without being afraid of making mistakes since they learn together with their friends in groups.

1.6 Scope and Limitation of the Study

1. This study is focused on using narrative writing. A Narrative text is one which is learned from the first year up to third year. It is expressed in Depdiknas (2006) that the eighth year Junior High School student's competence of writing is to express a meaningful idea of rhetoric in the simple narrative text. Moreover, one of the basic competences is that the students can make a simple narrative text.

2. The population of this study is the 8th grade students of private junior high school in Surabaya.
3. This study will use collaborative writing, so the students will be divided into groups and they will learn together in groups.

1.7 Theoretical Framework

Samelson (1982) states that writing has its important role in communication, and writing permits someone to share his or her knowledge, ideas, and feelings also. Writing allows people to share knowledge, ideas, and feeling and perception to each other as a communication even though they are miles away. In order to create a good written form, students need appropriate technique to make students mastery the writing skill, and one of the techniques that can be used is collaborative writing. Frankas (1991) in Spring (1997) states that collaborative writing is the process of producing a written work as a group where all members contribute to the content, style, and even the goal of writing and also the decision of how the goal would function.

1.8 Definition of the Key Terms

- Writing

Writing is a means of written communication to allow students to share their knowledge, ideas, and feelings (Samelson, 1982).

- Group Work

As stated by Bejarano (1987), quoted in Indahwati (1998), group work is a way of learning which necessitates the implementation peers' ideas, sharing information, and giving helps each other

- Narrative writing

Narrative writing is a chronological pattern that depends on sequence of action to tell stories and it deals with events that take place in time (Hardaway, 1978).

- Writing Skill

Writing is an action-a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them (Meyers, 2005).

- Collaborative Writing

Murray (1992) in Supiani (2011) state that Collaborative writing is essentially a social process through which researcher looked for areas of shared.

- Writing Achievement

Writing achievement refers to the students' writing mastery which is shown by the result of the pretest and posttest

1.9 Organization of the Thesis

This thesis consists of five chapters. The first chapter consists of background of the study, statement of the problem, objective of the study, assumption, hypotheses, significance of the study, the scope and limitation of the study, theoretical framework, definition of the key terms, organization of the proposal. The second chapter concerns with the theories that become the basic foundation of this study. The third chapter discusses the method of investigation. The fourth chapter presents the data analysis, findings, and discussion of the findings. The fifth chapter presents the conclusion and suggestion.