

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is one of language skill. There are some other skills, those are listening, speaking and reading. Writing skill is important part of communication, but writing is difficult skill from other skills. In particular condition, we are usually needed to communicate by writing, for example when people want to share their information or knowledge with other, they can write their mind using internet (BlogSpot or website), so the reader can get information from their written.

According to Hyland (2003) writing is seen as a process through which is created by someone to deliver his or her ideas. From writing the person can give information for one's reader and to persuade one's reader. Good writing skill allows you to communicate your message with clarity and ease to a far larger audience than through face to face.

Writing has effect to other skills. The students' writing can improve their reading. One of the processes to write before the students write is students must read first to help them in writing. Through reading several source like a book, newspapers, magazine and other. They learn several new words and expression that can enrich vocabularies and it make them easier to generate ideas and finally produce a good writing (Graham and Perin 2007).

Indonesian students generally perceive that writing is difficult especially in composing their thoughts and ideas in their writing. They are confused how to begin to write. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, and change. Writing is mostly likely to encourage thinking and learning when

students view writing as process. The process of writing the students must be look at some aspect to make a good paragraph, the aspects of writing including content, organization, vocabulary, language use, and mechanic.

There are some types of writing skill, those are: narrative, descriptive, argumentative, expository and many others. Narrative text is a text amuses, entertain and deal with actual or vicarious experience in different ways. Meanwhile the generis structures of narrative text are: orientation, complication, and resolution.

In this thesis the researcher choose narrative text in teaching learning process because in the syllabus showed that narrative text will apply in this semester and will apply for four times. Second reason is the student's score in writing narrative text was low than other skill. So, the researcher will improve students' score in writing narrative text by using collaborative writing method. Many students are not interested in writing narrative text because according to them, writing is difficult. To make a students enjoy and interested in teaching learning process, the teacher must be able to choose the method to teach writing narrative text. One of the methods which can be used to teach writing narrative text is Collaborative writing method. In teaching writing, to make the students achieve the writing skill, the writer applies Collaborative writing method on the consideration that it can improve the students' writing narrative and encourage students' active in teaching and learning process. By using this method, they are able to correct, especially the development of their writing and organizing their ideas.

This method is useful for helping students to understand the different activities that constitute a creative thinking. The term collaborative writing refers to projects where written works are created by multiple people together (*collaboratively*) rather than individually.

Some projects are overseen by an editor or editorial team, but many grow without any oversight. Collaborative writing is also an approach for teaching novice authors to write (www.wikipedia.com).

Storch (2005) argue that in the writing process, the student should collaborate through. That collaboration it's mean the learners have join responsibility over the production of the text. The students work in the small groups or pair ore more to make a product. Collaborative writing will improve document quality by pooling the strengths of group member. At the same time, individual weaknesses are caught by the group and revised.

From the theories above, it can be conclude that Collaborative Writing is a social process to work together in pairs or triads to produce written document. In the process, the writers will share about their ideas in making decision in which include composing the complete text, contributing the components, modifying by editing or reviewing, and drafting the document.

1.2.The Statement of the Problem

Related to the description of the background of this study, the writer formulates the problem statement of this study as follows: “Does collaborative writing method significantly effect improve students’ writing ability”.

1.3.The Purpose of the Study

The purpose of the study is to know about the effect using collaborative writing to improve student’s writing in narrative text of junior high school of eight grade in SMP N 1 Manyar.

1.4. Significance of the Study

Here are some benefits of the study by the researching case:

1. Theoretical

Theoretically, the result of the study can improve the students' writing narrative text using collaborative writing method.

2. Practical

a. School

The result of this study will help the students in using collaborative writing method to increase their writing narrative text.

b. Teacher

For the teacher, the result of this study will help the teacher in teaching learning process and supplying the good English method which is support English acquisition for students.

1.5. The Scope and Limitation

The study is focused on writing ability, collaborative writing method and narrative text. Scope for writing ability focus on writing narrative text which includes of orientation, complication, and resolution. The topics are legend and fairytale. Scope for collaborative writing method are drafting, writing and editing. Meanwhile scope narrative text just makes a narrative story about the legend and fairytale and defines the generic structure (orientation, complication, and resolution) from the text.

1.6.Hypothesis

From the rationale of related theory, the hypothesis of the research can be formulated that the null hypothesis accepted and H_0 there no significant different between the students who taught collaborative writing and the students who not taught collaborative writing.

1.7.Definition of Key terms

There are some terms that must be defined to avoid misunderstanding between the researcher and the reader. Those terms are:

Effect : Influence the students' writing narrative text using collaborative writing method

Writing ability : The ability of the students to write a narrative text and specify the generic structure (orientation, complication, and resolution).

Collaborative writing : it is the process to write narrative text (legend and fairytale) in group. The processes are making draft which includes orientation, complication and resolution and continue developing draft become a good narrative text.

Narrative text : one of texts that is taught at eight grade of SMP N 1 Manyar it include legend and fairytale. This text contains of orientation, complication, and resolution.