

CHAPTER I

INTRODUCTION

A. Background of the Study

Since English is a foreign language, it is difficult to learn English because English atmosphere as habit or natural approach is so far away. It makes students as the learners feel English as a new language for them. Although English is a foreign language, it is very important to be mastered because it is an international language.

English comprises four skills namely; speaking, listening, reading, and writing. One of them which are elaborated more is writing. It has occupied a place in most English language course. People need to learn writing in English actually for academic and occupational purposes. To write well, learners should know how to organize idea, construct the sentences and arrange the sentences into coherent paragraphs.

Writing is sometimes seen as the *“flip side”* of reading. It is often assumed that adolescents who are proficient readers must be proficient writers, too. If this were the case, then helping students learn to read better would naturally lead to the same students writing well. However, although reading and writing are complementary skills whose development runs a roughly parallel course, they do not necessarily go hand in hand. Many

adolescents are able to handle average reading demands but have severe difficulties with writing (Graham & Perlin, 2007: 7).

There are many causes why learning English is difficult for the students. Learning to write is a long process. students have to improve their grammar, choice of words, and use right vocabularies which are difficult for them. The learners can be stuck and cannot elaborate their idea in writing process.

There were also many problems appear in the teaching learning process, such as the problem that students face in the writing class. First, it relates to the condition of the students who have limited vocabulary that will make them unable to write English during writing class, they feel “*stuck*” in writing process. Second, the teacher only gives materials, like reading dialog, text from hand book and completing, then wait the writing time finishes. It makes the students bored. Third, there is no high motivation to learn since the students have limited opportunity to express their idea because the writing lesson is only learnt in English and Indonesian language. Because of these problems, the students’ writing skill and writing score are low (Hastin, 2008: 23).

Those problems also appear in *SMA N 1 Andong Boyolali*. Based on the interviewed with the teacher, some students get difficulty in mastering writing skill. It can be seen from the following phenomena. The first, the students have limited vocabulary which can be seen from their difficulty in

choosing the diction and arranging the sentences. The second, the students are not enthusiastic in learning English. The third, the writing ability of the students is low because there is no good atmosphere to support writing process; usually they focus on increasing their speaking rather than writing. The last, environmental and family factors also influence the students' skills such as, they came from village, and they only get English teaching in school. From those problems, now the teachers are demanded to create some strategies which can explore the students' writing competence. One of the strategies that can be used to teach writing is collaborative writing. The core of collaborative writing is collaboration of students' teamwork to write the text based on the writing materials in the class.

The new method develops learners writing and minimizes the difficulties of writing is collaborative writing. This method is a powerful method of writing that encourages cooperation. It is meaningful interaction and shared decision making between members of a group with a purpose to improve students writing.

Collaborative writing involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students' writing. Graham & Perlin (2007: 16). Collaborative writing is useful for the students in junior high school and senior high school because it has advantage to solve all topics given by the teacher by team. The topics, of course, related

to what topics are learnt by the students at their grade, the topics must be suitable with the syllabus. In a team they give attention to solve the problems themselves in that team. It increases the participation and minimizes the weakness of the students in that team. They have to show their idea independently depend on their mind. So a topic will be discussed by several people in a group. They can transfer their mind to their friends and combine it being a good story or text. Writing process needs the 5W 1H questions. Collaborative writing also uses those elements to improve the quality of writing in collaborative learning.

Based on the background above, the researcher is interested in conducting a research entitled **IMPROVING STUDENTS WRITING SKILL USING COLLABORATIVE WRITING AT THE SECOND GRADE OF SMA N 1 ANDONG BOYOLALI IN 2010/2011 ACADEMIC YEAR.**

B. Problem Statement

The problems in this research are as follows:

1. How is the implementation of collaborative writing in improving the students writing skill?
2. Can the collaborative writing improve students' writing skill?
3. What are the students' responses toward the implementation of students writing skill using collaborative writing?

C. Objective of the Study

Based on the problem statements mentioned above, the writer has the general objective and specific objective as follows:

1. General Objective

General objective of this study is to improve the students writing skill using collaborative writing.

2. Specific Objectives

- a. Describing the implementation of collaborative writing in improving the students' writing skill.
- b. Describing whether or not the collaborative writing improves the students' writing skill.
- c. Describing the students' responses toward the implementation of students' writing skill using collaborative writing.

D. Limitation of the Study

In this study it is necessary to limit the study only on *Improving Students' Writing Skill Using Collaborative Writing at the Second Grade of SMA N 1 Andong Boyolali 2010/2011 Academic Year*.

In conducting the research, the writer limits the problems as follows:

1. The subject of this research is second grade students of *SMA N 1 Andong Boyolali*.

2. The object of the study is limited on the implementation of information collaborative writing to improve the students writing skill.
3. This research focusses on whether or not collaborative writing improves the students' writing skill,
4. This research also focusses on the students' responses toward the implementation of collaborative writing in improving the students' writing skill.

E. Benefit of the Study

1. Theoretical Benefits
 - a. The study contributes to linguistics, particularly, language teaching.
 - b. The result of this result is used as the reference for those who want to conduct a research of students' writing skill using collaborative writing.
2. Practical Benefits
 - a. The result of the research becomes one of the references in improving the students' writing skill.
 - b. This result will help English teachers in improving students writing skill.
 - c. This result will help the students to increase their writing skill.

- d. This result will give information to English teacher in the way in carrying out the information of collaborative writing to improve students' writing skill.

F. Research Paper Organization

The writer organizes the research paper with research paper organization. This research paper organization includes five chapters in order to make easier to understand.

Chapter I is introduction that consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is dealing with review or related literature. It discusses underlying theory which covers previous study, theoretical review that consists of writing skill, collaborative writing, the benefits, and procedures in collaborative writing. Then it followed with theoretical framework, action hypothesis, and standard performance.

Chapter III is research method. It deals with that research method covering the type of research, the subject of research, object of the research, data and data source, place and time of research, method of collecting data, technique for analyzing data, and research procedure.

Chapter IV discusses the description of *SMA N 1 Andong Boyolali*, research findings and discussion. The research finding elaborates the

improvement of students' writing skill using collaborative writing, the implementation of collaborative writing in improving students' writing skill, and students' responses in the implementation of collaborative writing in improving students' writing skill.

Chapter V is conclusion and suggestion.