

CHAPTER I

INTRODUCTION

A. Background of the study

Language is an important requirement in communication. It is needed by people because people are social human beings. In the study of sociolinguistics, language is defined as a system of symbols, such as sound, somewhat arbitrary, productive, dynamic, diverse and humane. Language will form an interaction that gives an understanding between the two sides (communicant). Language can be also used to incorporate the ideas into the minds, and each people to talk deliver their knowledge, suggestion, opinion, and emotion.

The use of language is needed in communication process. People always use language in daily activity. Because of the important of language, it cannot be separated by communication process. Language is used to deliver information and idea. They talk to the other to give any information.

English has become the global language in the world. So, people must be demanded to master it. English is the one of important foreign language in Indonesia which has the use to develop the country by having relation with other countries. The most important thing of learning English is to help the people to share information is some aspects such as education, science, social, law, technology, culture and etc. People use language both in spoken and written form to share information. According to Ramelan (2003:1), "Man speaks a language as a means of communication with other people, as tool to express his ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with other". In the basic of the use of language, it expresses someone's ideas.

Language cannot be separated with how to share the language. The first language comes from mother tongue. But nowadays language is shared in learned in teaching-learning process. Teaching language or especially

teaching English is always related to the way of getting skills in English. There are four language skills that should be achieved in the study English as foreign language. And the language skills include: listening skills, speaking skills, reading skills, and writing skills. It can be considered in several ways. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. Each skill always related from one to another. Listening skill related to speaking skill and reading skill related to writing skill. Listening can be called as the source of language or the first input of language and writing skill can be called as the output of the language. Although speaking can be output of the language, but for the students writing skill is the important output of the language. For this level, students just implicate their knowledge of language in written text.

Writing skills have an important role together with other skills in learning Indonesian language and English literature. Writing skill can also is an important part of communication. Good writing skills allow the student to communicate their message in oral or written with clarity and ease to a far larger audience. In addition, authors can also broaden your intellectual power, creativity, and imagination of a person. Each skill has a key to authorize it. Correct grammar, punctuation and spelling are the key in writing skill. The reader will form an opinion based on the content of the text. Effective writing goes hand in hand with effective coding. Writing is very important for education, because students will find it easy and convenient to think critically. Writing skill is very important especially for the students, they must authorize this skill. Therefore, one of the language skills that must be mastered is the writing skill.

Nowadays, system of educational in Indonesia uses 2013 Curriculum include for Secondary school for teaching learning process. To reach the goal of the curriculum, teacher must have ability in the use of teaching techniques and methods in teaching English. Teacher must master any techniques of teaching English which can support teaching learning process. The student can get the knowledge more effective.

Many ways can be used for teaching writing. There are many methods can be implemented in teaching writing. Because there are many methods, the researcher chooses Collaborative Learning as the best way for teaching writing. Collaborative learning is an educational approach which integrates students' intellectual work or effort or students join group together with teacher (Simth&MacGregor, 1992). Collaborative learning collaborates students into part of groups that make teaching learning processes more interactive. Alternatively, it occurs when individuals are actively engaged in a community in which learning takes place through explicit collaborative exports. Collaborative learning has often been portrayed as solely a cognitive process by which adults participate as facilitators of knowledge and students as receiver. It is a method that agglomerates the students in a smaller group, so they can share something with another. It can improve their skill especially their writing skill.

In teaching English, a suitable teaching method, media, and good situation are needed by teacher to extend the English material. It has specific influence to get the goal of the learning process. Because of the importance of English at school, teacher must be more creative in applying method and technique. Teacher must be creative in the use of media that can contribute in learning process.

SMA Muhammadiyah 1 Surakarta was built on September, 1st 1946 in RM Said Street. Because of Mr. Ali Marsaban and friends' initiative, this school was built under management by Soedarno, the head of Muhammadiyah branch of Surakarta. SMA Muhammadiyah 1 Surakarta has endured many expansions both in infrastructure and the quality of education English. In the history SMA Muhammadiyah 1 Surakarta is known as SMA MUHI Solo that has endured many expansions. The expansion was begun by changing the building because at the first time SMA Muhammadiyah 1 Surakarta's building joined with SD Muhammadiyah 1 Surakarta's building. But nowadays SMA Muhammadiyah 1 Surakarta has their building by

themselves. SMA Muhammadiyah 1 Surakarta has been accredited “A” with its slogan “*Unggul dalam prestasi, luhur dalam budi pekerti*”.

In developing the quality of education in SMA Muhammadiyah 1 Surakarta, the entire component of SMA Muhammadiyah 1 Surakarta (teachers, employees, and students) has done many ways. Especially in English subject, SMA Muhammadiyah 1 Surakarta has some teachers. All the teachers have different ways and methods in teaching processes. But they have sought for the best method and teaching technique to make students learn English easier and more comfortable. So the students can accept the material deeper. Especially in teaching writing, the teachers have implemented some methods in teaching learning process such as Inquiry Based Learning, Problem Based Learning, Cooperative Language Learning and etc.

Based on the explanations above, the researcher will conduct a research proposal entitled “The Effectiveness of Collaborative Learning method for Teaching Writing to Tenth Grade of SMA Muhammadiyah 1 Surakarta in 2015/2016 Academic Year”.

B. Limitation of the Study

The researcher limits the research of the effectiveness of collaborative learning for teaching writing at tenth grade of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year as follows:

1. The subject of the study limited to the tenth grade of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year.
2. The object of the study is limited to the method of collaborative learning implemented on the tenth grade of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year.

The researcher limits this study above because of the following reasons to effectively time, energy, effort, and get maximum results. Because collaborative learning is appropriate to be taught writing in tenth grade students spend less time and energy when students work in a group.

C. Problem Statement

The problem statements of the research are as follows:

1. How is the implementation of collaborative learning method for teaching writing to the tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year?
2. How is the effectiveness of collaborative learning method for teaching writing to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year?
3. What are the advantages and disadvantages of teaching writing using collaborative learning method to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year?

D. Objective of the Study

Good research should have a distinct purpose, so that the research was conducted into meaningful and optimal outcomes, as well as having a distinct direction. The objectives of this study are as follows:

1. to know the process of the implementation of collaborative learning method for teaching writing to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year,
2. to know the effectiveness of collaborative learning method for teaching writing to tenth grade of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year.
3. to know the advantages and disadvantages of teaching writing using collaborative learning method to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year.

E. Significant of the Study

This research is carried out in order to give contribution as follows theoretically and practically.

1. Theoretically

The results of this study can contribute in study of teaching collaborative writing.

2. Practically

- a. Students of SMA Muhammadiyah 1 Surakarta

The researcher hopes that the students of SMA Muhammadiyah 1 Surakarta get more understanding in writing by using collaborative learning.

- b. Teacher

The researcher hopes that the English teachers can use the varieties method to teach English especially in teaching writing.

- c. Other Researcher

The researcher hopes that the researchers to come can use the results of this research as the references for the further study of the technique of teaching.

F. Research Paper Organization

The researcher divides this research paper into five chapters. Those are:

Chapter I: introduction, it contains background of the study, limitation of the study, problem statement, objective of the study, significant of the study, and research paper organization.

Chapter II: underlying theory, it involves previous study, teaching English, notion of writing, teaching writing, notion of collaborative learning.

Chapter III: research method, it delivers type of study, setting, and subject of study, object of the study, data and data source, technique of collecting data, data validity, and technique of analyzing data.

Chapter IV: research finding and discussion, the research finding is elaborated into the effectiveness of collaborative learning method for teaching writing to tenth grade students of SMA Muhammadiyah 1 Surakarta in 2015/2016 academic year.

Chapter V: deal with conclusion and suggestion