

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the important skills that students need to develop. In the academic context, this ability is used to measure the students' writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the nations by sending email or composing business report. Writing a letter or message is also a means of communication which can connect the relationship between people indirectly. Collaborative writing strategy is a kind of writing that involves a number of persons Sukirman (2016). The nature of the writing process and of the written text produced has received scant attention. Moreover, the writing process and of the written text produced has received scant attention. In terms of the process of writing that students engaged in when composing in pairs, an analysis of the dialogues showed that, despite the variations in the approach adopted by the pairs, collaboration afforded the students the opportunity to interact on different aspects of writing.

These studies have examined learners' attitudes to group or pair work in general, rather than to the activity of collaborative writing. In sum, research comparing collaborative and individual writing has been able to provide evidence of a positive effect for collaboration on task performance, which supports the use of

collaborative writing tasks in both second and foreign language classrooms Dobao (2012). In syllabus for Junior High School, there are some texts types that must be learn by student. One kind of texts that students have to master is Recount Text. Recount Text is the one of the texts that must be master by the students of the eighth grade in Junior high School. A recount text is one that informs the reader about current events or events that occurred in the past.

Several problems were found by students at SMP Negeri 1 Bintan while learning to write during the teaching practice. First, the students appeared bored and uninterested in English class; some were commotion and engaged in other activities rather than paying attention and explaining to the teacher. Second, they were perplexed and unsure of what they were going to write, and students' difficulties with writing make it difficult to complete a good writing project. Third, they have a limited vocabulary and do not know how to put it together into good sentences. However, because most students did not focus on learning from home for the previous two years, there were many things that limited their creativity in writing and understanding the text. That is what contributes to students' low writing achievement.

In short, the skill of writing, especially a text, in this research is important for English students. However, the students are required to be able to master and understand how to write recount text, but the students lack background knowledge of the topic and the text. The researcher investigates the effect of the collaborative writing strategy to solve the problems on students' writing skills. Therefore, the

researcher chooses “The Effectiveness of Collaborative Writing Strategy (CWS) on Students’ Writing at Eighth Grade of SMP Negeri 1 Bintan “as the title of the study.

1.2 Identification of the Study

Based on the background of the problem above, it can be explained that this strategy facilitates students’ writing a certain text with their peers. The researcher has explained above that students need to master writing skills. However, the students had many problems in their writing skills. The problems of this study can be identified as follows:

1. The students’ ability was a lack of writing skill.
2. The students have limited vocabulary.
3. The students were less practice writing in the classroom during their everyday lives, especially after two years learning at home.

1.3 Delimitation of the Study

Based on the problem, the researcher limits this study on the effectiveness of collaborative writing strategy on students writing at eighth grade of SMP Negeri 1 Bintan, and in this study, it will be used as a recount text to find out the effect.

1.4 Research Question

According to the background of the study which the researcher has explained above, the problems of this study are formulated as "is the writing skill of the students who are taught by using a collaborative writing strategy more effective than the students taught using a conventional writing strategy?".

1.5 Purpose of the Study

The purpose of this study is to find out whether or not the Collaborative Writing Strategy (CWS) is more effective to teach students' writing skills than Conventional Strategy to teach students' writing skills at SMP Negeri 1 Bintan.

1.6 Significance of the Study

1. Theoretical Benefits

The result of this study is expected to be a useful in developing a collaborative writing strategy as a strategy for teaching writing skills. Besides, this study will provide benefits for other people who need a reference relating to collaborative strategy. As a researcher, conduct this study to investigate new and appropriate writing strategies. It also allows researchers to identify potential future uses of collaborative writing strategies for students and teachers. Finally, the result of this study is expected to be a useful input for the school where this study will be conducted.

2. Practical Benefits

a. For the Students

The students will be able to use this study to find any information related to recount text and collaborative writing strategy to solve their problem of writing skills.

b. For the Teacher

This study will be extremely beneficial to English teachers, particularly that who are new to the teaching profession, is expected to provide useful information for

English teachers about the effect of a collaborative writing strategy in teaching writing skills.

c. For the next Researchers

The outcome of the study is beneficial to the present researchers as well as future researchers. This study could serve as one of the foundations for a new learning theory.

1.7 Definition of Key Term

In order to clarify the key terms used in this study, some definitions are put forward:

1. Writing: Writing is an activity in which students discover and organize their opinions and ideas through personal recount texts written during vacations or events in the past.
2. Collaborative Writing Strategy (CWS): Collaborative Writing Strategy is a group of people working together to find an idea or ideas to create and complete a writing task.
3. Recount text: Recount text is a text that tells the reader about a past story, event, action, or activity.