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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Learning English is important because it is an international language which is used by people in the world in order to communicate. In learning English, there are four main skills that should be mastered by the learners,; speaking, writing, listening and reading. Writing plays an important role in ESL/EFL learning, as an essential skill, writing should be taught intensively at school. The process of learning writing has widely spread from junior level of education through university levels.

SMA Dharma Loka Pekanbaru was one of educational institutions in Pekanbaru using 2013 curriculum (K13) in the learning English process.. English is served as compulsory subject, and that is taught twice in a week, with 90 minutes for each meeting, which means 180 minutes in a week. At the school, the English teachers mainly use communicative learning strategy, which is integrated to the scientific approach as intructed in the K-13 curriculum. Especially in writing, the teacher instructs the students to write a passage related to the genre of text they have just learned to see their comprehension and ability toward the text genre.

However, based on the research preliminary study at the school which was done by interviewing the English teachers and the students, observing the teaching and learning process in the classroom, an analyzing the students' English learning outcomes it shows that the students still have

difficulties in learning English, especially in producing a writing in the form of narrative text and reaching the students' passing grade in English subject, 76 points. The explanation of the rubric for Minimum Competence Criteria (KKM) can be seen as follows:

**Table I.1**

**Minimum Competence Criteria (KKM)**

No	The Score Level	Category	Competency
1	80-100	Very good	Students are able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution very correctly and grammatically
2	66-79	Good	Students are able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution correctly and grammatically
3	56-65	Enough	Students are able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution little correctly and grammatically
4	46-55	Less	Students write narrative text based on generic structures of narrative text; orientation, complication, and resolution uncorrectly and ungrammatically
5	0-45	Fail	Students are not able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution

Based on 2013 Curriculum, the standard competence of writing English referred to the capability of students in differentiate social functions, text structure, and elements language of some narrative texts oral and written by giving and request information related to legend folk, simple, in accordance with context of its use. In the syllabus, of many kinds of

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writing was an essay writing. Essay writing consists of several modes. One of which is a narrative text.

In reality, activities in teaching and learning processes in SMA Dharma Loka Pekanbaru, some of English teachers used the old (traditional) strategies and methods, such as writing was usually done in long time, but students could not produce enough words and sentences in their writing. Some of the teachers also asked the students to write the text by using their own idea, but some of students cannot engage their idea and do not know how to write correctly. Based the problems above, the teacher should divide the students that have low creativity with the students that have a high creativit into pair or group. So that, the students can work together and discuss what they are going to write.

Realizing on the phenomenon, the teacher should think more about the way to teach the students in writing narrative text. One of the ways that can be used to improve the students' writing narrative text is by using collaborative writing strategy. Collaborative writing strategy will be able to improve and increase the students' writing ability in narrative text.

Collaborative writing is a process of writing that is done by a group or pair. Collaborative writing has many advantages such as: writers can share experience and knowledge, give support and help to the members of the group and finish the writing work faster.

Collaborative writing strategy is a strategy to improve students writing ability, in this strategy teachers allow students to work together to plan,

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write, edit, and revise their writing. The teachers just provide a structure for cooperative writing and explicit expectations for individual performance within their cooperative groups or partnership. From this strategy, students will be fun when they learn English and when they get confused, they will discuss with their group's member.

Based on the explanation above, the researcher was interested in pointing out the problems into a research entitled “**A Comparison on Students' Writing Ability in English between Those Taught by Using Collaborative Writing Strategy and Those Taught by Using Non - Collaborative Writing Strategy at SMA Dharma Loka Pekanbaru**”.

**B. Problem****1. Identification of the Problem**

Based on the background above, the researcher identifies some problems of this research as follows:

- a. Is there any significant difference between student's writing ability taught by using collaborative writing strategy and taught by using non-collaborative writing strategy in SMA Dharma Loka Pekanbaru?
- b. How is students' ability in writing taught by using collaborative writing strategy?
- c. How is students ability in writing taught without using collaborative writing strategy?

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- d. What factors make collaborative writing strategy good or bad?
- e. What factors make non - collaborative writing strategy good or bad?

**2. Limitation of the Problem**

There are some kinds of writing skills, such as, writing on narrative text, descriptive text, recount text, procedure text, etc. Thus, the writer will limit this study on students' writing ability of narrative text at SMA Dharma Loka Pekanbaru.

**3. Formulation of the Problem**

The problem of this research will be formulated in the following questions:

- a. How is students' writing ability of narrative text taught by using collaborative writing strategy?
- b. How is students' writing ability of narrative text taught by using non-collaborative writing strategy?
- c. Is there any significant difference between collaborative writing strategy and non-collaborative writing strategy at the tenth grade in SMA Dharma Loka Pekanbaru?

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## **C. Reasons for Choosing the Title**

The reasons why the researcher is very interested in carrying out a research on the topic above are based on several considerations:

1. The researcher is very interested in carrying out this research in order to investigate the differences on students' writing ability between Those taught by using collaborative writing strategy and Those taught by using non - collaborative writing strategy at tenth grade of SMA Dharma Loka Pekanbaru.
2. This research is very important to be discussed and it will be valuable contributions for the researcher particularly and for the English teachers generally to be recognized and applied to the students in teaching writing.
3. This research is relevant to his status as an English education student of Education and teacher training faculty of State Islamic University Sultan Syarif Kasim Riau.

## **D. Objective and Significant of the Research**

### **1. Objective of the Research**

The objectives of this research are:

- a. To find out the students' writing ability of narrative text taught by using collaborative writing strategy.
- b. To find out the students' writing ability of narrative text taught by using non - collaborative writing strategy.

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- c. To find out the differences on students' writing ability between Those taught by using collaborative writing strategy and Those taught by using non - collaborative writing strategy at tenth grade of SMA Dharma Loka Pekanbaru.

**2. Significant of the Research**

- a. This research is hopefully contributing to the writer as a researcher in term of learning novice.
- b. To be additional references for other next researchers who having the same problem with the writer

**E. Definition of Key Term**

There are some key terms used in this research, thus to avoid misunderstanding and misinterpreting, they are defined as follows:

**1. Writing Ability**

The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

**2. Collaborative Writing Strategy**

Collaborative writing strategy is a teaching and learning approach. In this research, a researcher means collaborative writing as an effort of processing and producing written form together. It means that it is done by more than one person. In

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this research, collaborative writing is also defined as an approach in terms of teaching and learning of writing.

### 3. Non-Collaborative Writing Strategy

Non-collaborative writing strategy refers to all strategies that are not included in the collaborative writing strategy, for example is an individual writing strategy.

However in this research, non-collaborative writing is the act of writing which is done by a single human being or a person and it is viewed as an approach in terms of teaching and learning of writing.

### 4. Narrative Text

Narrative is kinds of genre that is told about story in the past. The story can be as fiction or non-fiction. Narrative are structured to be entertained and to teach cultural values. The main purpose of narrative essay is to make a point by telling the audience or reader a story.