

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of productive skills and an activity in which someone can deliver some information and express his ideas, feelings and thoughts to readers in written language. Students are required to write their ideas in written language clearly. Therefore, they should master components of writing such as; content, organization, vocabulary, language use and mechanics. Penny points out that “students must pay some attention to formal aspects in writing such as, neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection of vocabulary”.¹ Meaning that, a good writing should containing components of writing like, grammar, effective sentence structure, spelling, punctuations, coherent ideas, etc. A good writing can deliver the message as good as possible. So, the message can be understood by readers.

State Junior High School 2 Kampar is one of State Junior High Schools in Kampar Regency. State Junior High School 2 Kampar conducts teaching English to the students, especially writing skill. School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) provides writing as one of the skills in English mastery that must be taught and learned in State Junior High School. Based on School-Based Curriculum, there are

¹Penn Ur, *A Course in Language Teaching*, (Cambridge: University Press, 2003), p. 163

two basic competences that must be achieved by the students, they are as follows²:

1. The students are able to express their thoughts in a simple short functional text by using kinds of written expression accurately, fluently and appropriately to socialize with the society.
2. The students are able to express the rhetoric steps in a simple short functional text by using kinds of written expression accurately, fluently and appropriately to socialize with the society.

Based on explanation above, writing skill needs many aspects that should be mastered by the students. Based on writer's preliminary observation in State Junior High School 2 Kampar, it uses School-Based Curriculum as a guide of English teaching and learning process in the classroom. In State Junior High School 2 Kampar, English has been taught since the first year. In Addition, English is taught twice a week with duration about 40 minutes. However, most of students get difficulties in English subject especially writing skill. So, they are difficult to get their own Minimum Criteria of Passing Grade (*KKM*). The Minimum Criteria of Passing Grade (*KKM*) in State Junior High School 2 Kampar is 65.

The students at third year of State Junior High School 2 Kampar are still encountering difficulties in learning English especially in terms of learning to write. The followings are the phenomena that the writer found during her preliminary observation at the school:

² BSNP. *Standart Isi Untuk Satuan Pendidikan Dasar dan Menengah (KTSP)*. 2006. Unpublished.

1. Some of students are not able to write sentences in English correctly.
2. Some of students are not able to use the correct tenses in their sentences.
3. Some of students are not able to express their ideas into a written language.
4. Some of students are not able to use vocabularies in writing English.
5. Some of students do not know the parts of speech of English.
6. Some of students do not have good interest in learning to write English.

Considering the problems above and helping students to improve their writing skill, teachers are expected to provide students with appropriate teaching, materials, and to create positive classroom environments. To solve these problems, Jeremy offers an approach called Collaborative Writing Approach.

Collaborative writing approach is a process of writing that is done by a group or pair. In relation with the statement Jeremy states that collaborative writing approach is a process of writing that allows the students to learn and share their minds and knowledge from each other collaboratively³. In this activity, the students are required to participate in discussion and give respond to their friends' ideas. Based on Teo, this approach can be applied in teaching narrative paragraphs⁴. From the

³ Jeremy Harmer, *How to Teach Writing*, (Pearson: Longman, 2004), p. 73

⁴ Adeline Teo, *Using a Peer Assisted Writing Activity to Promote ESL/EFL Students' Narrative Writing Skill*, *The Internet TESL Journal*, Vol.XII (8), (Taichung: Chung Shan Medical

statement above, it is clear that this approach can be used to solve the problems in the process of writing.

Based on the phenomena depicted above it can be concluded that in majority, the third year students of State Junior High School 2 Kampar are still problematic in term of writing. Therefore, the writer is interested in investigating the problems above into a research entitled **The Effect of Using Collaborative Writing Approach toward Students' Writing Ability on Narrative Paragraphs at State Junior High School 2 Kampar.**

B. Problem

1. Identification of the Problem

Based on the problems stated above, the problems in this research are identified as follows:

- a. Why are some of students not able to write sentences in English correctly?
- b. Why are some of students not able to use the correct tenses in their sentences?
- c. Why are some of students not able to express their ideas into a written language?
- d. Why are some of students not able to use vocabularies in writing English?

- e. Do some of students not know the parts of speech of English?
- f. What are the factors that make interest situation in teaching and learning English?

2. Limitation of the problem

Based on the identification of the problems stated above, thus the writer limited and focused the problem of this research on using the correct tenses, expressing idea into written language and

3. Formulation of the problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

- a. Is there a significant difference of the students' writing ability on narrative paragraphs before being taught by using collaborative writing approach and conventional teaching at the third year students of State Junior High School 2 Kampar?
- b. Is there a significant difference of the students' writing ability on narrative paragraphs after being taught by using collaborative writing approach and conventional teaching at the third year students of State Junior High School 2 Kampar?
- c. Is there a significant effect of the students' writing ability on narrative paragraphs by using collaborative writing approach at the third year students of State Junior High School 2 Kampar?

C. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research based on the following reasons:

1. The title of this research is relevant with the writer status as a student of English Education Department
2. The title of this research is not yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting the research.

D. Objective and Significance of the Research

1. Objectives of the Research

- a. To acquire the students' writing ability of their category level on narrative paragraphs before giving the treatment for both experimental and control group at the Third Year Students of State Junior High School 2 Kampar.
- b. To acquire the student writing ability of their category level on narrative paragraphs after giving the treatment for both experimental and non-treatment for control group at the Third Year Students of State Junior High School 2 Kampar.

- c. To find out the significant effect of collaborative writing approach toward the writing ability on narrative paragraphs at the Third Year Students of State Junior High School 2 Kampar.

2. Significant of the Research

Related to objectives of the research above, the significant of the research are as follows:

- a. To give contributions to the teacher in teaching learning process.
- b. To give information to the teachers, and the institutions about the effect of using collaborative writing approach toward the writing ability on narrative paragraphs at the Third Year Students of State Junior High School 2 Kampar.
- c. To give some contributions to the students in order to improve the students' writing ability.
- d. To fulfill one of the requirements to finish writer's study at English Education Department of Faculty of Teacher Training and Education of State Islamic University Sultan Syarif Kasim Riau.

E. Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect

According to Richard effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables⁵. The writer concludes that effect can be said as influence that is appeared by something towards something else. In this research, effect is referring to the implication of two different variables in her quasi experimental research between two variables (X and Y). X is referring to the use of Collaborative writing approach and Y is referring to students' ability in writing narrative paragraphs.

2. Collaborative writing

According to Craig, collaborative is working together⁶. In this research, collaborative writing approach is an effort of processing and producing written in pairs.

3. Student

According to Hornby student is a person who is studying at college, polytechnics or university⁷. In this research, student is the third year students of State Junior High School 2 Kampar in Academic

⁵Jack C. Richard, and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied linguistics Third Edition*, (New York : Pearson Education, 2002), p. 175

⁶Jim A. Craig. et. al., *The American Heritage Dictionary: of The English Language*, 3rd edition, (Auto-Graphic Inc., 1991), p. 1540.

⁷ Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, (New York: Oxford University Press, 2001), p. 858

Year 2013/2014, who are taken to be the respondents of the research.

They are grouped into Experimental and Control groups.

4. Ability

According to Hornby ability is the power or capacity to do something physical or mental.⁸ In this research, it means that the respondents should have good understanding of narrative paragraph.

5. Narrative Paragraph

According to Crystal, narrative is a recapitulation of past experience to tell the events (real or fictions).⁹ In this research, it means that narrative paragraph is a paragraph which telling the past event.

⁸ *Ibid*, p.11

⁹ David Crystal, *A Dictionary of Linguistic and Phonetics, 6th Edition*, (Malden: Blackwell Publishing, 2008),p. 320