

Chapter I

Introduction

Basic Consideration

Writing is very important for students if they learn English, because it is one of productive skills of language learning. By having a good writing skill, the students will be able to produce their idea or information into a good paragraph. In addition, they will be able to apply writing theory into their work. For example the students will be able to choose appropriate diction, use transitional signal in the paragraph, and enhance the ideas of each sentence by using dependent and independent clause. These points are very important when the students write something.

According to Lannon (1989), writing is a process of transforming the ideas into a message with a definite meaning. Sharif (2004) also stated that transferring our ideas and feeling into some words can be an indirect way to communicate each other. It can be concluded that writing is one of the language skills that can be used to express our ideas, feelings, and messages to other people. Writing skill is also included in School-based curriculum (Kurikulum Tingkat Satuan Pendidikan) in junior high school. One of the basic competence is the students will be able to understand and to write a short essay about recount text in the context of everyday life. Recount text is much known among the students, because this text is usually used by them to tell their past activities or event in

their daily life. At the end of the semester, the students are expected to be able to write a good paragraph related to recount text.

Recount text is divided into four types: personal recount, accurate recount, literary recount, and biographies recount (PrimeGram, 2003). In relation to this research, personal recount has been used in the test where the students were asked to write their own past experiences or events. The reason for choosing personal recount was because it was the easiest one to write compared to the other types of recount text. In addition, according to school-based curriculum (KTSP), the student is required to write a recount text in the context of everyday life.

Based on a pre-observation during teaching practice, the English teachers in the school were usually teaching in traditional way, like lecturing. However, traditional teaching also has some demerits. People who against traditional teaching seeing it as a one way street. Teachers will dictate every information and knowledge to the students who have no opportunity to provide their own personal input or protest the information being delivered. The students will be passive and the classroom will lack of collaboration and group learning activity (Paris, 2014). Related to demerit of traditional teaching, Husain (2015) in her research, which was conducted at MTS Muhammadiyah Al-falah, found that the second grade students in junior high school had problems in writing, because they could not write correctly because the lack of their knowledge of how to arrange their ideas into a good text. This was the result of using traditional teaching in the classroom. Using traditional teaching, students did not often get opportunity to practice writing.

When a teacher is using the same way to teach, especially writing, students will find it boring and do not have enthusiasm to write even just a single paragraph. This condition will affect the development of students' writing skill. To solve these problems, teacher should use different kinds of approaches to teach writing skill, such as *collaborative learning approach*. Collaborative Learning (CL) is considered as an educational approach which is involving the students to work together in order to solve a problem, complete a task and create a product (Bower, M. & Debbie Richards, 2006). Using this approach, the students will be required to work together in a small group to solve the problems they find in their writing. This way, the problems will be easier to solve and the students will be able to write a good paragraph.

Collaborative learning is chosen because it has some advantages to the students. Collaborative learning can make the students to be more active during the learning teaching activity, make the students to be more critical, and increase the students' self-esteem. It means they will be more interested in writing activity and there will be no more thoughts about writing is boring and difficult.

Collaborative learning approach has many strategies that can be used in teaching, such as clusters, buzz group, round robin, fish bowl, write pair share, and assigned discussion leader. However, this research focused on using *round robin* and *assigned discussion leader* to teach writing, because these two strategies were not commonly used. Round robin is a strategy when the class is divided into small groups of 4-6 students per group with one of the students as the recorder ("Cooperative Learning Strategies," n.d.). While assigned discussion

leader is a strategy when the class is divided into groups and each group has a leader (Durke, 2014). These activities will engage all of the students in each group to actively participate in learning process. In addition, all of the group members will be able to understand the answer of the given question or problem and not just depending on the group leader or one of the members in the group.

Based on the explanation, conducting a research about teaching writing is very important, considering that writing is a very challenging skill for the students, and many teachers are struggling to find an effective approach and strategy to teach this skill. Therefore, it will be very useful if the result of this research can help students to increase their writing skill and to be more interested in writing.

Problem Statement

Based on the background the problem statement can be formulated as “*Can collaborative learning (CL) approach increase students’ writing skill?*”

Aim of Research

The aim of this research is to seek whether collaborative learning approach can increase students’ writing skill or not.

Significances of Research

The significances of this research are referred to students, teachers, and other researchers. For the students, the use of CL in writing class can help them to improve their writing skill. In addition, the students can get involved actively

during the learning process. For the teachers, the use of CL in teaching writing will help them to gain students' interest toward writing skill. As a result, students will change their mind that writing is boring and will be motivated to write something. For the other researchers, this study is expected can be a reference or source for them who want to do a research about teaching writing.

Delimitation of Research

This research only focused on using the CL approach in teaching writing. The strategies that were used are *round robin* and *assigned discussion leader*. This research also used recount text, general structure of recount text, and language features of recount text as the main topic in writing. Therefore, this research did not discuss anything that out of the topic.