

Chapter 1

Introduction

The introduction contained of background of why this research conducted, research question and research objective, and then research significance about the benefit of conducted this research and also the scope of study.

Background

In the learning process, the primary goal of the teachers is the students' success. So that in the process of achieving the success of a lesson, they need to pay attention to the aspects that affect the learning process, and it is a very important thing to be considered by the teacher. In this case the aspects that need to be considered are the learning objectives, students' characteristics, and learning designs that are able to support each other. The importance of creating a learning environment that is able to support the learning process to make it more effective is the demands of teachers. It is also an important part in the process of learning English. For example to master language skill, the students should have sufficient learning access. Likewise teachers are required to develop effective strategy to help their students' learning need.

Ideally, that theory is a crucial issue among educationalist, teachers and students. However, it is obvious to discover that in reality both teachers and students are struggling to perform well. To illustrate, based on experience of researcher it is typical to every school. For example, when the researcher interviewed to students of year 11 at Madrasah Aliyah Negeri located in Tilamuta, it was found that most of them admitted that they have problems in writing skill, and the problem contains of organization, grammar and vocabulary.

Based on the researcher's experience, common problems may occur because of teachers' ignorance. Basically, teacher just focused on theory rather than in practice. Additionally, the class filled with averagely seated by 25-30 students, while the teacher just relied on time, they did not have enough time to give feedback to each students.

This traditional way of teaching may hinder the students to master writing skill. Lack of practice of writing makes the students have problems in writing. In addition the students are difficult to convey their problems in writing, so that when the students find errors in their writing, they are always wrong because of a lack of ability to communicate their difficulties. This is because teachers still use the old method, and the method is teacher orientation which is more concern to the teachers rather than to the students, so that students tend to be passive. The result of research found that the communicative method is the method that dominantly (70%) used by teachers, while the teachers' level of dominance in the learning process is also high (67%), so that the students are relatively passive in the learning process (Depdiknas, 2007).

Therefore to overcome these problems, it needs a strategy that will make more students' writing skills are honed. Collaborative writing strategy is believed to provide the opportunity for students to acquire learning experience not only from the teachers but also from 25 students in the class. This is because the use of collaborative learning writing strategy is a group learning that gives students the chance to obtain as much information as possible not only from teachers.

According to Bosley (1989) as cited in Elola (2010) stated that in the implementation of collaborative writing there are two or more people work

mutually in terms of create a product with groups responsible to the end product. The implementation of this strategy the student will work in group that consist of at least three students, they have to interact each other in giving a correction for reviewing their friend's writing. So that students in collaborative writing strategy is not only responsible to study of what they have learned but also responsible to help friends in their group to understand what is learned. In addition collaborative writing strategy can also help the teachers in managing time, because the teacher does not have to control 25 students but only five to six study groups.

Furthermore in the implementation of a strategy, it needs to consider the rules of an educational curriculum and the implementation of this strategy in accordance with the curriculum 2013 in Indonesia where the centered of learning are the students, it means the teachers just the facilitator in the process of observe, ask, gather information, associate, and also communicate.

The successful implementation of this strategy can be seen in research done by Joan Fredrickson (2015) which conducted a research about "online learning and student engagement: assessing the impact of a collaborative writing requirement". It has similarities in the use of collaborative writing, but the sample that used was different because the sample in Fredrickson research was students in higher education, while the sample in this research was students in senior high school level. Then the difference can be seen in the use of media, in Fredrickson research he applied collaborative writing in learning online, while this research used collaborative writing in the process of learning in classroom. Additionally, the difference also can be found in the purpose of the research, in Fredrickson research (2015) he wanted to determine whether a collaborative writing project in

an online course would promote student engagement and other positive outcomes, while this research just want to prove the influence of collaborative writing in students' writing recount text. However, both research conducted by Fredrickson (2015) with this research have similar result that showed the positive impact in students after applying collaborative writing. Fredrickson research obtained the data that indicate the collaborative requirement had a positive impact on engagement, while this research obtained that collaborative writing can make the students' writing increase. The result of this research showed collaborative writing was not only had positive impact on students' writing but also on students' ability to socialize in giving feedback.

Therefore this study conducted is about "The Influence of Collaborative Writing Strategy in Students' Writing Recount Text".

Problem Statement

Can collaborative writing strategy influence students' ability in writing recount text?

Aim of Research

The goal of this study is to discover the influence of collaborative writing strategy on student writing recount text, whether this collaborative writing strategy is success to make the student's writing will be higher or not.

Research Significance

The findings of this study are expected to provide some benefits such as for the teachers who teach writing, it is expected to help them to be easier to manage the class by using this strategy. This strategy expected can give the teachers a solution to control the class easier, to give input to the students, and to

examine the student's writing at the time of learning. Then, for the students, it is expected can motivate them to learn, give confidence to the student to be more active in sharing the ideas, and also they can manage their writing, while for another researcher it is expected can be a reference to discover another strategy on similar research.

The Scope of the Research

This research discussed about the use of collaborative writing strategy, especially it focused to see the influence of this strategy to student ability in writing recount text.