

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of The Study

English is an international language, it is use all over the world. Now a days, English becomes an important language. Harmer (2007:1) states that English is language used widely for communication between people who do not share the same first or second Language. It means that English is considered as a universal language which is spoken by many people all over the world either the first or second language. In Indonesia, English is a foreign language and it is obligatory subject in curriculum. This subject is taught start from elementary until university and also tested in national exam.

In junior high school, English is taught to develop four language skills. They are speaking, writing, reading, listening. In foreign language learning, writing is skill that has to acquired by learners. It argues that writing is major determining factor of academic success (Bustami & Eom, 2017: 44). It means that learners can get and learn many things in writing. In other word, the more they often write, the best writing they get. It proves that there is correlation between writing and academic success.

Writing is considered as the most complicated competence in studying language. Many students think that writing is difficult. Mistake in writing can cause misunderstanding from the reader. In writing, students should be able to manage the structure, diction, and

punctuation at once. Students need a lot of practice to write a good text. In this case writing is needed a lot of practice with free writing as stated by Elbow (2008:30) free writing is an artificial exercise.

Writing skill is one of the important aspect in English. In the learning process, the students have to produce text. An English teacher should provide facility for the students to develop their writing skill. Based on Ginty, et all (2016:33) writing is ultimately about the meaning, this approach places a premium on understanding. The teacher can guide the students to find the way to get the meaning. The students will understand about what they write. In addition, the teacher gives feedback to students. Now days, the teacher usually ask the students to write with out giving them way how to write with pleasure trough interesting strategy. As a result, the students only write in normal ways.

According to Sufatmi & Yacoob (2016: 74) In Indonesia, descriptive text is one of the types of writing that should be taught and mastered not only by the English teachers, but also by the junior high school students, particularly those in Grades Seven, Eight and Nine grade. Based on the theory, it can be assumed that descriptive text is on of the common, interesting and easy material in writing. The students have learned from the basic class. The teacher also have mastered about descriptive text.

There are some difficulties in writing for second grade junior high school, especially in descriptive text. Commonly they can not

find the generic structure of the text, such as identification and description and also other element of the text. Such as vocabulary, grammar, and punctuation. Moreover students are low in vocabularies. It makes students can not translate and interpret what they want to write. It is caused because the students are taught through conventional strategy with out appropriate teaching methodology and media in teaching and learning process in writing. Based on the topic that the teacher gave. This fact motivates the researcher to focus on helping the students how to write especially in descriptive text.

Writing descriptive text is to describe something or some one specifically (Siswanto & Rohmadi, 2011: 14). Writing descriptive text is still being problem for the students in junior high school. The students should describe a person or a thing. Then, the student should explain about the characteristics. Some students are confused how to arrange the words. The teacher needs method to teach based on the material in writing. This condition motivates the researcher to apply collaborative writing method to improve student's ability in writing descriptive text.

Talking about collaborative writing method, in collaborative writing method, students pair of triad write formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas, gathering or organizing information, and drafting, revising , and editing the writing. Working together can help students to learn and perform the stage of writing more effectively.

Dawn and Vithanage (2016: 80) state that collaborative writing can be focused by using technology. In additionally, the students can write everywhere and write better and take more pride in their writing when they are writing for an audience. Finally, collaborative writing, this technique can help the students to prepare students for tasks they will have in their teaching learning process.

As stated in the previous paragraph, collaborative writing makes easier to write. Bikowski & Ramyadarsanie (2016:79) say that collaborative writing helps students improve their individual writing class. It also explores learner and instructor attitudes towards collaborative writing. This study respon can examine the learners and the teacher attitude towards collaborative writing. Collaborative writing is using technology. The teacher and the students can learn by the picture as the engage in a class. Picture is the most enjoyable visual. Because the students learn in an enjoyable situation.

According to some researchers related this study. First researcher is Wahyuni (2017), she discussed about the improving student's ability in writing using collaborative writing. She used steps that conducted, namely sharing information, writing the draft, correcting, revising, evaluating. Second researcher is Izza (2014), She discussed about using give one, take one technique for teaching writing. Third researcher is Tacazely (2015) she discussed about diagram labeling to enhance student's writing skill in report text.

Fourth researcher, Suryani (2016), conduct about exploring teacher strategies in teaching writing descriptive text. This model consist of three process which are free writing, whilst writing, post writing. Fifth researcher is Luna (2013), she discussed about collaborative writing to enhance academic writing development through project word.

From the previous explanation about the research above, the researcher will use interesting method to conduct the research. When the teacher teaches students by using collaborative writing method is more interesting. In learning process, when the students learn with collaborative method, the students can share with their friends. It is most interesting learning method while the students playing in learning process. Playing is need a friends. Collaborative writing is write that need a partner. The students should have partners to work. Collaborative writing has similar with playing. So the students can enjoy with the writing learning process.

Based on the introduction above, the writer would like to make in writing research proposal entitle “The Effectiveness Of Collaborative Writing In Teaching Descriptive Text Writing”.

## **1.2. Problem Statment**

The problem which the researcher wants to investigate in this study is “How effective is the use of Collaborative Writing in teaching descriptive text writing at eighth grade of Mts. Mathalibul Huda Mlonggo in the academic year of 2018/2019.

### 1.3. The Objectives of The Study

Based on the statment above, the objective of the study is to examine the effectiveness of collaborative writing in teaching descriptive text writing at the eighth grade students of MTs. Mathalibul Huda Mlonggo in the academic year 2018/2019.

### 1.4. Reason for Choosing the Title

The researcher chooses the study entitled “The effectiveness of Collaborative Writing in Teaching Descriptive Text Writing ( A True Experimental Research at Eighth Grade Students of MTs. Mathalibul Huda Mlonggo in the academic year 2018/2019)” based on the following respons :

- 1) Writing skill is a difficult.
- 2) The teacher needs the interesting method to make the students enjoy in learning process.
- 3) The students less interested in learning writing.
- 4) Through collaborative writing technique, the students can practice and feel enjoy the class.

### 1.5. Hypotheses of the Research

1. Alternative Hypothesis (Ha) state that there is signifikan difference of the student’s achievement in writing descriptive text between students who are taught through collaborative writing technique and students who are not taught through collaborative writing.

2. Null hypothesis (  $H_0$ ) state that there is no significant difference of student's achievement in writing descriptive text between students who are taught through collaborative writing technique and students who are not taught through collaborative writing.

### **2.1. The Significant of The Study**

Theoretically, the researcher hopes that the result can give information about the effectiveness of collaborative writing technique in writing descriptive text. The researcher also hopes that the research will be beneficial for teacher and students. So the problem of the learning process, especially in writing can be easier. Teacher can use this technique in the classroom to make teaching-learning process more interesting.

Practically, the researcher hopes that the result will be useful for English teacher, students, and other researcher. First, is for the students, the researcher hopes by using collaborative method, students will be more creative and they will be able to express their ideas, thought and feelings. Second, the result will be an indicator of students' capability in writing Descriptive text. Third, for other researcher, this study will be useful as reference for the one who has an interest in the same topic.