CHAPTER I

INTRODUCTION

This chapter consists of six subchapters which are background of the study, research question, definition of the key terms, objective of the study, significances of the study and organization of the thesis.

A. Background of the Study

Language is a medium of interaction that is carried out by everyone in a particular area. Languages have different distinctive variations exist in certain regions. The language used in conversations with other people from foreign language or English.

Language skill can be divided into four skills. They are listening, speaking, reading and writing. Listening and reading can be categorized as receptive skill. Meanwhile, speaking and writing can be categorized as productive skill. Knapp and Watkins (2005: 15) states that although speaking and writing are both form of communication that use language as medium, they are actually slightly different. In this research, the writer focuses on writing skill.

English is foreign language in Indonesia constituted as formal international language. For the reason, it is important for people to master English orally and writing English is obligated in Indonesian education in order to make students are able to compete in international world. In Indonesia

English has been taught since elementary school up to senior high school. English is known as a difficult lesson. The students think English is very hard to learn and to understand. Moreover, some students think that English is not important lessons, because they do not use English in daily communication.

Since writing needs procedure and organization, writing deals with mixture of idea, vocabulary, and grammar. Harmer (2004) states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into a written text.

Writing is one of the four language skills that has a very important role in learning and it takes an important part in communication. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. According to Dumais in Fitri (2013: 74), writing in English meant to fill the gap that exist between the ability to express ideas, feeling, opinions and taught and the ability to express the same things in written form in English. It means that writing is result of thinking. Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Then, the elements are difficult for the learner to conduct the writing.

It is clear that writing skill is significant for students, but writing commonly is measured the most difficult skill to be learned and mastered. It is because it involves some language components (spelling, language use, vocabulary, and punctuation). Writing has several sub skills. Some of those are related to accuracy i.e. using correct forms of language. Writing correctly means that it involves the correct use of verbs and pronouns, as well as commas and other marks of punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax, and vocabulary. In writing, it is not just about accuracy. It is also about communicating messages successfully to other people. Hence, having enough ideas, organize them well and express them in appropriate style is a must (Spratt, 2005: 26). Therefore, writing is also considered as the skill that needs much attention because it is not an easy skill to be mastered. As Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language learners to master. The learners should not only master the skill in generating ideas and organizing the ideas, but also express those ideas into a readable text. Therefore, the messages can be communicated successfully.

While according to Hyland (2009: 48), writing is personal empowerment, but it is also defined in terms of its opposite: the personal stigma attached to illiteracy. You either have it or you do not. 'Literacy' is therefore a loaded term, a deficit label which carries with it the social power to define, categorize and ultimately exclude people from many aspects of life. Graham and Perin (2007:

11) state that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

Recount is a text that retells events or experiences in the past (Astrid, 2010). Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved.

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

According to Mark & Khaty (2003: 48), a recount is speaking or writing about past events, a piece of text that retells past events, usually in the order which they happened. The purpose of recount is to give the audience a description of what occurred and when it occurred. Meanwhile, Wardiman, et al. (2008: 61) state that a recount text is a text that telling the reader about one

story, action or activity. Its goal is to entertaining or informing the reader. Based on the notions suggested linguists above we can concluded that recount text is a text that retell past events or past experience to give informing for the readers.

Wahidi (2009: 4) offer there are three generic structures of recount text as follows: orientation, introducing the participants, place and time; events, describing series of event that happened in the past; Reorientation, stating personal comment of the writer to the story. The language features usually found in recount text are as follows: proper nouns to identify those involved in the text, descriptive words to give details about who, what, when, where and how, the use of past tense to retell the events, words that show the order of events (for example, first, next, then) (Mark Anderson & Khaty Anderson, 2003: 50).

From those reasons above, there must be an appropriate method to develop the writing skills of the students in recount text. We know there are many kinds of strategy in teaching English such as Number Head Together, Index Card, Diary, Brainstorming, Think Pair Share, True and False Strategy, Collaborative Writing, Crossword, Jigsaw, and etc. however, in this opportunity the researchers offer collaborative writing in improving students' writing skills that may become one of the alternative ways. Some studies show that collaborative writing enhances and stimulates students' motivation in improving the writing skills.

There are several researchers using collaborative in their finding or research and it can improve the students ability in writing recount text. According to Khainur (2013: 146), collaborative is one of the best techniques to help the students in developing their writing skills especially in big classes. Saunders (2002) says that collaborative is distinct from other collaborative activities, such as collaborative publishing, because peers are expected to interact and contribute throughout each of the following task.

Collaborative writing, especially on a recount text, also suggests imaginative tasks to the students which may increase their enthusiasm toward developing their writing skills. It means that this process can afford students the enjoyment of writing a creative task as a form of writing that relates to their personal experiences. The personal experiences are interpreted in a form of texts in which the students can explore and discover the language that sounds familiar to them. It eases them in starting to write the texts because the language and the topic used are based on their surroundings that are very common and easy to find. The experiences are stated through three phases to make a meaningful process.

Dale (1997: 11) also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document. It seems that collaborative writing can ease students' writing process by providing suitable environment while they are working together with their partners. From definitions above it can be concluded that collaborative writing is a social process that encourages

students because it involves students' social interaction when they work together in a group.

SMA Islam Miftahula Manan Bumiayu is an Islamic Boarding School based located in Bumiayu, Jl. Kalilangkap, Province of Central Java. The writer conducts the survey there and finds out that at tenth grade of the students' writing competence is still low and the average value is below the KKM. Collaborative is a model that is suitable for the learning of teenage students, especially in tenth grade junior high school, because tenth grade is the lowest grade between eleven and tweleve. Besides, the writer chooses the recount text because the students can retell old stories, the students will get new vocabulary, sentences and paragraphs.

The writer intends to take up that problem, through a research entitled: "Improving the Students' Writing Skill in Recount Text through Collaborative Writing (A Classroom Action Research at the Students Tenth Grade of SMA Islam Miftahul Manan Kalilangkap Bumiayu in the Academic Year 2021/2022).

B. Research Question

Based on the explanation in the background of the study above, the research question of the study is how to improve the students' writing skill in recount text through collaborative writing?

C. Definition of the Key Terms

In order to avoid misunderstanding of this investigation to the readers, the writer gives the definition of the key terms which is related to the title of this study. The key terms are explained as follows:

1. Improve

Improving is the process of becoming or making to the better (Oxford University Press, 2008: 222). In other dictionary, we can find the word of improve which means to make better in quality or make more productive to become better (Webster, 1994: 487).

Hornby (199: 427) states that to improve is to make better. In this case improving means making making someone or communities (students) better in participating actively in teaching learning process.

2. Writing

Based on Kane (2000: 7), writing is valuable activity. It is of immediate practical benefit in almost any job or career. Certainly there are many jobs in which you can get along without being able to write clearly.

Graham and Perin (2007: 11) state that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

According to Gaith (2002: 1), writing is a complex process that allows writer to explore thoughts, ideas, and make them visible and concret. According to Pulverness, Spratt, and Williams (2005: 26), writing is one of the four language skills: listening, speaking, reading, and writing.

Writing is also one of productive skills which involves communicating a message in the form of letters and symbols.

3. Recount Text

According to Knapp & Watskin (2005), recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in the chronological order.

According to Wahidi (2009: 4) offer there are three generic structures of recount text as follows: orientation, introducing the participants, place and time; events, describing series of event that happened in the past; Reorientation, stating personal comment of the writer to the story. According to Astrid (2010) state that recount is a text that retells events or experiences in the past.

4. Collaborative Writing

Based on Khainur (2013: 146), collaborative is one of the best techniques to help students in developing their writing skills especially in big classes. Saunders (2002) says that collaborative is distinct from other collaborative activities, such as collaborative publishing, because peers are expected to interact and contribute throughout each of the following task.

According to Graham and Perin (2007: 4) collaborative writing is a technique where students work together to plan, draft, reflect, and revise their compositions. It needs students' involvement when they are working as a team. It also allows students to learn from each other. It values the social nature of the writing process. It is in line with Harmer (2004: 12)

who says that collaborative writing is a way of planning, drafting, reflection, and revision by having students involved together in a process of writing.

D. Objective of the Study

Based on the research question, this research aims:

To improve the students' writing skill in recount text through collaborative writing.

E. Significanes of the Study

Based on the objective of the study there are three significances of the study:

1. Theoretically

   This study can be used as a reference for the next researchers who conduct this kind research.

2. Practically

   The students can write recount text properly and the teaches can improve their competence in teaching recount text.

3. Pedagogically

   This study can help English teachers know the students' ability in writing recount text using a collaborative writing and readers can provide inspiration in action research to improve writing skills.

F. Organization of the Thesis

To make easy understanding the content of this study, the thesis entitled, "Improving the Students' Writing Skill in Recount Text through Collaboative

Writing (A Classroom Action Research at Tenth Grade of SMA Islam Miftahul Manan Kalilangkap Bumiayu in the Academic Year 2021/2022)" is organized into five chapters. Chapter I, introduction, includes background of the study, research question, definition of key terms, objective of the study, significances of the study, and organization of the thesis. Chapter II, review of related literature, consists of theoretical study, previous studies, and theoretical framework. Chapter III, method of investigation, consists of research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V, is the conclusion and suggestions.