**CHAPTER I**

**INTRODUCTION**

This chapter dealt with background, problem statement, objective, significance and scope of the research.

1. **Background**

Writing is one of the four language skills that has important role in term of teaching English as a foreign language in Indonesia. Habirun (2008) stated that there were some reasons for teaching writing to the students of English as foreign language. First, through writing, students could communicate each other without face to face. Second, writing could also help students who have a problem in speaking. The last, writing was an activity of reinforcement, an enhacement of students’ language development and their learning style.

Inspired of the advatanges of writing above, there are some problems that usually occur in writing. One of them is writing seemed the most difficult skill for students simply because writing needs the clarity of ideas expression. Jacobs et al. (1981) stated that to get clear and effective, ideas should fulfill all language aspects, such as content, vocabulary, and organization. Moreover, Heaton, (1988) stated that either teacher or students considered writing to be most difficult subject of language skill to learn. In this case, both the teacher and students felt that writing is difficult skill to be applied in language teaching and learning.

In line with problems stated by Heaton (1988), Gebhard (2000) explained that there were three problems faced by English teacher in writing instruction. The three problems are as followed : (1) the problem dealt with the teaching of the less-proficient students which tend to use ineffective writing strategies and the teacher showed the students how to write. (2) Students think that they could not write in English. Some students have negative attitude on writing or lack of cofidence as the writer. (3) the last is the teacher’s response. Students generally did not paid attention to the teacher’s comments and corrections to their written work. Thereby, the teacher should find an effective way in building students’ self-confidence by which could change their negative attitude toward writing activities.

Grabe and Robert (1996) pointed out that writing activity is assumed the most difficult skills for foreign language learners to master since it involved different kinds of mental process. It included the sub-skill like drafting, editing, revising, organisation and the requirement for having a good mastery in other language components namely grammar and vocabulary as stated by Hogue (1996). In addition, Nunan (1999) considered as an enormous challenge to produce “a coherent, fluent, extended piece of writing”. In one’s second language. This is magnified by the fact that the rhetorical convetions of English texts, the structure, style, and organization often differ from the convetions in other language.

Based on the researcher’s observation and interview with the writing lecturer, the students seem difficult to construct the writing draft. Firstly, in content, in writing students do not concern yet with the idea or message. They are only writing what they think and does not have attention in developing supporting ideas so it is not relevant with the main idea. Then, in vocabulary, students have less and use incorrect vocabulary and sometimes students use Indonesia language in composing their writing. Then, in language use, students do not use proper tense. After that, in mechanics, students use error spelling and punctuation as well as incorrect capital. The last, in organisation, students are difficulties to develope their ideas. In short, these shows that students have poor ability in content, organization, vocabulary, language use and mechanics.

Students’ problems in writing ability can be seen from some indicators of writing. In this case, firstly, students feel difficult to write what they want to write and what words must be used. For example, “*went to mall for expenditures* “ it should be “*Went to mall for shopping*”. Those are caused by lack of vocabulary. Secondly, In fact the students really do not know what words that must be used in their writing. Thirdly, in constructing sentences, they are not still right and have many mistakes in proper tenses and grammar. For examples, “*I’m happy expedintures to gether family*“ It should be “*I am happy to go shopping with family*. The last, the mechanics that they used in writing were incorrect based on principle of writing. For example, “Three days a go...” It should be “Three days ago... “ and others example, “....*south east Sulawesi*...” it should be *South East Sulawesi*...”.

All problems mentioned above might appear as a result of incompatible technique used by the writing lecturer in the classroom. The lecturer just use monotonous convetional technique which is start by giving exposure to writing types, providing one example which have existed in the book and the last collecting the work without revising and proofreading. In other words, the students get no correction for their writing. Thus, students tend to make the incorrectness repeatly. Therefore, it makes the students bore and lack of motivation. He has tried to motivate the students and assisted them in learning writing but the result is not optimal yet. Sometimes, the lecturer asks students to work in group in order to share and exchange information without clear objetives. This technique has been proven to be not effective to improve students writing ability. With this in mind, it is really suggested to find suitable technique to cope with this problems and enhance students’ writing ability.

Group work with creative writing is a technique that is available to cover the students’ problems in writing narrative because teaching writing skill by using creative writing can increase the level of interest in learning writing. As Maley (1997) stated that creativity in the form of writing can drown from a variety of different literary and non-literary sources that can be used to ilicit creative thinking and foster the ability to make creative connections. Creativity has also been linked to the level of attainment in second language learning. Creative intelligence seems to be a factor that can facilitate language learning since it can help learners cope with unpredictable experiences. Similarly, Fisher, (2004) mentioned that when students are assessed in ways that recognized and value their creative abilities, their academic performance improve. Creativity activity in writing can rekindle the interest of students and teachers in teaching language learning.

In line with the above explanation, the researcher regards that Creative writing is a technique that can make the students have more creativity in writing. In writing activity, the researcher initially separated the students within a few groups to apply the creative writing technique in it. Then, the students on each group created creative thinking based on topic given by the researcher. On this activity, the researcher made the students more creative to get an idea and thinking about what they wrote. The students challenged to find their idea by their imagination.

Based on the above description, the researcher was motivated to conduct a research on the students’ ability in writing narrative based on creative writing in group work.

1. **Problem Statement**
2. Did the use of group work with creative writing significantly improve students’ writing skills at English Educational Study Program of Unidayan?
3. Were the students’ interested on group work with creative writing as the teaching technique in writing subject ?
4. **Objective of the Research**

Relating to the problem statement above, the objectives of the research were as follows:

1. To find out whether or not the use of group work with creative writing technique significantly improved students’ writing skills.
2. To find out whether or not the use of group work with creative writing technique was interesting to the students in learning the writing subject
3. **Significance of the Research**

The result of this research was expected to give the contribution from theoretically and practically:

1. Theoretically, this research contributed to the development of theory related to the subject of the study.
2. Practically, the result of the research gave the worthwhile information to teaching development and it can be used as a new technique by English teachers to enrich students’ writing skill in teaching writing.
3. **Scope of the Research**

To avoid the broadening of the research, it is very important to make limited some issues in line with the research as in the following:

1. By discipline, this research dealt with the English writing skill and under applied linguistics.
2. By content, this research covers the use of group work with creative writing technique to improve students’ writing skills and the use of questionnaires to get clear description of students’ interest in learning writing. The scope of the research restricted to the teaching of writing skill to the third semester students of English Educational Study Program Unidayan in 2014/2015 academic years. The quality of students’ writing skill was focused on narrative writing in terms of the components of writing such as on content, organization, language use, vocabulary and mechanics.
3. By activity, the researcher taught the students about how to write a narrative writing in this case to write a narrative paragraph by using group work with creative writing technique and also the activity aimed at motivating the students in learning writing subject.
4. **Operational Definition of Terms**
5. Group work is an activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group ; Group work is a form of a cooperative learning it aim to cater for individual differences, develop students’ knowledge, generic skills (eg. Communication skills, collaborative skill, critical thinking skills) and attitude.
6. Creative writing is a type of writing where the writer’s imagination is solely at work. It is a term which implies imaginative tasks such as writing poetry, stories and plays. It also an art which can be taught.
7. Narrative writing is a type of writing that tell a story or relay a sequence of events. It has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction.