

**USING THE COLLABORATIVE WRITING TECHNIQUE IN TEACHING  
WRITING BROCHURES TO JUNIOR HIGH SCHOOL STUDENTS**

**PAPER**

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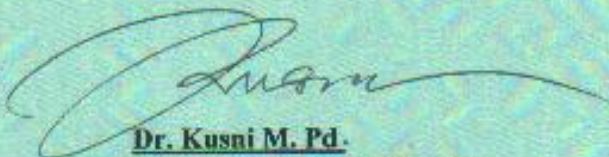
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## ABSTRAK

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Kemampuan menulis merupakan salah satu bagian yang penting yang harus dimiliki dan dikuasai oleh siswa SMP dalam mempelajari bahasa Inggris. Dengan menulis siswa bisa mengeluarkan pendapat, ide-ide dan mengekspresikan perasaan melalui tulisan. Siswa diharapkan bisa menulis beberapa materi dalam bahasa Inggris, salah satu dari materi itu adalah *brochure*.

Oleh karena itu, guru harus memberikan kegiatan-kegiatan yang tidak membosankan. Makalah ini hanya membahas salah satunya, yaitu menggunakan *collaborative writing* sebagai teknik untuk menulis brosur. *Collaborative writing* adalah suatu metode pembelajaran yang melibatkan siswa dalam aktivitas kelompok kecil (minimal dua orang) untuk menghasilkan sebuah tulisan untuk mencapai tujuan tertentu. Dalam metode ini guru mengajak siswa untuk membuat sebuah brosur tempat yang mereka kunjungi seperti museum, kebun binatang, hotel, objek wisata, dll. Dalam metode ini siswa mengerjakan secara berpasangan, masing-masing pasangan saling memberikan masukan tentang topiknya, misalnya menulis brosur tentang daerah yang dikunjunginya. Setelah itu siswa bisa menghasilkan brosur pariwisata, produk, dll. Brosur pariwisata berisikan letak dari objek wisata, tempat penginapan, biaya transportasi dan foto-foto objek wisata tersebut, dan suatu produk berisikan tentang jenis-jenis produk dan bentuk-bentuk produk tersebut.

Melalui metode ini diharapkan lebih efektif untuk meningkatkan kemampuan siswa dalam menulis *brochure* yang diajarkan di SMP. Siswa merancang ide-ide mereka dengan mudah, karena mereka langsung mendapatkan ide dari apa yang telah mereka ketahui berdasarkan tempat yang telah kunjunginya.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Writing is one of four skills that must be mastered by the students in learning English as a compulsory subject in all levels of education, beginning from elementary school up to university level. By mastering this skill, the students will be able to express their ideas, opinions, feelings, and thoughts in order to communicate with others through the media paper.

Based on the Curriculum of National Education 2006 for the Junior High School, the students are required to be able to produce some short simple functional texts, such as brochures, advertisements, and poster. The brochure is one of the functional texts that can be used to inform place, event, and product. The advertisement is one of the functional text that provide information, services, ideas by identified sponsors through the various medis. And the poster is one of the functional text that a sign posted in public place as an advertisement. Each of those text have different components such as vocabulary, ideas, purpose, and structure of the text. All of those components should be mastered by the students.

By knowing those components on every short simple functional text, it is expected that it will be easy for students to produce those some short simple functional text. However, mastering about the components of those texts is not easy for the students, because the students have to express or develop their ideas in a

written form. The students may spend much time to plan, to write, to evaluate, and to display each of those texts that they made.

Unfortunately, teaching writing brochure to the Junior High School Students faces some problems. It comes from teachers and students. Based on writer's informal interview to English teacher at SMP 1 SUTERA, there are some influential problems in teaching writing brochure. First, most teachers say that writing as a difficult skill to be taught. They faced some difficulties in choosing an appropriate strategy in teaching this skill. Even when the teachers had prepared a method in teaching writing, but they still found that the students did not get any significant improvement.

Second, some of teachers thought that teaching writing to the students spends a lot of time. In writing, the students have to begin it from generating ideas, when they have to decide a topic they are going to write. Then, the students must create a draft of their writing before they continue their writing. There are several steps that should be done in order to make students understand how to develop a good writing. Considering the time allocation in syllabus, the calendar of the school, and number of students at one class, the teachers tend to simplify the methods or steps for teaching writing. Therefore, writing is often set as a homework task and neglected in the classroom.

Third, many teachers still measured students' competence in writing by asking students to answer questions with multiple choices or fill the missing blank format to value their ability in writing. The teachers believed that these kinds of assignments is easier to be corrected and it is more efficient in diagnosing students'

competence, rather than giving direct correction during the process of writing. As a result, teachers could not analyze students' weaknesses in writing. That is why most of students had limited competence in writing.

Fourth, teaching strategy that teacher uses in teaching writing a brochure usually applied by explaining the definition of the brochure on the white board. Next, the teacher introduced to the students an example of a brochure from the LKS (Lembar Kerja Siswa). Then, asks the students to answer the questions in the LKS. Unfortunately, the teachers do not teach them how to write a brochure by explaining the structure of brochure and tips that are needed in making a good brochure. As a result, students feel confused in writing, they do not know what they are going to write.

There are some problems from students' side. First, based on some informal interviews with a number of students said that, they rarely experienced "the writing class". Commonly, the teacher just gave a task to create a writing related to the material and collected it. Sometimes, the students and the teacher discussed some problems that they faced in their writing generally. The students feels hard to produce a writing. Consequently, students feel bored in learning writing because they did not get any treatment relevant to their weaknesses.

Second, the students had some limitations on grammatical structures and English vocabulary. In fact, writing is a complex skill where understanding the features (grammar, punctuation, and spelling) are needed in order to develop a good writing composition. Therefore, the teacher should motivate them to practice writing

continuously to create a good development, since writing is a process that needs times and effort. However, based on the students' experienced, they did not practice it well.

Third, many students think writing as a difficult subject to be learnt. They did not have strong interest but lack of motivation in writing the text materials. Furthermore, they faced problems how to generate ideas, how to combine ideas in a good sentences, and how to write it in written form. In fact, the students are hard to explore their ideas in the writing.

Concerning with the problems above, especially the strategy that teacher use in teaching writing brochures at Junior High School, it is suggested to the teacher by using the collaborative writing technique to improve the way in teaching writing. Collaborative writing technique is a learning method that involves students in a small group activity; consist of two until four students. Through this technique, they have to learn in a small group where they together will discuss writing that they should be response. In peer response, students are given plenty of opportunity to proofread and edit for each other. It is also useful for the students to motivate them in teaching and learning process. Moreover, the students can see their improvement in writing. The students can write the brochure more easily.

## **B. Identification of the Problem**

There are some problems in the learning process that influence and determine the students' ability in writing a brochure. First, come from the teacher' side where they tend to skip to teach writing. The reasons that proposed by these teachers are teaching writing considering as time consuming and difficult to be taught. Then,

many teachers still use simple method to measure their students' ability in writing a brochure by asking the students to answer questions with multiple choices or fill the missing blank format. Consequently, the simple method cannot give complete reflection of students' effort on writing. That is way most of the students had limited competence in writing. Next, students are rarely involved in developing their ideas on writing because there is no feedback from their teacher. After that, most of the students also have some limitations in understanding of grammatical structures and vocabulary. Furthermore, they faced problems how to generate ideas, how to combine ideas in a good sentences, and how to write it in written form. Consequently, the students have difficulties to improve their ability to write brochures.

Therefore, the collaborative writing technique is a kind of technique that helps students to solve those problems, because they have opportunity to interact and to share with the peer throughout the writing process.

### **C. Limitation of the Problem**

Based on identification above, the problem is limited to the use of the collaborative writing technique in teaching writing brochures to junior high school students.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problem of this paper is formulated in the following question "how is the collaborative writing technique applied in teaching writing a brochure to junior high school students?."

### **E. Purpose of the Paper**

The purpose of this paper is to discuss the use of the collaborative writing technique in teaching writing brochures to the Junior High School students, to give some inputs to the teachers in teaching brochures. It is also hoped that the suggestion could be the alternative ways of stimulating and motivating students' creativity in writing brochures. It also provides them with the information of how to apply the ways in class. At last, it is expected that by using the collaborative writing technique the students will get motivation and can enjoy writing brochures.