

CHAPTER I

INTRODUCTION

This chapter presents the research's background knowledge, which explains why it is intriguing to study. The ideas that this study incorporates from other theoretical frameworks based on the opinions of many experts are also elaborated on in this chapter.

A. Background

Writing in English is a crucial ability to learn in the age of globalization. Writing not only creates a graphic of symbols but also allows the writer to communicate their emotions. Speaking, listening, reading, and writing are the four skills that make up the language of English. The fact that writing is in this position suggests that it is a tough talent. Writing has long been considered the most difficult talent to master. According to Richard (2001), mastering writing in grammatically correct form is the talent that requires the most effort. In the real world, students must be able to verbalize what is on their minds and transform it into a strong, well-written sentence or paragraph.

Through early observation and information from several teachers at SMP Plus Ibnu Rusyd, a large number of students struggle with writing. This is later become the problem that researcher wanted to be investigated. To improve students' language learning skills and motivation, a committed teacher needs to utilize instructional aids and activities to make classes more effective and interesting (Liu, Ginting, Chen, & Yeh, 2022). There are many strategies that can be used in teaching writing. In this case, researcher have willingness to investigate collaborative strategy in teaching writing.

In writing class teachers are expected to collaborate with students. It means that the teacher is not always become the center of activity. It is anticipated that collaborative learning would meet the needs of both teachers and students in writing class. Two or more people working together to create a written piece is known as collaborative writing. According to Grgonic et al. (2005), collaborative writing is an effective writing technique that promotes teamwork, critical thinking, peer learning, and active engagement in the creation of an outcome. Due to the difficulty

in arranging, negotiating, and merging ideas in writing, collaborative writing has only lately become a common practice in schools. Collaboration also leads to higher achievement in general (Lunsford, 1991).

Collaborative writing is frequently linked with process writing to motivate students to write, and it is seen as a critical tool for student writing growth. It is said to be useful in creating higher-quality writing and boosting students' writing skills (Liu, et al., 2022). In addition, Liu, et al. (2022) stated that collaborative writing activities, which are ideally suited to a student-centered learning environment, assist students in identifying and addressing gaps in their writing performance, as well as co-constructing their drafts. To accomplish this objective, instructors must serve as facilitators and more capable others in the classroom, providing comments and feedback on students' writings, while students must take on more responsibilities for collaborative or interactive writing tasks and assist and guide their peers as needed.

To measure students' needs and evaluate a learning process in writing class, it needs to be revealed about how students perceive, learn, and excel toward the writing class. Perceptions of students are pivotal consideration to be recognized in identifying the impact of collaborative writing strategy. The students' perception can be an evaluation for teachers. According to Qiong (2017), perception is the ability of humans to recognize and provide meaning to any form of item since they can employ their senses. It is also how we dispute or make comments to others, as Allport (1996) mentions in (Resmini, 2019). Perception, as defined above, is the process through which we sense, identify, and debate the meaning of anything and everything.

Previous study also prove that collaborative writing helps junior high school students in writing. Previous study done by Riafnur (2021) discussed about developing students' writing skill using collaborative writing. The result showed the positive responses that collaborative writing technique helped them to complete the teacher's assignment about writing an argumentative essay. The students preferred to work by using the collaborative writing rather than work alone. The following study also done by Suparto (2021), which also investigated collaborative

writing strategy and found out that students' responses to the strategies that the teacher implemented in teaching writing of collaborative writing gave a positive response toward the collaborative writing strategy that the teacher used, and students' responses to the strategies that the teacher implemented in teaching writing tend to prefer groups in the form of group discussions rather than writing alone because they cannot exchange information and understanding.

Therefore, this study had different areas from the previous studies. This research investigated students of 9th grade of SMP Plus Ibnu Rusyd in order to find out how collaborative writing strategy applied and students' perception about the strategy.

B. Research Question

Based on the research background, the research question can be formulated as follows:

1. How are collaborative writing strategies applied by the teacher in writing class at 9th grade students of Smp Plus Ibnu Rusyd?
2. How are the student's perceptions about collaborative writing strategy?

C. Research Purpose

Based on research questions, the objective or purpose of this research can be described as below:

1. To find out how the collaborative writing applied by the teacher in writing class at 9th grade students of SMP Plus Ibnu Rusyd.
2. To know more about student's perception about collaborative writing strategy.

D. Research Significance

The outcome of this research is expected to cover some significances in teaching and learning writing as below:

1. Theoretical Significances

The result of research can be used as input in English teaching learning process especially in writing. The writer hopes that the result this study can be used as an additional reference in teaching writing process.

2. Practical Significances

For learners, the writer expects that all the learners are able to write English correctly in grammar by applying the collaborative writing technique in their learning activity.

For teachers, the researcher also expect that the findings of this study will be beneficial to all of the teachers in the class. By using this technique, the teachers hopefully can control their students and efficiently achieve their aims in learning activity.

E. Research Scope

This research investigated the role of collaborative writing strategy in writing descriptive text. Some of the things that examined are the role of collaborative writing strategies in improving students' writing skills, activities and conditions of students in learning process and students' perception to learning activities when applying collaborative writing strategies.

F. Conceptual Framework

Writing is a kind of communication that aims to reach readers by using a traditional visual system. Someone writes about something because they have thoughts they wish to share with others. To understand how students perceive the usage of collaborative writing in writing classes, the researcher must describe how this approach is used. According to Barkley, Cross, and Major (2005), collaborative writing is the process through which student pairs or triads create a formal paper. Each student participates in all phases of the writing process, including idea generation, information collecting and organization, drafting, revision, and editing. Students will do better work while working in pairs or triads than when working alone, according to them.

Collaborative writing strategy used in writing class. The writing class discussed about making descriptive text using collaborative strategy. According to Carrol (2001) description is writing that uses vivid details to capture a scene, setting, person or moment. Descriptive text generic structures consist of identification and description. Identification identifies the phenomenon or thing that will be described. Description is part of the text that gives detailed information about the topic.

Besides that, researcher also investigated the students' perception about what they feel during the collaborative writing strategy implementation. According to Qiong (2017), perception is the ability of humans to recognize and provide meaning to any form of item since they can employ their senses. It is also how we dispute or make comments to others, as Allport (1996) mentions in Resmini (2019). Perception, as defined above, is the process through which we sense, identify, and debate the meaning of anything and everything.

G. Previous studies

The researcher looked at earlier studies that would be useful for carrying out this study. There have been several research done on the subject of teaching writing to EFL students.

A previous study done by Suparto (2021) which aimed to learn how the teacher uses the collaborative writing strategy in teaching composition in a public junior high school, as well as the students' reactions to the strategies used by the teacher in teaching writing in a public junior high school. In conducting the research, the writer collected the data from a survey study that determined and described the use of a collaborative writing strategy in teaching composition. The subject of the research were the teachers and students of UPT SMP Negeri 6 Makassar's ninth grade. The technique of analyzing data was applied by using qualitative technique. The writer discovered that students' responses to the strategies that the teacher implemented in teaching writing of collaborative writing gave a positive response toward the collaborative writing strategy that the teacher used, and students' responses to the strategies that the teacher implemented in teaching writing tend to prefer groups in the form of group discussions rather than writing alone because they cannot exchange information and understanding. The research gap is that the previous study investigated the collaborative writing in teaching composition, meanwhile in this recent study researcher investigated collaborative writing in writing descriptive text.

Another previous study done by Fong (2012) which aimed to observe the collaborative writing sessions of two groups of advanced diploma economics students with mixed proficiency when producing a long report. In conducting

research, the writer collecting data through observation, diary entries and interviews. The research applied qualitative approach. The findings show that all students had mutually benefited from the collaborative writing sessions. The benefits gained are heightening their sense of responsibility towards the task, promoting the sharing of new information, allowing the sharing of expertise, helping narrow down information, and negotiating successfully by using Facebook as a means to continue their discussion on matters which they had difficulty in resolving through face-to-face interactions. The research gap is that the previous study investigated the benefit of collaborative writing for advance diploma students, meanwhile this recent study researcher focussed on junior high school students.

