

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of study, identification of the problem, limitation of study, formulation of the problem the objective the study, and significance of the study.

A. Background of the Study

Writing skills are able to predict a person's success in higher education because the processes involved when composing are indeed able to hone the abilities or skills of a student in academic life. Writing ability is one the factors for writing progress to improve the quality of academic writing. In teachig English, writing is still part of the syllabus. Writing is the practice of composing words in which individuals express their feelings, thought and beliefs (Prasetyo, 2019). Writing in readable form may be used as a contact medium. Writing can improve the critical thinking of students. Writing activity is the way of someone articulate her ideas, thought or opinion besides speaking (Dale, 2018). The writing is a skill of someone by organizing use some words, sentences and also paragraph. Writing is very essential skill for students, because students will deal with some writing task in the process of learning English. A good writing product should deliver the text clearly, coherence, and easy to understand by the reader.

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in written form. According to Harmer (2004:31), writing is a way to produce language and express idea, feeling and opinion. Also, Abbas (2006:125) said that, writing skills is the ability to express ideas, opinions, and feelings to other parties through written language. In addition, Tarigan (2008:3) defines that writing skills are one of the productive and expressive language skills used to communicate indirectly and not in a manner face to face with other parties. Also, Troyka in Lauri (2011:12) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one self, to provide information to persuade, and to create a literary work Furthermore, according to Suparno and Yunus (2008:1), writing is delivering messages (communication) using written language as media or tool.

Teaching writing is the process of interaction between students and a teacher in the classroom that results in written production. Writing stands as an act of interaction that present in a written form and it could be read by a reader (Chan, 1986). The primary objective of teaching writing is to achieve linguistic communicative, and cultural competences (Malyuga, Litvinov, & Panicheva, 2016). In the process of writing students often find difficulties to start writing, even though sometimes they also have a lot of ideas in their mind but they are difficult to express in written form. The bad thing is because they do not immediately write in written form then the idea becomes lost. The difficulties that occur in writing activity makes

student become less enthusiasm in learning writing. So this is becoming the responsibility of the teaching to perform a strategy or technique in the teaching writing in order to help their students become the better writers. There are various technique that teaching can use in teaching writing. One of technique that can be used by the teaching is collaborative writing strategy.

Collaborative Writing Strategy is supported by the social constructivist theories of language learning by Vygotsky (1978). Working together to complete a writing task in one of stages or through the whole stage of writing process is well known as collaborative writing. The activity itself is assumed to provide students with considerable amount of benefit as they can share the knowledge and solve language related problem together. Thus, collaborative writing in a second/foreign language teaching and learning has received much attention from researchers to investigate the role of working together in performing a task on the development of language learning.

Collaborative writing is necessary for the teacher to evaluate students's writing by evaluating, the teacher will know how far the ability of the students and effectiveness of the technique that has been used. The purpose of is demonstrate the overall quality of their writing that is used to improve their ability writing Deasy Harlena, Mukhaiyar, and Hamzah (2019). Several innovative strategies have been introduced into teaching and learning in other to advance the way teaching is done in schools. Some of these strategies are: flipped classroom, collaborative learning,

cooperative learning, problem/embodied learning, work based learning, most innovative technique embrace the four know as the learning skills. The four skills: critical thinking, creative thinking, communication and collaborative.

Collaboration has to do with working together for a common goal. As it relates to learning, it is a situation in which two or more learners learn or attempt to learn something together. The focus of this work is collaborative learning strategy, Collaborative writing is a strategy of teaching and learning that involves group of students working together to solve a problem, complete a task, or create a product. As remarked in Ochoma (2018), collaborative learning entails group of learners working together to search for understanding, meaning or solutions; to create an artifact or product of their learning. Collaborative learning activities can include: collaborative writing, group projects, joint problem solving, study teams, debates, etc. When learners collaborate, they capitalise on one another's resources and skills by getting information from one another, evaluating one another's ideas, monitoring one another's work.

Individual writings in general showed good word choice was used to improve word choice skills. However, most did not feature any sophisticated language or words of a specific genre. It seems that appropriate word choice is a relative ability that depends on individual differences in language competence. Bernstein (2004) advocates that frequent writing improves writing in that word choice becomes immediate, with much less interference from the learner's first language. While using

blogging, learners feel it is easier to verify the words they are unaware of or unsure about. This also helps them avoid first-language interference as much as possible. The group's writings seem generally better with regard to word choice. The participants here have the opportunity to replace any misused word to create a better writing flow.

Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Hortatory exposition text has a propensity to give recommendation to the reader, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes. In this research, the researcher is interested in investigating the analytical exposition text. Stated by Sudarwati (2007:116), an analytical exposition text is a type of text that the purpose is to make people believe that there is a problem. Based on Anderson and Anderson (1997), the generic structure of analytical exposition text is Thesis, Arguments, and Reiteration. In thesis, there is an introductory argument.

Therefore, The researcher to investigate the effectiveness of collaborative writing strategy on writing ability of students. This study aims to improve the writing skills of English education students by applying the collaborative writing strategy. The researcher choose SMAN 6 Kediri as a place of research. Based on that, the research gives the title of this research "The Effectiveness of Collaboratif Writing Strategy on Writing Ability of students at Eleven Grades of SMAN 6 Kediri.

B. Problem of the Study

To overcome the limitations of the above problems, this study raises the question of whether there are differences in writing ability among students conducting collaborative writing strategy and students conducting individual writing strategy”.

C. Objective of the Study

Related to the above-mentioned research objectives, the general purpose of this study is to investigate whether there is a significant difference in the writing ability of students or not.. conducting collaborative writing strategy and students conducting individual writing strategy.

D. Hypothesis

Based on the objective of the study, the researcher wants to know about the effectiveness of collaborative writing strategy on writing ability of students at SMAN 6 Kediri. This researcher is responsible for this study. There are two hypotheses, H0 and H1. Description of the charge as follow:

H0: There is no significant different on writing ability between student taught by using collaborative writing strategy and those taught by using individual writing strategy.

H1: There is significant different on writing ability between student taught by using collaborative writing strategy and those taught by using individual writing strategy.

E. Scope and limitation of the study

This research is limited to determine the effectiveness of learners in writing English using collaborative strategies, and the text type Eksposition text, this study was 11th grade students of SMAN 6 Kediri.

F. Significance of the study

The researcher has expectations from this study, the researcher hopes that the researcher will do well with the help of the English teacher and the student of eleven grades in SMAN 6 Kediri.

1. For the Teacher

The research bears substantial importance for teachers, especially those at SMAN 6 Kediri and other educational institutions. By exploring the impact of collaborative writing on students' writing proficiency, the study can provide valuable insights and evidence-based recommendations for teachers seeking to improve their instructional practices.

2. For the Students

The results of this study are useful for students to be more excited in learning process of writing the text. It aims to know their achievement so hopefully they can improve it if there is still lacking.

3. For the Researcher

The result of the study is useful to other researchers that want to conduct the research with the same theme in writing ability. Besides, the result of the study will give clear description on the implementation of collaborative writing technique that gives the effect in writing skill. This study will be beneficial as reference for conducting research in the same topic.

G. Definition of key term

This section explains the meaning of the term which is the basis for this study. The definition of writing skills, knowledge will be discussed writing, collaborative writing strategy, individual writing strategy and exposition text.

1. Writing skills

Writing is a skill of someone by organizing use some words, sentences and also paragraph. Writing is very essential skill for students, because students will deal with some writing task in the process of learning English.

2. Teaching Writing

The process of interaction between students and a teacher in the classroom that results in written production. Writing stands as an act of interaction that present in a written form and it could be read by a reader.

3. Collaborative Writing Strategy

Collaborative Writing Strategy is supported by the social constructivist theories of language learning by Vygotsky (1978). Working together to complete a writing task in one of stages or through the whole stage of writing process is well known as collaborative writing.

4. Individual Writing Strategy

Individual writings in general showed good word choice was used to improve word choice skills. However, most did not feature any sophisticated language or words of a specific genre.

5. Exposition Text

Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Hortatory exposition text has a propensity to give recommendation to the reader, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes.