

# CHAPTER I

## INTRODUCTION

This section consists of six sections, they are: background of the study, research question, purpose of the study, delimitation of the study, significance of the study, and definition of operational key terms.

### **A. Background of the Study**

In language instruction, writing is one of the four language skills in addition to speaking, listening, and reading. Writing, according to Purnamasari (2021), is the capacity to express thoughts, feelings, and opinions to other people through writing language. To put it another way, writing is the act of putting thoughts, feelings, and ideas into words on paper. Students must have enough ideas, arrange them correctly, and communicate them in a style that is acceptable for their writing. Writing, according to Dewiratna (2019), is useful for digesting and generating a variety of information that has been acquired and presented in the right language context. Furthermore, writing proficiency is essential for developing language learners' analytical and critical thinking skills.

Writing provides a special chance to investigate concepts and gather data. Writing helps people convey their ideas to others more easily. Writing is a complex process that involves changing thoughts and ideas, considering how to convey them, and organizing them into sentences and paragraphs to make them visible and tangible on paper. This can be inferred from the explanation provided above. Writing is a means to learn and think. It provides a singular chance to investigate concepts and gather data. One of the four English language skills that non-native speakers must acquire is writing.

Additionally, writing skills improve language competency and enable people to communicate effectively in a variety of academic and professional contexts. People cannot

write without a reason, even if they only write a very simple letter. The first is informing and explaining what people write in their writings. People often present information in writing. The second purpose of writing is to persuade someone to do or believe something by giving reasons. Then, to express themselves, people wrote almost everything, including their self-expression if necessary. Writing also allows them to express their personality. Lastly, writing can entertain. People may laugh while reading funny story writing, and it can entertain a person for this purpose. Based on the opinions above, writing is the activity of putting all our thoughts and ideas into words that will be summarized into a piece of writing (A. Afifah, 2022). In simpler terms, writing is the process of expressing our thoughts and ideas by putting them down on paper or typing them out on a computer. It involves organizing our thoughts in a clear and coherent manner to create a written piece that others can read and understand. For example, when you write an essay for school or a story for fun, you are engaging in the act of writing. The goal is to effectively communicate your ideas and messages to others through written words. There are many other and more important purposes for someone's writing, namely to provide information or instructions for doing something. In this case, students must understand correctly what the purpose and intent of writing is.

Writing instruction helps students to communicate their thoughts in writing by guiding and supporting them while also recommending additional skill areas like word choice and appropriateness. According to Nguyen & Phuong (2021), students typically struggle to organize their thoughts, use proper grammar, and use good writing mechanics. Unlike other abilities, writing demands the use of proper grammar and spelling. There are several advantages of teaching English writing skills for pupils that they can communicate in circumstances such as these. They become more comfortable speaking the language and are compelled to use a bilingual or standard dictionary, which broadens their vocabulary.

As students focus on word formation and spelling, other skills are refined and enhanced. My writing abilities are sophisticated. This viewpoint supports Palupi (2020) assertion that writing abilities are quiet. First the skills that students possess, like spelling and plagiarism have a significant impact on students' writing outcomes. The other instrument is an adapted Plagiarism Awareness Questionnaire used to measure students' awareness of plagiarism (Jereb et al., 2019). Teachers require engaging media, strategies, and techniques for teaching writing. It is crucial to have engaging media as part of that. The teacher should not employ engaging media, students will quickly become disinterested. Numerous scholars take writing challenges seriously and work to help the students they study write better. Thus, the significance of writing abilities.

With writing skills, a person will easily express ideas in written form, so that with good writing skills, readers will easily know and understand what the writer is conveying. Therefore, according to Suyanto, the importance of writing skills is something that students must master in completing their studies. Such as postgraduate doctoral degrees in dissertation writing, postgraduate master's degrees in thesis writing, and undergraduate thesis writing. Therefore, writing skills must also be mastered by all students, including Senior High School and of course Junior High School. It is very difficult for students to understand how he writes and what he is going to write. Students also find it difficult to understand and consider writing lessons to be boring.

In today's conditions, learning should no longer be boring, like a few decades ago. Before beginning the teaching and learning process, teachers need to prepare several items, including lesson plans, resources, and technique. Learners with high motivation in learning will surely influence their success in language learning (A. Kholili, 2023). Since various approaches can be used to boost student interest in the teaching and learning process, their use and selection are crucial in the educational improvement process. Teachers are also

expected to be more creative in explaining lesson themes through the use of appropriate methods.

Methods may mean different things to different people, because the learning method makes it easier for teachers to convey lesson material so that learning objectives can be achieved. Joyce and Weil in Lefudin (2014) argue that teaching is a learning method because the purpose of teaching is to help students obtain information, ideas, skills, values, ways of thinking, tools to express themselves, as well as ways of teaching. For some, this means a set of teaching descriptive; for others, avoidance of teaching descriptive. This is a key language skill for others, it is the type and amount of vocabulary and structure. Meanwhile, Brown's Method of definition is a series of specifications that are generalized within a class to achieve linguistic goals. The method's main focus is on the roles and behavior of teachers and students. In addition, the method pays attention to linguistic objectives and subject matter, sequence, and material. Meanwhile, according to Arends in Fathurrohman (2015), a learning model is a pattern or plan that has been prepared to help students learn specific learning material with various knowledge, attitudes, and skills. Based on the definitions above, it can be concluded that model learning is a plan that is used as a guide for teachers in carrying out teaching and learning activities and helping students understand the learning material so that the objectives can be achieved. The learning model in its development has developed quite well, a lot like learning a language.

Additionally, a lot of teachers employ various techniques to help students learn and retain language more easily to help them become effective in English. In Indonesia, giving students access to a list of words with extra definitions or letting them use them themselves is the typical method for solving this issue. Examine a bilingual dictionary or ask your teacher to explain each word in the passage. Many methods can be utilized to teach writing, One of them is the Collaborative Writing method. Abbas & Fathira (2022) claim that in

education, Collaborative Writing has emerged as a new approach or model, particularly for the teaching of writing skills.

The Collaborative Writing method is a method that can make writing easier by collaborating. Storch (2019) defines Collaborative Writing as an activity in which two or more writers work together to produce a single text. Collaborative Writing helps students work together with their classmates. According to McDonough et al. (as cited in Kumalasari, 2023), this collaboration gives students a chance to enhance their language skills and the quality of their writing. Collaborative Writing includes the following activities. According to Storch, (2019) it requires students to participate and be responsible for the text that has been written together from the first Stage to the final stage of writing, which are brainstorming, gathering information, organizing outlines, drafting, revising, and editing the writing. Second, it includes decision-making, problem-solving, and knowledge sharing for each student. According to Veramuthu & Shah (2020) it is because Collaborative Writing is a writing process that requires students' contribution, which is effort and ideas at each stage of writing. Furthermore, it requires each student to take responsibility while doing the writing task with others, which can be participation and interaction. Nguyen & Trinh (2021) explained it's because Collaborative Writing allows students to train their English abilities and develop their writing with their peers or group.

In this research the author got inspiration from previous research which discussed similar topics, there were several studies carried out in writing using the Collaborative Writing method one of them is by Styati (2015). Previous researchers conducted research with the title "The Power of Collaborative Writing Promoting the Quality of the Students' Writing". This research aims to investigate the impact of Collaborative Writing method versus individual writing or conventional method on enhancing the quality of students' writing, particularly focusing on the effectiveness of using the Collaborative Writing method

for writing descriptive texts among seventh-grade students. The research subjects were students of the English Department of IKIP PGRI Madiun in the fourth semester. Students are asked to write three times. Students write individually, then students write collaboratively, and students write again individually. The students wrote in different time treatments. The research results showed that there significant differences between students who write collaboratively and write individually. Students who participate in Collaborative Writing produce better quality writing compared to those who write individually, as the average quality of Collaborative Writing tends to be higher. The similarity between previous research and the author is the use of the same method, namely the Collaborative Writing method. Previous researcher concluded that Collaborative Writing has a significant influence on writing. Collaborative Writing should be recommended for use in writing classes. This can help students to produce good writing. The aim of this research is the inspiration for previous research, namely to find out whether this method is effective in different research ely at the Junior High School level. Researcher also want to know the effectiveness of using Collaborative Writing to investigate students' writing skills not only in the process but also in scores or results. The similarity between previous research and researcher lies in the object of research, namely writing. Previous researcher are advised to develop pair research, especially applied to students who experience difficulties in writing classes.

The author can conclude that learning methods have an important function, namely that they can be used by teachers in the teaching and learning process. It also gives students the facility to express their ideas in writing. Writing is creativity that needs to be developed for students. The use of the collaborative method is expected to help students make writing easier, especially overcoming difficulties in writing descriptive texts. From the description above, the author interested in conducting research entitled “The Effect of Collaborative

Writing on Students Writing Descriptive Text for Seventh-grade Students in SMPN 3 Maospati Magetan”.

## **B. Delimitation**

To avoid wasting words, researcher minimize the research topic, so that it is on target and easy to understand. The focus of this research is on students' writing skills. The researcher decided to conduct an investigation on Collaborative Writing on descriptive texts. This research will focus on the English class of seventh-grade students at SMPN 3 Maospati Magetan.

## **C. Research Question**

The formulation of the research question in this study is “Do students who are taught using the Collaborative Writing method have better writing skills compared to students who are taught using conventional writing Descriptive text?”

## **D. Purpose of the Research**

The purpose of this research is to investigate and analyze the impact of Collaborative Writing on the writing proficiency of Seventh-grade students at SMPN 3 Maospati Magetan, specifically focusing on the genre of Descriptive Texts. Through rigorous examination, the study aims to uncover the effectiveness of Collaborative Writing strategies employed by students, understand the role of critical thinking skills development, assess language conventions and structures application, and identify both challenges and benefits associated with the Collaborative Writing process. The findings will contribute valuable insights to educators, policymakers, and stakeholders, informing instructional practices and facilitating improvements in the curriculum to enhance students' writing skills in descriptive texts at the Seventh-grade level.

## **E. Significance of the Research**

Researcher expect that conducting this study, the research will provide information for:

1. Teacher

This research can inspire other English teachers to manage their classes innovatively by using the Collaborative Writing method as a learning medium for writing Descriptive texts.

2. Future Researchers

Future researchers will use it as a guide for planning future research, as well as providing the possibility for researchers to modify the findings to produce new and interesting findings. Apart from that, Collaborative Writing in Descriptive texts is a better idea for teaching English.

3. Students

This research will be valuable for students' experiences, particularly in the teaching and learning process. Of course, it is widely understood that when learning at school employs innovative methods, it will imprint on the mind, making it easier for students to recall.

4. School

This research aims to help improve the quality of learning by utilizing the Collaborative Writing method, as well as being the right choice for teaching writing Descriptive texts in junior high schools, especially Seventh grade.

## **F. Definitions of Operational Key Terms**

The operational key terms for this research are defined as follows:

1. Writing: the act of communicating messages such as ideas, opinions, information, and knowledge to others. It serves as an indirect means of communication, allowing readers to understand the author's thoughts. Through writing, the author expresses his feelings and intentions, so that they become known to a wider audience. This can include writing texts, writing letters, composing stories, creating novels, and more.



2. Teaching writing: the process of transferring information and knowledge from the teacher to the students. Teacher not only teaching but also must make learning fun by using many models and media in teaching especially writing.
3. Collaborative Writing: refers to the process in which students jointly contribute to the creation of Descriptive Texts, engaging in shared authorship and collaborative efforts within the context of seventh-grade writing activities at SMPN 3 Maospati Magetan.
4. Descriptive Texts: says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In the context of this research, Descriptive Texts pertain to describing a thing by seventh-grade students at SMPN 3 Maospati Magetan through Collaborative Writing.