

CHAPTER I

INTRODUCTION

1.1 Background of the Research

There are 4 parts of English language skills. Two of them are receptive skills, which involve listening and reading. The other two are productive skills, which include writing and speaking. Writing is one of these productive skills. It is way of using language, but instead of speaking, it uses written words to communicate. As a variety of communication, in writing there are at least four elements involved (Yunus, 2014). Byrne (1988) says that writing is not just making one sentence or just a few unrelated things, but producing a series of organized things, which are related to one another and in a certain style. The series of sentences can be short, maybe only two or three sentences, but the sentences are placed regularly to relate to one another and form a reasonable unity (Saputra, 2014). Based on the explanation above, it can be seen that the result of writing activities is written work. The result of writing is to share thoughts, opinions, or ideas that come up. Since writing is a way of communicating without speaking directly, it is important for students to develop their writing skills. Besides helping argue better, writing also helps students express their ideas more clearly. In short, writing is a creative and expressive activity that lets people share their thought through words.

Writing skills involve several important aspects, such as understanding sentence structure, grammar, vocabulary, and the ability to structure and organize

ideas logically. Writing skills are not only about technical ability in writing but also involve creativity and understanding the context and the intended audience. English writing skills allow a person to express ideas, notions, and information in writing clearly, structurally, and accurately. This skill is essential for various purposes, such as writing letters, emails, reports, articles, and scientific papers. Mastering writing skills allows one to communicate effectively in English, develop critical thinking, and increase opportunities in various fields of life. Good writing skills require practice and dedication.

There are several problems in English language learning, especially in writing. To explain further, the problems are identified as follows: lack of constructing of English grammar and vocabulary, not able to organize ideas and paragraph, low confidence in writing, and feel unsure of their abilities in English writing. According to the teacher, the students may feel unsure of their ability to write English, so they easily give up and are not motivated to learn. Thus, collaboration between students in English learning can increase their confidence in writing English.

According to Sato (2012), collaborative writing technique is learning that is carried out in a group but the goal is not to achieve unity through group activities, rather, the students in the group are encouraged to find a variety of opinions or thoughts issued by each individual in the group (Kanca et al., 2021). In an article, Panitz (1996), explains that collaborative learning is more than a classroom teaching technique; it is a personal philosophy. According to Panitz (1996), collaboration is a philosophy of interaction and a lifestyle that places cooperation

as a structure of interaction designed to facilitate collective efforts in achieving common goals (Suryani, 2010).

The collaborative writing technique is an effective technique of learning process in the educational process that not only helps students achieve academic goals but can also develop students' social skills, communication, and cooperation between students which are very important for everyday life. By implementing collaborative writing technique, educators can create a more dynamic and interactive learning environment, where learners can feel more involved in learning and motivated to learn.

The collaborative writing technique is one of the solutions to improve learners' English writing skills. In this learning model, learners work together in small groups to complete writing tasks. Collaboration between learners allows them to learn from each other, help each other, and motivate each other. The collaborative writing technique has several advantages over traditional learning technique, namely: Increases learners' motivation and interest. Increase learners' understanding of learning materials. Improve learners' ability to work together and communicate. Increase learners' confidence in writing English. Collaborative writing technique is part of Student-Centered Learning (SCL). In collaborative learning, learners work in groups to achieve certain goals within a defined structure, so as to create meaningful learning.

This study aims to improve learners' English writing skills through the collaborative writing technique, to increase learners' confidence in writing descriptive text in English, and to contribute knowledge about the effectiveness of

the collaborative learning in improving writing skill of seventh grade students at SMPN 11 Tanjungpinang.

1.2 Identification of the Problem

Based on the pre-observation of seventh grade students at SMPN 11 Tanjungpinang, the researcher found some problems in English learning, especially in writing. To explain further, the problems are identified as follows:

1. The students have difficulties in constructing grammatical sentences and using appropriate vocabulary in their writing.
2. The students not able to organize ideas and paragraphs well, so their writing seems unstructured and difficult to understand.
3. The students feel bored and unmotivated in writing, so their writing lacks creativity. They are unable to express their ideas well.
4. The students feel unsure of their abilities in English writing, so they give up easily and are not motivated to learn.

1.3 Limitation of the Problem

Based on the explanation that has been conveyed above, the focus of this research is the writing skill of descriptive text in English through the collaborative writing technique of seventh grade students at SMP N 11 Tanjungpinang. The limitation of learning materials is related to English writing skill, with emphasis on sentence structure, language features, and organization of ideas.

1.4 Research Question

Based on the background of this research, the research question is “How can collaborative writing technique improve descriptive text of writing of seventh grade students at SMP N 11 Tanjungpinang?”

1.5 The Objective of the Research

The main objective of this research is to improve descriptive text writing skill with right structure and language features through the implementation of a collaborative writing technique. It also aims to improve student's confidence in writing English text by providing them with opportunities to collaborate, exchange ideas, and revise their writing together. Furthermore, seeks to contribute to enhancing the quality of English learning at SMP level, particularly in seventh grade at SMP N 11 Tanjungpinang.

1.6 Significance of the Research

The findings of this research are expected to be used theoretically and practically.

1. Theoretically

This study aims to improve seventh grade students' descriptive text writing skill. By applying a collaborative learning, the study sought to provide students with opportunities to practice writing in a structured manner and encourage peer-to-peer support, which can help students feel more secure in expressing their ideas and receiving constructive feedback from classmates.

2. Practically

The findings of this research are expected to contribute to some elements as follows:

- a. For Students: From this research, it is hoped that students will get the opportunity to improve their descriptive text writing skills through hands-on practice in a collaborative atmosphere, which can help them understand the structure of writing descriptive text and students can feel more confident in expressing ideas and receiving feedback
- b. For Teachers: The findings of this study are how the used of collaborative writing technique can affect the quality of students' English writing and it is hoped that this research can be applied in teaching and learning processes.
- c. For other researchers: This research is expected to be a reference in further research on the same topic. This research is to provide new or extra information for other researchers have not seen before.

1.7 Definition of Key Term

1. Writing Skill

Writing skill is the ability to structure and organize ideas logically in writing. Writing skill is not just about technical ability in writing but also involve creativity and understanding the context and intended audience.

2. Writing Skill of Descriptive Text

Writing Skill of Descriptive text is the ability to clearly and fully explain ideas and feelings by describes an object, person, place, or situation clearly and in detail.

3. Collaborative Writing Technique

Collaborative writing technique is an effective learning process in the educational process that not only helps students to achieve academic goals but can also develop students' social skills, communication, and cooperation between students which are very important for every day.

