

CHAPTER I

INTRODUCTION

This chapter presents the introduction, which consists of background, research questions, aims of the study, and significance of the study. Then, this chapter provides clarification of terms to avoid misinterpretation and the last it also provide organization of the study.

1.1 Background

There are four basic skills in learning English, which consist of listening, speaking, reading, and writing. From the four skills above, writing is perceived as the most difficult skill to be mastered (Alwasilah & Alwasilah, 2007). Therefore, teachers have to work hard and find the right and appropriate method to teach this skill. There are many reasons that cause the difficulties in writing English: the students lack of vocabulary, they do not master the grammar, and the students are not introduced to writing since the early day (Alwasilah & Alwasilah, 2007). In some cases, many teachers ask their students to write as kind of assignment, then the students have to submit the assignment to the teacher, but not all teachers give feedback to their assignment (Alwasilah, 2000). For that reason, not all students have a chance to recognize and revise their writing; they cannot develop their writing skill. Therefore, we need to develop a method that will be useful for the further learning especially in writing subject.

Writing is an ability that is very difficult to teach since this ability covers many aspects that must be mastered by the teacher or instructor. As asserted by

Murphy and Snell in Sudaryati (2008) there are five aspects to check in collaborative writing, those are mechanic (punctuation and capital letter), organization (text organization), vocabulary (spelling and choosing of words), grammar, and content.

Teachers can use lots of methods in teaching English, especially in teaching writing. Collaboration has been applied to many variants of “group work,” including group discussion, cooperative research, peer editing, peer feedback, and coauthorship. Some researchers develop lots of methods to improve students’ writing skill. Hadriyansyah (2006) in her study entitled an analysis of students’ collaborative writing works reports that collaboration is a method that can be a consideration as a good method to teach because this method can draw the weaknesses of students’ writing. Some students may be stronger in critical thinking skill, but another may good in organizing. Furthermore, a quantitative study by Sofianti (2007) observes that students’ writing mastery quite improved after the treatment of using peer-editing technique. Through collaborative writing method teachers can give an opportunity to their students to learn more from their own mistakes, they can give opinion and feedback to their friends’ writing and improvement is built into the experience of this process of writing. Teachers’ role is needed as a facilitator and an instructor to encourage the students for expressing their ideas, feelings and experiences freely. Vengadasamy (1999) points out two types of giving feedback those are directive approach and facilitative approach. In directive approach teachers directly give correction or comment to students’

writing meanwhile in facilitative approach teachers give comment in the form of idea and opinion as if a teacher as a reader.

Peer editing is one of the steps or activities done in collaboration. After the students give and get feedback or comment from their friends, they know their mistakes and they will try to revise them gradually to develop their writing skill. Occasionally, teachers pay more attention to students' writing product and ignore the process, which the most important thing in teaching writing. It is because the process will give students more opportunities to revise their writing and improve their critical thinking so we have to pay attention to the process of writing (Hadriyansyah, 2006).

According to Bruffee (1973) students learn better if they write in group rather than alone. By working in groups, students learn each other from their classmate. Classmate is a possible source of giving feedback; they can be excellent source because they know the material and can help the writer make sure understand the course content. Giving opportunities for the students to work collaboratively on academic projects will help them to prepare for the advantages and disadvantages of collaborative work on the job, and not least important as a teacher this method doesn't need lots of time to grade students' writing. Many teachers do not have enough time to check their students' writing one by one so collaboration helps teachers to control a big class without have to give the comment or correction one by one on their writing but do not ignore the process of their writing (Alwasilah & Alwasilah, 2007)

The main benefits of this method in teaching and learning English are self-awareness and self-confidence (Hadriyansyah, 2006). This method makes students aware of their own mistakes, because they have to check their friends' writing and their friends do it too. They recognize their mistake and finally they able to revise and improve their skill that automatically improve their confidence toward their own writing.

From the description above, this research was conducted to investigate students' perception toward the use of collaboration and the obstacles faced by students in the use of collaboration in their writing class.

1.2 Research Questions

The research is formulated in the following questions:

1. What are students' perceptions toward the use of collaboration in their writing class?
2. What are the obstacles faced by students in the use of collaboration in their writing class?

1.3 Aims of the Study

The purposes of the study are:

1. To find out students' perceptions toward the use of collaboration in their writing class.
2. To find out the obstacles faced by students in the use of collaboration in their writing class.

1.4 Significance of the Study

As we know, writing is the most difficult subject from those four skills; listening, speaking, reading, and writing (Alwasilah, 2001). So, to develop students' writing skill, in this case collaboration method tries to be developed. This method can give a big opportunity to develop their awareness and confidence in writing English, the use of this method also more effective and efficient than the other methods (Smith, 1989). Therefore, this method can be chosen as one of the best methods to develop writing skill.

Hopefully, this research can give a contribution in improving and developing students' writing skill, and help to find the appropriate method in learning English especially in writing skill.

1.5 Clarification of Terms

1.5.1 Collaboration

Collaboration in this study is defined as a way for teaching writing through group work. The method involves students in writing process through giving comments each other and revises it until the final draft is gotten. Lowry (2004: 8) notes "Collaborative Writing as an interactive and social process that involves a team focused on a common objective that negotiates, coordinates, and communicates during the creation of a common document. " In this case, peer editing is one step done in collaboration. Therefore, the improvement is built into the experience of the writing process

1.6 Organization of the Study

This study consists of five chapters as follows. Chapter I is introduction, this chapter explains about burning issue of the study, background, research questions, aims of the study, significance of the study, clarification of terms and organization of the study.

Chapter II is theoretical foundation of the study, this chapter provides the theories from some experts and the findings from the previous research related to the study.

Chapter III explains the methodology of the research. This chapter provides the information about research design, site and participants, data collection procedure, and data analysis of the study.

Chapter IV presents findings and discussions. This chapter elaborates the result of the study in form of data explanation that gotten from observation, questionnaire and interview.

The last is chapter V, which contains conclusion of the study and suggestion for the reader.