

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the study**

English has been used in many countries as an international language. In Indonesia, English is one of the most important foreign language, and it is an obligatory subject in some national and international schools. Therefore, it is taught to students in all levels.

In the world of education, English is divided into four skills such as listening, speaking, reading, and writing and also supported by some components : grammar, vocabulary, structure, and pronunciation (Hook & Evans, 1982). In Indonesia, especially in big cities, there are colleges and universities which use English as the medium of instruction. For example, Vita Senior High School uses English as the medium of instruction in the classroom. The requirements of college entrance gave English its first recognition as a subject in high schools. Therefore, the students should be prepared well in English so that they can follow the study in the college or university well.

The colleges, which had dominated the curriculum of the academies, insisted throughout much of nineteenth century that candidates be “well acquainted“ with English grammar, English composition, and the English classics. In the university entrance requirements, the policy begins to require students who apply to write a short composition, which had to be “correct in spelling, punctuation, grammar, and expression (Hook & Evans, 1982). Writing also needs

to be cared in learning English because writing is the written communication to understand English well. Written communication might be more difficult because students should understand formal communication through written form (Novy, 2009).

Writing is usually called as solitary and individual activity. Writing in pairs or small groups is an article activity and the observations of teachers' reluctance were reported to implement such activities. Some of this reluctance may stem from the opinion that tends to measure individual achievement. It may also repress from a lack of awareness of the potential benefits of writing in a group for language learning or a lack of knowledge of the best way to implement such writing activities (Storch, 2013).

Writing in a group is a very effective tool to give access to power over others in terms of being able to influence others' ideas and others' lives. Writing is highly valued in school society as the powerful influence (Clark & Ivancic, 1997). According to Reid (1993), there is a paradigm which emphasizes that writing is a way of learning and developing as well as communication skill and shows the creative activity that can be analyzed and described.

The variety of techniques that are available nowadays as tools for teachers to make students practise more and work with language they have been studying. Cooperative learning is one of very good methods to teach English skills, especially writing. Cooperative learning lets the students work together in a small group and teach students to be responsible for one another in that group. According to Slavin (1990), cooperative learning emphasizes the use of team

targets or goals and also the team success, which can be achieved if all members of the team learn what is being taught.

Cooperative learning gives students chances to have face-to-face interaction by discussing the topic. Students also get a chance to improve their individual accountability, in other words, sharing their opinion, imagination, and thoughts (Davidson, 1990). Collaborative writing, one of cooperative learning techniques, is one of activities involved in the production of a document by more than one author, then pre-draft discussions and arguments as well as post-draft analyses and debates are collaborative components (Michael Spring, 1997).

According to Bosley (1989), the practice of collaborative writing involves two or more people working together to produce a composition with group responsibility. Collaborative writing also shows great potential by encouraging students to focus on grammatical accuracy, lexis, and discourse and pools the knowledge of English itself (DiCamilla & Anton, 1997; Donato, 1994; Hirvela, 1999; Storch, 2002; Swain & Lapkin, 1998).

Dale (1994) states that collaborative writing gives students opportunities to have engagement in writing by applying meaningful interactions, share decisions, and to be more responsible for the group. Collaborative writing seems to be a promising way of teaching writing. For some students, collaborative writing can be a pleasure because of the feeling of responsibility.

People can call collaborative writing as a forming of students who are grouped by the English teacher. Group work introduces students to various points of view from other members. Students have to deal with accepting opinions,

blames, and praises. It develops maturity for students. Groups of three people seem to work better for writing activities because no one can be silent and inconspicuous and each student is likely to get complete attention (Hammond,1983).

This study has a major goal to give English teachers in Indonesia some insights about the effectiveness by implementing Collaborative Writing in teaching and learning activities especially in writing class. This study is conducted in one of national plus schools in East Surabaya. The school uses bilingual curriculum system which adopts national and international curriculum. The writer examined Grade 10 students writing ability of Y Senior High School who are expected to master English well. The high school students are prepared to fulfill the university entrance requirements.

## **1.2 Statement of the Problem**

The study is an attempt to find out the effect of collaborative writing on the writing achievement of Grade 10 students. In line with the background of the study, the research question is formulated as follows :

What is the effect of collaborative writing on the writing achievement of Grade 10 students?

## **1.3 Objective of the Study**

Derived directly from the above mentioned problem, the objective of the present study is to find out the effectiveness of collaborative writing on the writing achievement of Grade 10 students.

#### **1.4 Theoretical Framework**

According to Storch (2011), collaborative writing is the joint production or the co-authoring of a text composition by two or more writers. Collaboration means students work together in a small group producing a single thing. Collaborative writing is the joint ownership of the document produced. Storch observed two types of collaborative writing, collaborative writing in face to face and online modes. Face to face collaborative writing focuses on communication skill (oral) through writing, and online modes collaborative writing focuses on the result of two people in different places working together to produce a text with the help of technology.

The use of small group in a classroom rests on very strong theoretical and pedagogical bases. The use of small group accords with a social constructivist view of learning based on the work of Vygotsky (1978). Storch (2011) used the words from Vygotsky that stated human development is inherently a socially situated activity. Cited from the result of Swain (1993, 1995), students really need ideas from outside their minds to encourage learners to process language more deeply, notice gaps in their interlanguage, and reflect on language use. Collaborative writing provides greater opportunities for students to interact with others.

## **1.5 The Hypotheses**

Based on the theoretical framework above, the questions of the present study could be tentatively answered. Thus the following hypotheses are formulated as follows :

### Alternative Hypothesis

There is a significant difference between the writing achievement of students taught using collaborative writing and the writing achievement of those who are taught using individual writing.

### Null Hypothesis

There is no significant difference between the writing achievement of students taught using collaborative writing and those who are taught using individual writing.

## **1.6 The Assumptions**

This study is based on the following assumptions: (individual and collaborative)

1. The result of writing assignments reflect the students' writing achievement.
2. Collaboration aims to improve the students' creativity and cooperation in writing.
3. Writing in a group influences students' improvement in grammar, vocabulary, and pronunciation.

4. The English teacher is qualified and follows all the steps as written down on the Lesson Plan.

### **1.7 Scope and Limitation of the Study**

It is a quasi-experimental time series design study with random sampling using thirty students from Grade 10 of Y Senior High School in Surabaya. The study tries to find out the effectiveness of face-to-face collaborative writing on the students' writing achievement. This technique is compared with individual writing. This study focuses on the writing achievement of collaborative writing and individual writing.

### **1.8 The Significance of the Study**

This study is theoretically beneficial to support the Storch's theory (2013) which stated that the purpose of the collaborative writing which is effective for teachers will give some innovative ways in teaching and learning activities especially in writing class. Teachers will find that collaborative writing seems to be potential way to teach writing for students who assume that writing might be a confusing and boring activity. Collaborative writing lets a teacher have a role being responsible for the task, setting up the classroom, and stimulating student learning.

Practically, the findings of this study are expected to give a clear picture for teachers and further researchers about the effectiveness of collaborative writing and individual writing on Grade 10 Senior High School students' composition. The result is then expected to be a basis for selecting the right

strategies for teaching writing for different purpose to help the students become effective writers and teachers become effective facilitators. According to Hernandez, et. al (2008), students' participation will be increased in the collaborative writing classroom. The participation enhances students' critical thinking and encourages students to continually assess their own improvement. Collaborative writing draws the concept of teamwork where students work together, and students' weaknesses will be caught and revised together. Students can exchange information in an open-ended, real-life context to fulfill the goals. Collaborative writing is expected to make students gather information, generate and support opinions, and respond to ideas, solve and evaluate the problem, make decisions, and collaborate in reader response activities such as annotating, analyzing, and evaluating articles (Storch,2005).

### **1.9 Definition of Key-terms**

Although terms in the field of collaborative writing have been fairly well standardized in their meanings, some degree of uncertainty may still exist. Some definitions of the key–terms developed by the writer are not accompanied by a citation. As a mean of clarification, the following constructs and concepts are defined.

- a. **Effectiveness.** Effectiveness is the potency of doing something right. Effectiveness shows the strength of ways for producing desired result.
- b. **Collaborative Writing.** Collaborative writing is one of activities involved in the production of a document by more than one author, then predraft

discussions and arguments as well as post-draft analyses and debates are collaborative components. (Storch, 2005)

- c. **Composition.** An English written text which is produced by individuals or groups. It can be stories, reports, or letters.
- d. **Writing Quality.** The measurement of writing essays measuring complexity, structure and fluency.
- e. **Individual Writing.** Individual writing is one of writing activities done by an individual without others' contribution. By individual writing, one can develop his/her ideas broadly and learning independently.

#### **1.10 Organization of the Study**

The study consists of five chapters. The first chapter deals with the introduction which includes the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of the key terms, and the organization of the study. Chapter II focuses on the review of the related literature which consists of the related theories and the related study. Chapter III concerns in the methodology that the writer used. Chapter IV contains the findings and the discussion. The last chapter contains of the conclusion and suggestions of the study.