

CHAPTER I

INTRODUCTION

This chapter presents (1.1) background of the problem, (1.2) identification of the problem, (1.3) limitation of the problem, (1.4) formulation of the problem, (1.5) purpose of the study and (1.6) significances of the study.

1.1 Background of the Problem

People around the world use English to communicate. English has significantly contributed to enabling many people to expand their knowledge and abilities in various fields, including education, tourism, religion, technology, and the global economy. Consequently, Indonesia, a developing country, has designated English as the first foreign language, making it a mandatory topic in legally binding schools from junior high to university.

Considering the importance of English in the modern age, learners must be able to communicate effectively in English, both spoken and written. Listening, speaking, reading, and writing are the four main language skills. Writing is considered to be the challenging skill for students to learn, due to it needs a proper ability to express ideas, thoughts, and feelings through written text.

It is an ability that requires an extended learning process. It requires habituation starting from guidance beginning to advanced writing skill (Walter et al, 2021). Writing skills are complex and sometime it is difficult to teach because English is learnt as a foreign language in Indonesia. There are some aspects that should be understood clearly like capitalization, spelling, vocabulary, grammar, language feature, content, topic and others which is really different from their daily language used. Writing is not an intuitive skill and the uniqueness of writing

as a skill with its own features and conventions, it is fully understood that learning to write well in any language, even in our native language is difficult (Brown, 2003:217). Although writing in English has its difficulties, but students have to reach the goal of competency.

In Merdeka Curriculum (*Kurikulum Merdeka*) is described that the learning objective of writing element at the end of phase E is that the students are able to write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft some kinds of the texts such as descriptive, recount, narrative, report, exposition and procedure with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing.

Contrary to the needs of curriculum, based on the researcher's experience in teaching English, there were some students felt that writing was not easy especially when they wanted to express their thoughts. They also got difficulties in finding appropriate words in developing the paragraph with good structure. As it always happens in classical teaching and learning activities, students usually get uninterested and frustrated in writing. Unfortunately, it was happened in the researcher's class at SMA Insan Cendikia Sriwijaya Palembang. It existed since there were no such interesting rules given by the teacher, so they did not really understand what they wanted to write. In the other hand, the students among the class did not have good interaction each other to share or discuss their papers. After the teacher gave the instructions the students wrote down the text individually. Only some of them was brave asking to the teacher or establish the communication to their friends.

It damaged to the phase E students' achievement especially in writing procedure text. Based on her document, most of the students have not reached minimum passing grade in their daily summative test. They had poor ability in producing a procedure text. They made many error in grammar, capitalization, vocabulary, and stucture. It can be seen in the following Table:

Table 1.1 The students' score on writing procedure text

No	Range of Score	Number of Students	Percentage	KKTP	
				Yes	No
1	90 - 100	-			
2	80 - 89	4	16 %	✓	
3	70 - 79	7	28 %	✓	
4	60 - 69	9	36 %		✓
5	≤ 59	5	20 %		✓
Total		25	100 %		

**source: Teacher of English's document on writing procedure text*

From the Table above, It can be seen that it was only 44 % students who gained the passing grade from 25 students and it was about 56 % students got less than 70 as minimum passing grade in their writing score. In the otherhand, teaching and learning are considered successful if the classical achievement at least 85% or at least there are 22 students achieve the minimum passing grade.

In order, to improve the students' achievement in writing skill, the reseacher conducted a classroom action research through a new technique. Richard and schmit (2002:30) say that different theories about the nature of language and how language are learned (the approach) imply different ways of teaching language (the method) and different methods make difference kinds of

classroom activity (technique). The technique used was Collaborative Writing Technique (CWT).

CWT is one of the solution because it has many advantages from the technique. Sherman states that in collaborative writing, the students are relying on peers for learning. It means that students work together to teach one to another, and they alternate between the roles of students and teacher. This technique combines elements of both motivation and cognitive approaches to collaboration. It also promotes cognitive processing of material using activities that are strongly linked to achievement. It provides the students with the joy of doing the tasks so it gives them a positive contribution to the development of their writing skills. Therefore, the reseacher is interested to have a research entitled **“Improving Phase E Students’ Writing Skill Through Collaborative Writing Technique at SMA Insan Cendikia Sriwijaya Palembang”**.

1.2 Identification of the Problem

Based on the background described above, the identification of the problem used as the research content is as follows:

1. The process of teaching and learning activities in writing were monotonous.
2. Students felt that writing was difficult specially when they wanted to express their thoughts.
3. Students did not have good interaction in writing class.
4. Students’ ability in producing a procedure text was poor, they made many errors in grammar, capitalization, vocabulary, and stucture.
5. Students’ achievement score were mostly less than 70 as minimum passing grade.

1.3 Limitation of the Problem

The problems being reviewed are too broad and in accordance with the aims and objectives to be achieved, it is necessary to limit the problems within the scope of the research. The focus of this study was limited to the classroom action research that explores the improvement of phase E students' writing skill on procedure text through collaborative writing technique. The phase E consisted of the tenth grade students at SMA Insan Cendikia Sriwijaya Palembang.

1.4 Formulation of the Problem

As related to the background, The problem of this research is formulated in the following question: "How could collaborative writing technique improve phase E students' writing skill on procedure text at SMA Insan Cendikia Sriwijaya Palembang?"

1.5 Objective of the Study

The aim of the study is to find out how collaborative writing technique could improve phase E students' writing skill on procedure text at SMA Insan Cendikia Sriwijaya Palembang.

1.6 Significance of the Study

The writer expects that the result of this study will provide the advantages and useful information to the students, English teachers and other researchers.

1. For the Students of SMA Insan Cendikia Sriwijaya Palembang

This study is desired to be able to improve the students' writing skill achievement on procedure text. Furthermore, The students are expected to be more interested and motivated in learning activity by collaborative writing technique as a new experiences.

2. For the English Teachers

The result of this study is hoped could be one of an alternative strategy to the English teachers expanding insight into variations in teaching activity and improving abilities in designing and implementing classroom management to be more effective and enjoyable so it could increase the students' achievement in every goal of the competency.

3. For the Other Reseachers

The finding of this study, it will be a reference in conducting the similar researches in the future. The other reseachers can get the valid information about the use and the application of collaborative writing technique to improve the students' writing skill.