

CHAPTER I

INTRODUCTION

A. Background Of the Study

English is one of the languages that has been internationalized. This is because English is the most commonly used language (Nishanthi 2018), and this language is employed as an international language and plays an important role in many areas (Yulfi & Aalayina, 2021). The importance of English affects many things, one of which is in the field of education.

As a foreign language taught in Indonesia, we understand the importance of English as a means of communication. In English there are two types of skills, namely receptive (listening and reading) and productive (speaking and writing). Productive language skills are the ability to create meaningful language codes both in oral and written communication. Meanwhile, receptive language skills are skilled or able to re-translate language codes into meaning in both oral and written communication (Sreena & Ilankumaran, 2018).

The two main literacy skills are reading and writing: reading is part of knowledge, while writing is part of skills. These two areas are closely related. Therefore, even for experienced writers, writing takes longer than reading. The process of learning to read and write should occur simultaneously and the process will be easy for students who have mastered spoken language (Santoso, 2018).

Writing is one of the most important language skills that students must have, especially in the context of secondary school education. Writing is a productive

skill that requires the creation of written messages that can function as a form of communication. Writing is one of the necessary skills because it plays an important part as a communication tool. When we write we need a specific ability to express the message in written communication (Ningsih, 2020). Another way to think about writing is as an expression or emotion put into words. In short, writing is a means of learning and expressing emotions and ideas. By exchanging thoughts and perspectives with others through written communication, people can communicate indirectly. Writing is a difficult skill to master. Writing is considered by many students as one of the most challenging English language skills. The skills involved in writing activities are very complex (Amalia, 2018). Writing is said to be the most challenging linguistic talent. Because writing requires a lot of confidence, ideas, information, and life experiences, writing is more difficult than other skills. In addition, students need to master grammar and vocabulary to express their ideas or emotions effectively.

Students in Indonesia still often have poor writing skills, especially in terms of creating recount texts. Recount text is a type of text used to retell experiences or events that have occurred, and this skill is very important to help students communicate and express themselves well. However, many students have difficulty organizing ideas, using proper grammar, and organizing information well. One of the biggest challenges is organizing ideas logically and turning them into a cohesive paragraph. Hani (2023) states that this challenge is compounded by a lack of understanding or familiarity with the format of a recount text. The fact that students need help in understanding the generic structure of a recount

text, which affects the overall quality of their writing, lends credence to this conclusion.

Many students struggle to use the correct verb tense, especially the simple past tense, which is essential for recounting historical events. When writing recount text, students often struggle to construct grammatically acceptable sentences and misunderstand verb tenses, according to studies from various countries. For example, a study conducted in Indonesia found that students often misuse verb tenses due to their lack of understanding of grammatical principles. Students' limited vocabulary is a common problem that occurs in various educational contexts and hinders their ability to express ideas effectively and clearly. Students also struggle with the ability to create content in a meaningful way. Many students report that they have difficulty generating concepts and explaining what is happening in their stories. The fact that this problem has been reported across multiple cultural contexts suggests that it is a common problem. Understanding these difficulties underscores the need for a targeted instructional strategy that emphasizes vocabulary growth and reading fluency. Teachers are encouraged to use techniques that facilitate extensive reading skills and offer explicit vocabulary training, as these methods can improve students' word recognition skills, allowing them to select more appropriate and varied words when composing recount texts.

Collaborative writing strategy is a writing teaching technique that supports students to work together in pairs or groups to produce good results (Latifah & Ulfa, 2020) one of the methods the teacher can use in teaching recount text is

collaborative writing. Peer collaboration can be a proper strategy to be implemented, especially in learning recount text writing. Peer Collaboration encourage students to discuss, share ideas, and work together, improving their understanding of the material. Research also shows that techniques such as mind mapping and semantic mapping can help students organize their thoughts and improve their writing skills. Ramli et al. (2024) found that collaborative learning addresses students' difficulties in mastering vocabulary and grammar, enriching their overall learning experience. Teams of students work together to share ideas, produce text in response to teacher prompts, and then edit each other's work. This type of writing is ideal for encouraging group projects, critical thinking, peer education, and motivating students to achieve goals. Group members have the opportunity to collaborate and have meaningful conversations as they make decisions.

In applying Peer Collaboration in English curriculum, there are three stages in the process of peer feedback (Shaojun, 2011 in Mulifah, 2021). The first stage is pre-peer feedback: in this stage teacher build the understanding about peer feedback to the students. The second stage is while-peer feedback: in this stage, students begin to do peer feedback based on the instructor's description of peer feedback, and the teacher guides them through their peer feedback strategy. Then, the last stage is post-peer feedback: in this stage the teacher took the role of a monitor, evaluator, and trainer during the teaching and learning progress using peer feedback as the learning strategies. Based on Sharmin (2019), there are several advantages of peer feedback such as (1) students gain confidence,

perspective, and critical thinking, (2) students get more feedback on their writing than they could from the teacher, (3) able to build a sense of classroom community. Students believed peer feedback was less traumatic than teacher feedback following the trained peer response, and while they still favored teacher input for learning, they felt more comfortable accepting peer feedback. (Lin&Chien, 2009; in Sharmin, 2019).

This study was conducted in Junior High School. The researcher observed and interviewed the English teacher and also the students. The IX grade students as the object of this research. It is because they already have a stronger language background, have higher curriculum expectations are more able to contribute and still have difficulties in creating recount texts that need to be addressed in new ways such as peer collaboration. Widyastuti et al. (2021), have explored the effects of peer feedback on student engagement and perceptions, these studies have primarily focused on feedback mechanisms rather than the broader collaborative processes that can improve writing skills. Thus, by using collaborative learning methodology to improve recount text writing ability, this study aims to fill the gap and ultimately improve junior high school students' writing outcomes. It is hoped that this study will help create a more effective writing learning system by explaining how student interaction can improve the quality of their work. In addition to addressing the gap in research, this study will offer useful suggestions for teachers who want to incorporate successful writing techniques into their lesson plans.

B. Problems of the Study

The problems of this study are formulated in a research question as the following:

1. How is the Peer Collaboration implemented in teaching writing recount text for grade IX students of Junior High School?
2. Why is peer collaboration in teaching recount text writing implemented the way it is?

C. Objectives of the Study

In the relation to the problem statements above, the researcher formulates some objectives of the study as follows:

1. To analysis the implementation of Peer Collaboration in teaching writing recount text for grade IX students of Junior High School.
2. To explore the reasons for using peer collaboration in teaching recount text writing implement the way it is.

D. The Scope of the Study

This study is focused on the application of peer collaboration in writing recount texts for ninth-grade students at SMP Muhammadiyah 1 Medan. Specifically, this study examines how the application of peer collaboration helps students in facilitating the development of vocabulary choices, grammatical accuracy, and organization of ideas when writing recount texts. The use of peer collaboration in writing recount texts is the sole focus of this study. Therefore, the

researcher will investigate the process of this method on students' writing abilities and how this method is applied in the classroom.

E. Significances of the Study

The researcher hopes that this study can give some information which is needed to everyone and can be meaningful. There are two major benefits, they are theoretical and practical.

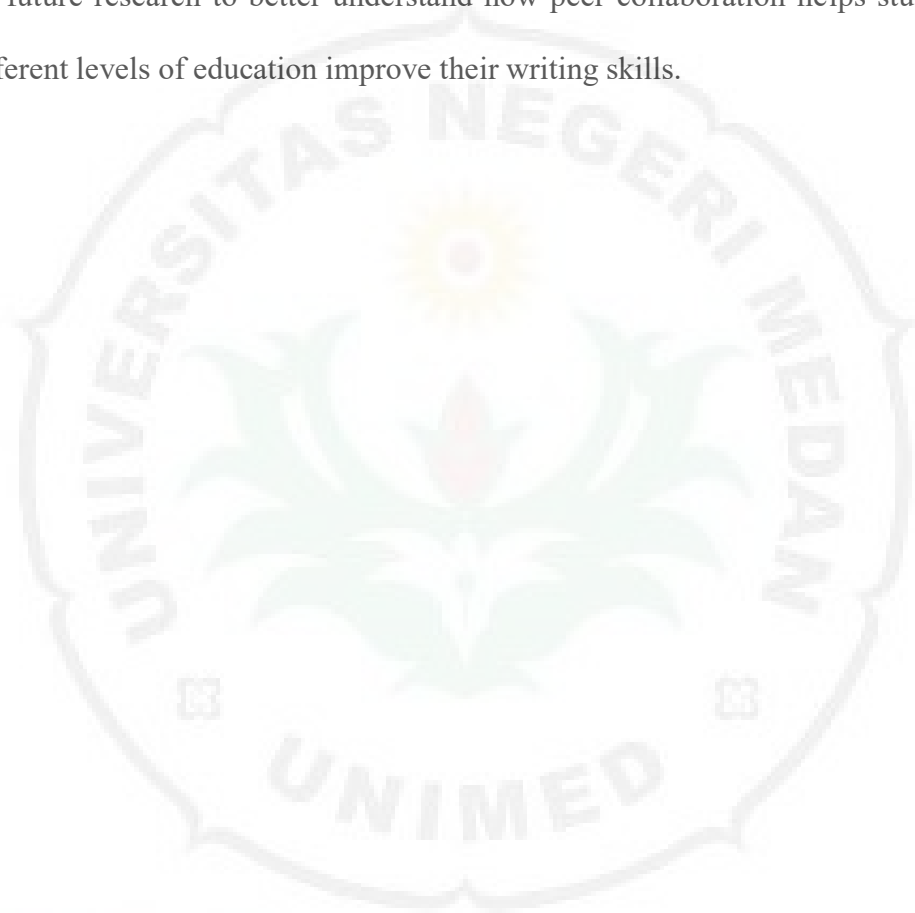
1. Theoretically

This study gives description about the implementation of Peer Collaboration in teaching writing recount text. This research is also expected to support the ability of teaching English especially in teaching writing skill. This study contributes to the existing information on Peer Collaboration in language teaching. Peer Collaboration can facilitate the development of students' recount text writing skills, especially in vocabulary selection, grammatical accuracy, and thought structure, as empirically proven by this study. In addition, this study is expected to give deeper understanding on the Peer Collaboration and becomes a helpful information and useful reference to the next study.

2. Practically

Many parties involved in the education sector can benefit from this study. Through Peer Collaboration, the program offers an engaging and dynamic method for students to facilitate the development of their writing skills. This study provides educators with an alternative teaching method that promotes student-centered learning and active learning. These results can be used by educational

institutions to facilitate English language teaching by implementing collaborative writing strategies into their curriculum. Finally, this study can be used as a guide for future research to better understand how peer collaboration helps students at different levels of education improve their writing skills.



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