# CHAPTER I

# INTRODUCTION

This section includes the background of the study, the problem of study, objective study, assumption, the significance of the study, scope and limitation of the study, and each of these items discussed clearly as follows.

## A. Background of the Study

Writing is one of the important skills that students need to develop because it is not only a simple matter of putting words together but also a recursive and continuous process. It can be seen that students must perform certain steps in a particular order to write correctly. Rass (2005) stated that writing is a difficult skill mastered by the students because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. Moreover, the writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence (Nurhayati, 2016). Related to previous research, the obstacle also occurred while students are doing writing practice come from themselves. They feel hard to put the ideas on a piece of paper, boring tasks, and afraid to ask the teacher when they feel difficult. In learning writing, students sometimes find some problems or difficulties, the fact has shown that the students are quite difficult to spell the foreign language because they hardly ever knew the words used in their composition of writings. This inability made them write the forms of the word incorrectly.

Meanwhile, Travers as cited in Ramadhani (2017) states that achievement is the result of what an individual has learned from some educational experience. Several factors can cause low achievement in writing: internal and external factors. The internal factors that can influence the students' achievement are motivation, interest, personality, IQ, learning style, they seldom study at home. In Indonesian, using and learning two or three language among students and English lecturers, with English as foreign language (EFL), Javanese as mother tongue (L1), and Indonesian as a second language or national language (L2) have received considerable attention (Nurhayati, 2019). The English language is not their mother tongue, so they think that English lesson is difficult and they seldom discuss with their friends, and the external factors are English teachers don't give interesting strategy to attract the students, and the class environment is crowded for students to concentrate. Related to the language production, recently, there were studies indicating that research in language production aimed to explain how people translate a thought into spoken, signed, or written utterance (Nurhayati, 2017).

One way to develop students writing skills is to have students actively participate in the language learning process, which is by collaboratively working together with their peers to better acquire the language by having students working together; teacher creates the environment for students to learn from each other (Lantolf & Thorne, 2007). According to Nurhayati (2015) states teacher can also carry out collaborative classroom action research in their own classes. When teachers tend to provide chances in working together, collaborative writing can be used during lessons. Collaborative Writing

Strategy is a mixture of cooperative learning and writing strategies. According to Sukirman (2016), the term "*collaborative writing*" refers to projects where written works are created by multiple people together (collaboratively) rather than individually. It is supported by Bosley (1989) states that collaborative writing deals with two or more people working together to produce a document with a group responsible for the end product. In other words, collaborative writing offers opportunities not only to a practices literature review, academic reading and writing, but also stimulates reflection, knowledge sharing, and critical thinking. When the teacher gives the assignment, some students sometimes didn't understand the instruction and the meaning of the text, because of the limitation of vocabulary mastery. So, they get confused about it. It is in line with Nurhayati (2014) states some students get difficulties to understand the text for themselves because they lack of vocabulary. It relates to the fact that they rare read any books that is why they lack of vocabulary. They feel difficult and ask their friends about the answer and the other students didn't interesting in the material. But, when the teacher asks them to work together, some students feel enthusiasm, because they can discuss with their friends but the other students sometimes also feel enjoyable and choose to do individually.

Psychological factors have a role regarded in their learning achievement. Some previous studies done related to the implementation of collaborative writing strategy in teaching writing, a study conducted by Jalili & Shahrokhi (2017) proves in their research that the application of collaborative writing strategy is an effective strategy to the reduction of learners' writing anxiety

rates and participants had a positive attitude towards collaborative writing. In other research conducted by Soraya (2016) also proves that Collaborative Writing Strategy (CWS) is effective to teach writing for the eighth grade of a Junior High School and CWS is more effective than MWS (Metacognitive Writing Skill) in writing lesson; the high creativity students produced better writing rather than the low creativity student, and the interaction of teaching methods and the students' creativity is existing in this writing lesson.

Besides the teaching method, psychological aspects or factors such as personality, self-esteem, IQ, etc. can influence the students' writing skills. As stated before when the teacher has tended to provide chances in working together by using collaborative writing, then students' personality becomes the psychological factor or aspect that could nearly accompany this method. Language teachers view, the personality of their students is a major factor contributing to success or failure in language learning. To determine how important, they rated personality and two other individual differences.

According to Gazzaniga and Heatherton (2002) as cited in Travolta et al., (2018) personality is someone's characteristic with feelings, thoughts, and behaviors that are formed by the time and the experience of the individual. It believes that each person has their unique because there is no one person is truly alike or exactly the same. Jung as cited in Laney (2002) defined the personality into two types; introversion and extraversion. Some previous studies done related to the relation of personality and students' writing achievement, a study conducted by Ain and Saeed (2017) proves in their research that there is a positive correlation between the personality traits and

writing ability of the English Learners. Another research, conducted by Revola (2015) which also proved that personality influenced students' achievement in writing and EFL teachers are suggested to pay more attention to their students' personality types in their classroom.

Based on the explanation above, the implementation of the strategy is very useful today with considering students' psychological factors. Because it can help the students make the right decision based on what they have been studying and achieve the learning goal. Furthermore, collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills. This one is appropriate with curriculum 2013 (K13), the objective of this curriculum is to emphasize students' center. It means that most of the work is centered on students and teachers as facilitators. Meanwhile, this curriculum also considering the students' background, characteristics, and initial ability (Permendikbud, No.36:2018).

Writing in English for Indonesian students, especially students of SMK Al-Khoiriyah is found so difficult. This is believed through pre-observation (online interview) done on May 11th, 15th and 18th 2020 by the researcher with the teacher and students, there are some problems and difficulties had found when learning writing; first, students often making mistake in writing. Students feel difficult to complete the sentences because the word and the pronunciation are different and lack of vocabulary mastery. Second, the most challenge in teaching writing is grammatical' structure and diction. Sometimes students are failed in arranging the word, so they do mistakes in grammatical. Teachers say

some dictions are not appropriate because most of the students use google translate to do a task. This is evidence/proven by the score of students' assignment that there are still have vocabulary mistakes. Third, most of students don't have enough confidence to do the writing. Some of the students are not confident in writing because of a lack of tenses and construct sentences. Moreover, most students still think that English lesson is not important to learn, so they are not interested in and become lazy to do a task. As a result, students often have many basic mistakes in written works about vocabulary, grammatical structure, diction, organization, and less motivation in learning English. It happened to the eleventh-grade students at SMK Al-Khoiriyah Tulungagung.

Another reason from the online interview done on May 13th, 15th and 17th 2020 with the students, several things cause difficulties in writing; (1) lack of vocabulary, (2) arranging grammatical or structure, (3) and how to connect the sentences. First, the students usually feel confused when the teacher gives the assignment. It happens because of the lack of vocabulary mastery. Second, students also feel hard in grammatical structure. Some students feel difficult and less careful in the use of tenses, for example in the simple present tenses, they feel confused with the subject that must add s/es and sometimes they forget to add s/es in the subject (he, she, it). Then, they also feel difficult to distinguish nominal and verbal sentences.

Third, sometimes they feel confused about how to connect the sentences, difficulty in starting the words, and continue to arrange the sentences. It happened because they didn't know about the meaning and how to translate the

language in a good paragraph. Moreover, in writing English, the sentence is still reversed, for example, "*kertas putih*" they write paper white.

Consequently, because of the difficulties of writing, the teachers need to apply a variety of strategies that are available nowadays as tools for teachers to make students practice more and work with a language they have been studying (Rivany, 2014). Students learning activities should be emphasized during the learning process, so the students didn't feel boring while studying. However, the low level of enthusiasm and student participation in learning activities is the lack of interest in students' learning. This situation is suspected because the strategy chosen and applied by teachers is less appropriate and interesting during the learning process. So, it is needed a strategy with the main objective is to make writing activity became easier and interesting to learn for students.

Moreover, to consider students' background knowledge and characteristics is important to achieve the learning goals. So, it is important to conduct a study to capture students' psychological and characteristics. The result of this research is expected to give some contribution to teaching and learning English. This contributes as it hopefully can add knowledge about Collaborative Writing the implementation, strengths, weakness, and others.

This strategy is chosen to help students be less dependent on the teacher (Sukirman, 2016). Besides, this strategy can be a way to shift the paradigm from a teacher-centered approach that commonly found in English language classrooms in Indonesia. Moreover, SMK Al-Khoiriyah has good quality which is proven by some facts, such as in technology and infrastructure like free Wi-Fi internet connection in every corner. So, the students can access

many sources to help their learning process. But, in contrast, most of the students, not enthusiastic to learn English, they think that an "English lesson" is not important and too difficult to learn.

Moreover, it can encourage the students to write actively in the writing process by using this strategy, because of the peer review benefits (Soraya, 2016). Therefore, the researcher wants investigated that collaborative writing strategy is effective or not to be applied in teaching writing and involved students' psychological factor, especially personality. Some previous studies done related to the implementation of collaborative writing, a study conducted by (Jalili & Sharokhi, 2017) proves in their research that the application of collaborative writing strategy is an effective strategy for the reduction of learners' writing anxiety rates for female intermediate EFL learners. Second, (Soraya: 2016) proves in her research that the application of collaborative writing strategy (CWS) is effective to teach writing for the eighth grade of a Junior High School and CWS is more effective than MWS (Metacognitive Writing Skill) in writing lesson. Then, the high creativity students produced better writing rather than the low creativity student, the mean score of students having high creativity.

Third, (Hanifah: 2018) proves in her research that the application of collaborative writing is an effective method to teach writing for EFL students. Collaborative writing gives numerous benefits for both students' language competence and their self-esteem at the English Education Department of the Islamic State University of Surakarta. Fourth, (Gökçe: 2001) proves in his research that collaborative writing has some positive effects on attitudes of

learners at the Anadolu University Preparatory School. Then, the other research conducted by (Hawa & Ghufron: 2015) also proves that collaborative writing technique is an effective technique in teaching writing especially for students with high creativity at second-semester students of IKIP PGRI Bojonegoro.

Based on those previous studies, the researcher wants to verify whether the Collaborative Writing strategy is also effective to increase students' writing achievement at SMK Al-Khoiriyah which has the same problems as the previous one but they are different levels since the previous study is done at junior high school and university level. Meanwhile, this research focused on students' personality that correlates with writing (Revola, 2015; Ain & Saeed, 2017).

In short, related to the previous studies collaborative writing gives a good impact on the students in writing. That is why, by finding the effect of the collaborative writing strategy, it can show the best teaching methods in writing especially for extrovert and introvert students. Teachers can maximize the teaching of collaborative writing strategy by combining different student's personality with effective learning goals.

Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical thinking and decision making skills (Pramono, 2014). So, the collaborative writing method was selected because it was believed to be able to stimulate the students to be more involved in the writing activities and to facilitate the students to comprehend the passages. Moreover, it can decrease their weakness and increase their strength because they often share with their collaborative writing

teams to achieve the knowledge needed for future work especially final tests and others that do one by one not teamwork.

Besides, personality has been proven as one of element influencing performance in EFL. Personality becomes an important role in acquiring a foreign language in school because personality has formed strongly made the students' characteristics (Travolta et al., 2018). Both introvert and extrovert show different achievements in speaking and writing of EFL. The students with extrovert personalities seem better than those with introverted personalities in speaking performance. However, in writing performance students with introvert personalities are more capable to deal with linguistic form and grammar (Qomarudin as cited in Herdrawan, 2012).

Based on the explanation above, the researcher believes that a collaborative writing strategy can increase students' writing skills. The students can work together and share their idea in their group. Students can create positive relationships when they work in a group and this may change their attitude towards learning. They have multiple pairs of eyes to proofread the writing.

Following previous discussion and theoretical empirical findings. Therefore, based on the explanation and the symptom above, the researcher feels interested in carrying out research entitled ***"The Effect of Collaborative Writing Strategy on Students' Writing Achievement across Different Personality Style at SMK Al-Khoiriyah Tulungagung".***

B. **Statement of the Problem**

The following research questions were addressed:

1. Is collaborative writing strategy more effective than the conventional methods in teaching writing?

2. Do students with extrovert personality have better writing achievement than students having an introvert personality?

3. Is there any interaction between teaching strategy and students' personalities?

C. **Objectives of the Study**

This study is conducted to uncover and identify:

1. To find out whether a collaborative writing strategy is more effective than the conventional method in teaching writing.

2. To find out whether students with extrovert personalities have better writing achievement than students having an introvert personality.

3. To find out whether there is an interaction between teaching strategy and students' personality.

D. **Assumption**

Based on the background of the study, three variables that are used by the researcher. They are dependent variables (students'writing achievement and students' personality) and the independent variable (teaching strategy).

An **attribute variable** (sometimes called a *passive variable*) is a type of variable that is not manipulated in experiments. An attribute variable could be a variable that is a fixed attribute like sex, race, or gender. These

variables **cannot be changed** or manipulated by the researcher as they are an inherent part of a person or object. This variable is assumed to have an effect on the process and the result of the study by the researcher.

From this study, the researcher considered it was important to draw assumption to avoid any factors which may cause bias in the result. The assumptions are:

1. There are some factors that may influence students' achievement in writing. It is caused by strategy, method, approach, and also physiological factors.

2. Personality (attribute variable) assumed has an effect on the process and the result of the study.

### E.  Scope and Limitation of the Study

This study intends to investigate the effect of collaborative writing strategy and personality types on the students' writing achievement of the eleventh grade at SMK Al-Khoiriyah Tulungagung. The researcher limited the method in one strategy that is Collaborative Writing strategy that involves a psychological perspective, personality learners by using media pictures and the topic is procedure text. The researcher took two classes of eleventh graders XI-Syaria Banking and XI-Fashion. The first class was an experimental class taught by the Collaborative Writing strategy. Meanwhile, the second one was a comparative class, as the control class, was taught conventional teaching.

## F. Research Hypothesis

As the tentative answer to the research problem, the researcher shows the hypothesis related to the research problem was presented.

The research hypothesis of the research as follows:

1. Null Hypothesis (Ho):

   - $H0_1$: Collaborative writing strategy is not effective than the conventional method in teaching writing

   - $H0_2$: Students with extrovert personality haven't better-writing achievement than students having an introvert personality.

   - $H0_3$: There is no interaction between the teaching strategy and students' personalities.

2. Alternative Hypothesis (Ha):

   - $Ha_1$: Collaborative writing strategy is more effective than the conventional methods in teaching writing.

   - $Ha_2$: Students with extrovert personality haven't better-writing achievement than students having an introvert personality.

   - $Ha_3$: There is an interaction between teaching strategy and students' personalities.

## G. Significance of the Study

The researcher hopes that the result of the research will be useful for the teacher and the next researcher. Theoretically, the result of the research will give the appropriate method that uses in teaching writing at school. Practically, the teacher is expected to use collaborative writing strategy as an alternative

method of teaching writing in the classroom because it is a kind of fun strategy and motivates the learners to study the English language. For the next researcher, this method should be a reference for the research about teaching writing.

## H. Definition of Key terms

To avoid misunderstanding of the key terms used by the researcher, it is important to clarify about these terms.

1. The Effect

   The effect is the capability of producing the desired output. When something is deemed effective, it means it has an intended or expected outcome or produces deep, vivid impressions.

2. Collaborative Writing

   Collaborative writing is a strategy in which students should be teamed together on an assignment to complete a task.

3. Personality

   Personality is someone's characteristic with feelings, thoughts, and behaviors which are formed by the time and the experience of the individual. Personality divided into two types; introversion and extraversion. In this study, the researcher uses *Eysenck Personality Questionnaire*. The questions that will be used is to measure the extraversion and introversion dimension.

4. Writing's Achievement

   Writing achievement means that the result of the test given by the researcher. The researcher conducts a post-test to the students as the last

writing test after the treatment for the experimental and control group. After the treatment, the higher mean score indicates a better achievement of the students' writing skills. Then, the result of the students' writing achievement is scored on each part of the test.