

CHAPTER I INTRODUCTION

1.1. Background of Study

Writing is the process of finding, collecting, and outlining ideas before they are reshaped and reworked (Meyers, 2005) When writing means wanting to achieve something expected through the expression of ideas. Writing in functional communication allows the learner to generate self-imaginable phrases (Kern, 2000). Writing is one of the basic skills that are very difficult to understand because writers have obstacles in writing, namely lack of mastery of vocabulary and ignorance of grammar. It is explained by Braine and Yoroza (1998) that writing is very complicated than other language skills. Writing is the most challenging basic skill to master when learning a foreign language, especially English language based on Daulay, Dewi and Pulungan (2022). This is shown by a study conducted by Kristiana, Yunita, and Syahrial (2021) which shows that students have difficulty developing ideas and students have difficulty in using liaisons as well as students lack vocabulary in writing.

The ability of the students is very significant in the teaching learning process, because the content will accept well. A skill in accomplishing something is referred to as ability. Good ability can make the subject easier to learn, and their ability will grow as a result.

In writing, there are so many techniques that students can use to make it easier for them to produce good writing. One of the techniques that can be used by students is collaborative techniques. Storch (2005), collaborative techniques provide students to gather ideas and provide mutual feedback that would not be possible individually. This collaborative technique is one of the good strategies used to write descriptive texts because students can discuss with each other between their group of friends, develop their writing skills, and can also make students think critically. Students brainstorm with their friends and then pour them into writing, correct each other, and then comment, with such techniques perhaps improving the student's writing skills. This is

shown by a study conducted by Inayah (2019) where the results of his research show that collaborative techniques succeed in increasing students' interest in writing English and also help them develop their forms of writing skills before the application, during and after the application of collaborative techniques.

Writing has several elements necessary for students' knowledge, namely content, grammatical functions, vocabulary, and mechanics. And the writing itself consists of several types of writing styles, namely narrative, descriptive, persuasive, expository, and others. In this study, researchers chose descriptive texts. The descriptive text was chosen because it became one of the compulsory learning materials in class VIII. Based on the current curriculum in Indonesia, namely the Merdeka Curriculum, writing descriptive texts is one part of the syllabus in junior high schools. That means students must be able to understand how to write a descriptive text.

A descriptive text is a common text that can be incorporated into another text. According to Husna (2013), descriptive text is a type of writing that contains the description, definition, and properties of an object or something. Meanwhile, according to Sanggam and Siahaan (2010), a descriptive text is an English-language paper in which the author describes a certain thing. It could be about a person, an animal, a tree, a house, a camping trip, or any other subject. Therefore, for the reader to have a clear picture of what is described, the material in the descriptive text must be specific and detailed. Students need knowledge and competence to write this kind of material. This indicates that the text describing the appearance of an object is descriptive.

In Indonesia, many students still find it difficult to master writing descriptive texts. Because in writing this descriptive text, students must be able to describe a place, person, thing, and so on. And this is also due to the lack of vocabulary, grammar, and generic structure in writing this text. Ada some of the difficulties of students in writing

descriptive texts are a lack of understanding of the idea of main writing, and a lack of mastery of vocabulary and reference sources Nurhidayah (2021). This is because many students will be lacking in writing skills. Therefore, although this description text looks easy, students should be given guidance in writing this text.

The same thing also happened to students at Al-Ulum Junior High School Medan. Based on the observation that some students do not have much vocabulary, this makes it difficult for them to explore their ideas, then still confused by the generic structure of the descriptive text, and still not proficient in how to construct sentences properly to make the text unclear.

Based on the above research background it is important to conduct a research on "The Effect of Collaborative Technique on Student Ability in Writing Descriptive Text at The Islamic Junior High School Al- Ulum Medan"

1.2. Identification of Study

Based on the above research background, several problems were identified:

1. Lack of vocabulary in students and difficulty with grammar
2. Student delays in exploring their ideas
3. Students are confused by the generic structure of descriptive text
4. Students are not proficient on how to compose sentences properly

1.3. Limitation of study

Referring to the identification of the above problems, then this research problem is limited only to the ability of students to write descriptive text using collaborative techniques.

1.4. Formulation of study

Based on the identification and study limitation, the research question of this research is:
1. Is there any significant effect of using collaborative technique on students' ability in writing descriptive text at The Islamic Junior High School Al- Ulum Medan?

1.5. Objective of the study

Based on the formulation of the research problem that has been stated above, the objective of the study of this research is to:

1. To find out whether there is significant effect of using collaborative technique on students' ability in writing descriptive text at The Islamic Junior High School Al- Ulum Medan.

1.6. Significance of the study

From the result of this research, there are some advantages that the researcher can take. The significance of the study are divided into two categories:

1.6.1. Theoretical significance

Researchers hope that this research can be used as a reading source to conduct their research on writing descriptive texts.

1.6.2. Practical significance

The result of this study expect to provide benefits for all parties involved in this research, including.

1. For students

The results of this study are expected to provide benefits for students to be able to understand how to write descriptive texts and can support students to be motivated in learning to write.

2. For teacher

The results of this study are expected to provide information for teachers regarding the ability of their students to write descriptive texts. And teachers can provide insights related to the process of translating a text. And the teacher can inform the students by using techniques, and appropriate methods of writing descriptive texts.

3. For School

This research can be used as a source of information related to

students' ability to write descriptive texts.

4. For the other researcher

This research is expected to be a source of reading for other researchers to research with a focus or related problem, as well as information if other researchers want to conduct research in related schools.



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