

CHAPTER I

INTRODUCTION

This chapter presents some points that include background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of the key terms.

1.1. Background of The Study

The English writing system is still running in one direction, this is because there are still complexities of teaching writing that are more focused on teacher-oriented rather than student-oriented. According to Fauziah (2009) There are limitations in the development of teaching methods and strategies that can be said to not fully reflect the needs of students which are actually the main reasons. Besides that, according to Mack, & Philips, (2012) which states that this will bring influence where students will learn passively and ignore to contribute to the writing process. In addition, Bella (2017) also added that the impact of teacher-oriented raises some external problems of students, especially in writing learning in the classroom. On the other hand, students do not want to write anything, they assume that writing is very boring and students are not motivated or not interested in writing, so it will greatly affect the learning atmosphere, that is many students do not pay attention to the lesson seriously.

There are several previous studies that show related to other problems in writing that are often faced by students. According to Bella (2017) classifying that writing problems consist of two problems, namely Learners writing problems and Cognitive Problems. In the Learners writing problems, most students have problems with grammar, sentence structure, organization of ideas and choice of words. While in cognitive problems, students often faced problems with Mechanics (punctuation, uppercase letters, spelling) and organizations. Furthermore, Pablo & Candy (2018)

showed that there were no significant differences among the previous researchers, writing errors occurred in the same aspects namely in exploring ideas, organizations, use of language (structure sentences) and Vocabulary / Word Choice.

In addition, in the previous year Nguyen Than Huy (2015) investigated that writing problems faced by senior high school students also had the same results, students often experience problems related to aspects of vocabulary, where very limited vocabulary greatly affected the results of student writing. In addition, the limitations of grammar also greatly affect the ability to use language, especially in writing. Without realizing it, it also makes it difficult for students to arrange good sentences. The last is to organize ideas, students cannot develop the organization of ideas so that many errors occur during the writing process.

Based on these problems. It can be concluded that writing is not an easy thing. Mourssi (2013) said that writing is one aspect of activities that are not easy for students because writing requires mastery of content, grammar structure, and vocabulary. In addition, Bella (2017) said that it is very necessary for a strategy or interesting media to overcome problems. Therefore, to overcome the problem of writing, the researcher proposes the use of Online Collaborative Writing through Edmodo on student writing skills.

According to Ive (2017) Collaborative writing is one of the strategies in the Student-Centered strategy, in this strategy, students will be more active and they have a greater role in what they learn, how they learn it, and when they learn. In addition, according to DiCamilla & Anton (1997), Collaborative Writing has great potential that can help students focus more on the accuracy of grammar, vocabulary, lexis, and discourse, and can encourage students to know a collection of knowledge about languages.

In recent years, there have been several researchers interested in investigating Collaborative Writing, such as Fernandez Dobao (2012) who investigated Collaborative Writing Strategies and strategies for writing individuals or in pairs and the results of the Collaborative group which includes aspects of grammar,

vocabulary, use of words and sentence structure results are better or more accurate than the results of writing individually. And in the following year, Juang (2014) also examined the effectiveness of collaborative writing strategies in teaching student writing and showed very positive results where the aspects of content, organization, mechanics, and sentence structure of students increased with an average score of 12-18, that can be categorized Very Good - Good criteria

And further Shehadeh (2011) also added, in his research related to the perception of 2 groups of students in collaborative writing, the results showed that most students in the experimental group had a very pleasant experience when they learned to use collaborative strategies.

Besides the effectiveness of the Collaborative Writing Strategy. in fact, there are still some problems that the researcher found in the previous research related to the implementation of Collaborative Writing. Research from Deveci (2018) which examined collaborative writing and compared it in pairs and individual work. The results show that the texts written in collaborative writing strategy as a whole are more accurate than those written individually. In addition, in terms of grammar and lexical accuracy shows an increase, but from this study still found problem including the existence of some students look passive in the discussion and they depend on their friends, so this slightly affected the success of their collaborative writing assignments. And the problem in this study is also the same as the problem in the research conducted by Bremner, (2010); Meyer (2014) who conducted a collaborative study, and their research the results showed that there were problems related to some students are less active to joint discussion in collaborative writing, and students were not interested and motivated to participate in collaborative writing.

In the following year Kalpari (2015) in his research related to the use of Collaborative Writing in descriptive texts for second grade in senior high school, also showed positive results where there was a significant influence of collaborative strategies on student learning achievement, which resulted from Cycle 1 which only got an average score of 61.9 in Cycle 2 got a score of 71.2. However, in the

implementation of Cycle 1 and 2 researcher still found problems related to some students are passive in discussions when implementing collaborative writing. Therefore, Kalpari also suggests that the application of this strategy can be combined with the use of media that can encourage them to be active and courageous in applying their understanding and knowledge through collaboration with other students. This statement is also supported by Ismail & Ramadhan (2019) which states in his research that researchers who want to conduct a research about collaborative writing can make an innovations in collaborative writing.

Based on previous research, the researcher can collect problems related to collaborative writing. These problems can be described in problems related to there are some students who are passive and less active in discussions so they hang their work on their friends. So because there are still problems related to writing in Collaborative Writing, it can be concluded that Collaborative Writing still does not fully resolve students' problems. So it needs one media that can make student' enthusiasm and interested in writing so they want to work and discuss with their friends. Therefore, to overcome the existing problems, the researcher combined the Collaborative Writing strategy with the use of Edmodo, and Edmodo was believed to be able to overcome problems in collaborative writing strategy.

Not a few previous researchers examined the effectiveness of Edmodo as a media for students writing. According to Diantari, Hadisaputra (2018) which in their research shows a positive response where students are very interested in writing with Edmodo, and through Edmodo students who are usually passive in class can actively participate in online sessions because Edmodo facilitates students to share their knowledge, can give response to someone post or work and compose a text. Furthermore Gay (2017) also added that in the results of his research through questionnaires related to the use of Edmodo getting results 60% where students strongly agree that Edmodo can improve their writing skills through discussion while responding to the work of their classmates. And in the same year Sari (2017) also in her research on the effects of Edmodo to improve student writing showed positive

results in addition to being proven through differences in the results of the control class and the experimental class in this study, learning through Edmodo can make students enjoy and interested in the learning process so students can be more active to discuss and interact with each other with their friends.

Furthermore Ahmadi et al. (2015) conducted research on the influence of Edmodo on student writing performance. and the findings show positive results where the use of Edmodo in writing is very effective in students' writing performance, because it can make students interested and active in online discussions. Ahmadi also added that Edmodo is very supportive and allows to provide a collaborative environment for learning where students help each other. And Bates (2005) also added that through the simplicity of Edmodo as an easy application in writing learning it would certainly be well received by students.

However, according to the effectiveness of Edmodo in previous research, researchers still found several problems. As in a study conducted by Dian (2018) in the results of the post-test score the research showed sig. (2-tailed) 0.459 which means Edmodo is not effective in the aspect of Organizations and Edmodo does not facilitate students in organizing student ideas. Furthermore, in the same year Deddy (2018) examined the effectiveness of Edmodo on students' writing skills, the results obtained concluded that Edmodo was not effective in regulating sentence structure aspects, grammar, and vocabulary aspects. The problems found in the results of the study also did not differ greatly from the problems that the researcher found in the Okke (2015) study which showed that Edmodo was still ineffective in overcoming students' problems in grammar and vocabulary. But the collaborative writing strategy itself can overcome the problems that exist in Edmodo, as described and explained earlier. And as a conclusion on Ong Poh Lina & Nooreiny Maarof a (2013) also stated in his research that by using collaborative writing, student writing can be more grammatically accurate, more complex in sentence structure and has better content, organizational ideas, and vocabulary. And from this, it can be concluded that both of

these variables have continuity in covering problems with each other associated with them.

Therefore this study attempted to provide more information about The Effect of Online Collaborative Writing through Edmodo on Students Writing Skills at MA Masyhadiyah Giri, the researcher chooses the students of MA Masyhadiyah Giri because based on the interview with the English teacher who taught at the school has the same problems with this study.

The researcher hopes that this study will make a contribution to the other researchers in this area. Based on the background and explanation above, the researcher decides to examine “The Effect of Collaborative Writing Strategy through Edmodo on Students Writing Skill at MA Masyhadiyah Giri”

1.2. Statement of The Problem

Based on the discussion above, the problem of this research is formulated into a question :

Is there any significant effect of using Online Collaborative Writing through Edmodo on Students Writing Skill ?

1.3. Purpose of The Study

According to the formulation of the problem stated above, this study is aimed to examine the significant effect of using Online Collaborative Writing through Edmodo on Students Writing Skill

1.4. Significance of The Study

1.4.1. Theoretical Significance

For the theoretical, the researcher wants that the process of teaching learning activities in Writing Skill using Online Collaborative Writing through Edmodo has a significant effect in tenth grade of MA Masyhadiyah Giri. Moreover, the result of

research can be used as the reference for those who want to conduct a research in English teaching to build students' writing skill

1.4.2. Practical Significance

There are three practical significance contributions gained from this study :

- a. For the Teachers It gives input the teacher in formulating a suitable procedure for teaching writing. And also the result of this research will help teachers to get an alternative teaching writing strategy by using Online Collaborative Writing strategy through Edmodo.
- b. For the Students, this study will make students gain experience by using Online Collaborative Writing through Edmodo in writing classes and also will be able to make students learn how to write in an interesting way
- c. For the Researcher, will be used as an experience on how to conduct good and appropriate research.

1.5. Scope and Limitation

Because the use of this study to examine the effect of Online Collaborative Writing through Edmodo on students' Writing Skill. So the researcher will give test to the students by making Descriptive Text by using Edmodo.

1.6. Hypothesis of the study

H0 : There is no significant effect of using Online Collaborative Writing through Edmodo on Students' Writing Skill

H1 : There is significant effect of using Online Collaborative Writing through Edmodo on Students' Writing Skill

1.7. Definition of Key Terms

1.7.1. Collaborative Writing

Collaborative writing is a strategy of 'co-production or co-writing by two or more writers'. In addition Collaborative writing shows that 'the decisive nature of collaborative writing is shared ownership of the produced documents'

1.7.2. Edmodo

Edmodo is a platform, designed to make students eager to learn in a more familiar environment. In Edmodo, the teacher/lecturer can continue online class discussions, giving polls to examine students' understanding individually based on performance or behavior. Teachers and students can share notes, links and documents. And the teacher also has the ability to send something in a time frame that can be seen publicly.

1.7.3. Writing Descriptive Text

Writing Descriptive text is a capability to compose a descriptive text with the theme of Tourism Place & Historical Place into a paragraph which will be scored from content, organization, vocabulary, and grammar.