

CHAPTER I

INTRODUCTION

This chapter is opened and started line of this research that holds introducing highlight points of research as; background of the study, the scope of the study, research question, the purpose of study, significance of the study, and definition of key terms. These points are the framework from research writing.

A. Background of the Study

Over the last two decades, collaborative working has become popular worldwide in many classroom contexts. The use of collaborative working in the L2 classroom is, from a theoretical perspective, supported by the social constructivist perspective learning¹. It is explained that the importance of society in the acquisition of knowledge since the ones who help children to acquire their same knowledge by guiding them and providing them the appropriate input and understand the messages they receive at the same time increase their knowledge. Furthermore, theoretically the idea of individualized "learning styles" originated in the 1970s, and acquired enormous popularity.² Pay attention to individual differences and learning characteristics of learners by teachers and others of the instructional team had an important role in improving the quality of learning and

¹ Lorena Diaz. V, "The Effects of Collaborative vs. Individual Work on EFL Written Texts: Aspects of Quality and Engagement" (Universidad Autonoma De Madrid, 2015), p.6.

² Rahmani, Jahanbakhsh, "Learning styles and academic achievement: a case study of Iranian high school girls' students". *Procedia - Social and Behavioral Sciences* 51, 2012, p.1030.

increase the academic achievement of students.³ The research agrees that the teacher should discover the right method that may facilitate students in their process of channeling knowledge. However, the research also is skeptical whether learning methods can affect student achievement.

In previous relevant study Starch study, out of 23 students in Australia, 18 students chose to work collaboratively (in pairs), and five of the students opted to work individually. The jointly-produced scripts had shorter but more linguistically complex and grammatically accurate forms than the individually-written texts. In a similar study, further found similar results when comparing the writing of pairs and individuals. In other study again compared texts produced by 48 pairs of advanced students of English with students working individually, finding no statistically significant differences between the texts in terms of fluency and complexity⁴. However, jointly-produced texts indicated higher grammatical accuracy than the texts produced by individuals.

Regarding, the researcher interested in seeing the influence of collaboration and individual practice in writing learning. The researcher observed a classroom learning that apply the collaborative method before. It taken place in XI Accounting 5 of SMK N 1 Kendari. As preliminary data, the researcher shared the reflective to know the students' perception through it. The observation result found that there are some students choose to work in a group than individually.

³*Ibid*, p.1031.

⁴Parviz Ajideh, "The Influence of Collaboration on Individual Writing Quality: The Case of Iranian vs. Malaysian College Students". *Journal of English Language Teaching and Learning* Tabriz University No. 17, 2016, p. 13.

Especially, they did a task since it was easier for them to do it together rather than alone. Even though the task should be done by themselves they kept walking around to discuss with others. The research assumed that the students were having problems with writing tasks.

Departing to the observation, the researcher interested to see the students' perception through the different methods that may help them to face their English writing task. The research chose individual and collaborative work method as regard by both relevant studies that state these may help students in order that, this research focuses on identifying the influence of both learning method in writing activities.

B. Scope of the Study

To simplify the study, the research limits the study on focusing the influence of collaborative and individual work on writing activities by comparing the students' study result. As regard, the writing comprehend is to common the research only focus to the students improvement in writing skill consist with fluency and complexity factors. By comparing the study result of both methods, the researcher attempts to scrutinize their perception and learning progress.

C. Research Questions

In an attempt to contribute to the body of knowledge in improving students' public speaking, this study focused on the following questions as:

“How does students' perception trough individual and collaborative work influence students writing skill?”

D. Significance of the Study

This research is expected to be beneficial for the following people:

1. Theoretically

This research is conducted to help teachers or pre-service teachers to find an effective way in learning writing for senior high school students' grade. Through better understanding about the various teaching methods, teachers are expected to be able to create comfortable classroom settings for students so easier the learning process. In addition, to SMK N 1 Kendari, this research may help the school to appraise their learning process especially in learning English. It may be good if the school do simple workshop for teacher to conduct conference about the variance of students' learning method that may improve learning process.

2. Practically

This research contributes illustration for students about both learning method; collaborative and individual learning elaborated in writing activities. Taking into account students' perceptions of the uniqueness of each method can provide different assistance when writing. Collaborative methods can be used as rigid methods but can be transformed into interesting ways to attract students' attention. As well as, the changing to other methods as diversity is well changing the classroom situation.

E. Definition of Key Terms

For the purpose of this study, the terms on this research defined are defined as follows;

Collaborative learning is an umbrella term for a variety of educational approaches involving the joint intellectual effort from small group projects to the more specific form of group work known as cooperative.⁵ For the purpose of this paper, collaboration is the act of working collectively with other individuals for an agreed upon mission.

Individual learning define as the ability to fuse information processed and information processing without teacher intervention as setting the independent apart from the dependent learner.⁶ Whereas, in this case the individual learning refer to students who do the task by themselves without involving others individual after getting previous direction.

Then, perceptions that are often described as possessing a perceptual quality approaching real-life sensory experience, while at the same time lacking a sensory correlate in the real world. Healthy individuals can also have perceptual experience without an external correlate when they engage in mental imagery.⁷ Perception on this study especially refers to the students' mind or thought after doing writing activities in individual and collaborative learning in senior high school level.

⁵ Marjan Laal, et.al “Collaborative Learning; What Is It?”. *Procedia-Social and Behavioral Sciences* 31, 2011, p. 493.

⁶ W R Meyer, “Independent Learning: A Literature Review And A New Project”. (Paper presented at the British Educational Research Association Annual Conference, University of Warwick, 2010), p. 11.

⁷ Vincent van de Ven, et.al. “The Role of Mental Imagery in Aberrant Perception: A Neurobiological Perspective”. *Journal of Experimental Psychopathology JEP* Volume 3, 2012, p. 274.