

CHAPTER I

INTRODUCTION

1.1 Background

Writing helps the students develop their vocabulary, grammar, and other skills. Students with good writing skills can speak and read texts more effectively. Students need to understand how to write to prepare before. With these benefits, writing is very important for every student[1]. The styles of valid text are narrative, descriptive, procedure, explanation, recount, discussion, record, information, hortatory exposition, analytical exposition, spoof, and evaluation [2]

The researcher centred on enhancing students' potential in writing an explanation text because textual explanation content is one of the texts which twelfth-grade college students should master. The researcher also found that writing a textual explanation of content changed into no longer an easy aspect. The students face several problems in writing explanatory text. Can categorize the issues into several criteria. Most students have problems with simple, compound, complex, and tense choices. Demonstrate that explanatory texts can describe the stages involved in the processes of natural occurrences, scientific methods, and events associated with socio-cultural life. The purpose of this explanation text is to explain how and why anything may occur. According to[3], the goal of the explanatory text is to explain how a natural or socio-cultural event might come into existence. The purpose of discussion in an explanation text is often to examine how and why an event took place. The illustration demonstrates why this might be different, how

this could be, why this may be occurring, how to find a way out of this situation, etc.

Furthermore, related to spelling, students have also faced difficulty spelling words linked to the topics discussed, and finally, in the criteria of syntactic language. The students' problem is using articles, prepositions, and punctuation marks [4]. I found the same thing when I taught eleventh graders Banking and Microfinance 2 of SMKN 1 MOJOANYAR. The student did not have enough ability to write. The student did not know about the process of writing explanation text. The student did not understand the generic structure of the explanation text. The student had no ideas regarding the ideas of something to write down or what happened in their writing, especially about how to deliver it in English. On the other hand, students have difficulty using the correct word in the appropriate context.

Collaborative writing provides students with an actual learning environment in which they may enhance their writing talents and their critical thinking and decision-making abilities. They then decided to go with the technique of collaborative writing because they were aware that it would encourage students to become much more active in the process of writing, particularly when it comes to explaining what they have learned. [1]

1.2 Formulation of Problems

Based on the explanation in the background of the study, the researcher formulated the research question as follows:

Is there any Significant Influence of Using a Collaborative Writing Technique on Students Writing Ability in Explanation Text?

To what extent are the students' perceptions of Student Problems in Writing Explanatory Texts Through Collaborative Writing Strategies in ELT?

1.3 The objective of the research

This research aimed to explain the Significant Influence of Using a Collaborative Writing Technique on Students Writing Ability in Explanation Text. And To find out students' perceptions of Writing Explanatory Texts Through Collaborative Writing Strategies at ELT.

1.4 Significance of the Study

Theoretically, the researcher will contribute her research result to the English teacher and the students. The researcher also contributes her research result for further research.

1. For the English teacher

The researcher hopes the teacher will get more references about the student's problem in writing explanatory text with collaborative strategies. The teacher can also develop the student's writing skills through this research.

1. For the students

The researcher hopes that the students are interested in English class from this research, especially in learning how to write explanatory text. The researcher also hopes that the students can develop their ability to improve their English writing skills.

1. Further Researcher

For further research, the researcher hopes other researchers know and understand students' perceptions of writing explanation text with collaborative writing strategies.

1.5 Definition of key terms

The following is to make the readers have the same perceptions for some terms used in this study to avoid misunderstanding. The words are to be defined as follows: Explanation text.

According to [3], an Explanation text is a type of explanation that explains how or why something happened. It takes a look at methods compared to things. The textual content of the evidence intends to inform each method development (how) and offer a motive (why). The explanation is the part of the content that deals with approaches that engage with understanding and explicit how or why unique phenomena, opportunities, and thoughts occur in logical and specialized fields. The use of passive voice, simple reward requests, conjunctions of time and cause, a company of nouns, and complicated phrases are all examples of grammatical abilities required to rationalize written information [5]. Collaborative writing is a network for writers associated with developing a category network created in the classroom alongside collaborative writing. College students engage with each other in a high-quality manner, allowing subject count numbers to be examined and examined penetrated with effect. Students experience that they may be a part of a more prominent academy for gaining knowledge.

3. ELT Teaching English

ELT Teaching English is The current curriculum includes: acquiring the skills necessary to communicate fluently in the language by reading, writing, and speaking. These skills consist of listening, speaking, reading, and writing, respectively. [6].