

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides a contextual description of the research background, research question, research objectives, and significant of study, research scope, and definitions of key terms.

A. Background

English is the most needed medium of communication in the current era, considering its position as an international language worldwide. Technological changes very fast require that everyone must master English as a means of communication to carry on life so that they can survive, develop, and be able to compete in today's era, making mastering English one of the keys to success in today's global world. In this regard, people in Indonesia have realized the importance of English and have made English a foreign language that must be mastered not only in the community but the Indonesian government has also realized and responded to these changes so that it has determined English as a local content subject in the education curriculum by Permendiknas number 22 of 2006 (Faridatuunnisa, 2020). Students respond actively to taking and learning English by applying it as an additional subject. In learning English, students must master four basic skills: listening, reading, writing, and speaking.

Writing is a part of the basic productive English skills students should master. Writing is a communication medium that appears in written form

(Veramuthu and Shah, 2020). Unfortunately, today's students' writing ability is too minimal because most think writing is difficult and tedious. Students need more vocabulary and have limited knowledge; it is difficult to find ideas and express thoughts, so they need to learn how to write well. Indeed, writing is an activity that takes work, but writing is a way for humans to express what is in their hearts, minds, ideas, and feelings. The critical role of writing in a second language can be assessed from first practice and experience. A competent writer is a writer who is formed and processed from sound and harmful practices and experiences in writing to achieve the target of producing good writing. Why is it said that writing skills are not easy because the students think critically when expressing their ideas, do not have enough time to write, and have difficulty meeting proper and correct writing conventions, such as using and adapting grammar, sentence structure, spelling, and vocabulary that are appropriate and corrected.

Grammar, sentence structure, spelling, and vocabulary are problems that often occur when writing. Therefore, to overcome this problem, English teachers have found many alternative and enjoyable ways of learning to write. One of the ways is collaborative writing. Collaborative writing is carried out by two or more people who work together to implement written provisions and policies. The students can recognize, know, and solve writing problems with collaboration. In the collaboration process, there are also the processes of exchanging ideas and opinions and showing each other abilities or skills, then equating them to achieve common goals and tasks. In addition, collaborating requires the participation of one another to produce mutually agreed decisions and vision and mission by building trust and

commitment to one another. Thus, in this collaborative process, face-to-face dialogue also occurs, building mutual trust, building shared commitment, and shared understanding and knowledge, resulting in good results (Wardana and Cahyadi, 2023).

Then, apart from face-to-face writing collaboration, it can also be applied online. The idea of online collaborative writing started after the COVID-19 outbreak, so learning shifted online, then teachers and students were required to collaborate on online writing by utilizing technology. Therefore, the teaching and learning process is carried out at home to meet school learning curriculum standards through online learning (Herlinawati, 2022). Online collaborative writing work programs are the same as offline collaborative writing; online collaborative writing is done anywhere and anytime by utilizing the internet and technology, for example, mobile phones and laptops/pc with meeting applications that have supported learning.

Next, several supported studies have been conducted on EFL students' collaborative writing using English to help students develop narrative paragraph writing. Nguyen and Phuong (2021) explained collaborative writing to increase EFL students' narrative paragraph writing performance. This study used quantitative and qualitative approaches to collect the data. This study collected data by distributing questionnaires and face-to-face interviews with informants at a university in the Mekong Delta, Vietnam, with 147 students. Trinh and Nguyen (2021) focused on collaborative writing at a private University in Vietnam. The data collected for this study included questionnaires and interviews. The participants

were 147 English students at a Mekong Delta, Vietnam University. The findings show that students have positive perceptions of collaborative writing. Maesaroh (2022) focused on peer interactions in collaborative writing activities. This study used a qualitative method with a case study approach. Data were collected using questionnaires and interviews with 18 students at the eleventh-grade SMA X. Hung (2018) focused on enhancing students' writing skills and self-efficacy through online collaborative writing. This study used a quantitative method with a single group experiment using the National College Entrance Examination Center (NCEEC) writing criteria and self-efficacy questionnaire as a data collection technique. Then, Fathi and Rahimi (2022) focused on implementing a writing portfolio in collaborative writing. This study used mixed methods by exploring the impact of using an electronic writing portfolio on students' writing performance.

Each student has a different perception of collaborative writing to develop narrative paragraph performance. Some students perceived collaborative writing as easy, challenging, fun, dull, etc. Therefore, the researcher wants to analyze the perceptions of EFL students at SMAN 62 Jakarta about online collaborative writing. The researcher hopes that the results of this study can provide new insights to English teachers or educators in terms of assisting the introduction of new methods for teaching writing, especially narrative paragraphs. Based on the background of the explanation above, the researcher intends to conduct research titled “EFL Students' Perceptions of online collaborative writing to develop narrative paragraph writing Performance”.

B. Research Question

To make this research easy to understand, the researcher formulated the research question as: “What is the EFL students’ perception of online collaborative writing to develop narrative paragraph writing performance at SMAN 62 Jakarta?”

C. Research Objective

Based on the research question above, the research objective was to identify and to find out the EFL students perception of online collaborative writing to develop narrative paragraph narrative performance at SMAN 62 Jakarta.

D. Significant of the Study

1. The Theoretical

This study will play an important role in the world of education. Develop the form of new information about EFL students' perceptions of online collaborative writing to develop narrative paragraph writing performance.

2. Practical

This study intended to provide useful information and contributions to the following:

1) For teacher

The results of this study can help English teachers develop students' narrative paragraph performance through online collaborative writing. Then, the teachers get a lot of information about how EFL students perceive online collaborative writing so that they can make improvements in the future.

2) For students

This research can provide a lot of information to EFL students in terms of developing narrative paragraph performance through the perceptions they convey. Then, improve students' understanding of EFL in terms of doing correct online collaborative writing to develop narrative paragraph writing performance.

3) For other researchers

This research was expected to provide sufficient information, become an alternative source or a helpful reference for other related research, and become a motivation to conduct further research at other levels of education, especially at the Faculty of Letters and Languages at the Universitas Kristen Indonesia.

E. Research Scope

This study is to know EFL students' perception of online collaborative writing to develop narrative paragraph writing performance at SMAN 62 Jakarta. The researcher collected the data using questionnaire given to 64 students in eleventh grade at SMAN 62 Jakarta. The academic year was 2023-2024. This study was conducted in April 2023.

F. Definition of Key Terms

To prevent ambiguity or misunderstanding of terms, the following describes key terms to aid understanding in research, which are:

1. Perceptions are EFL students' opinions or views about online collaborative writing to develop narrative paragraph writing performance.

2. EFL students are fellow students in collaborative writing activities.
3. Writing is conveying ideas, suggestions, and opinions in written form.
4. Online collaborative writing is a strategy used in learning/teaching writing where several students are formed into a group to work together to create quality writing online/in a network.
5. The narrative paragraph performance is learning material that is being carried out by the learning curriculum.

