CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research purposes, research significances, research scope, framework of thinking, and previous studies.

A. Research Background

This research investigates EFL students' process and volume of ideas using collaborative activity to generate ideas. This research is conducted since collaborative activity is a good choice for generating ideas (Beiki et al., 2020). For Brittain (2019), collaborative activities expand students' ideas as they learn from the experiences and knowledge of their peers. For Beiki et al. (2020), collaborative activity emphasizes the dynamic interaction between learners of different abilities and backgrounds.

Writing is one of four important skills to have for students. Harmer (2007) believes that students need to learn to write because writing gives students more time to think than spontaneously trying to speak. Moreover, Chappel (2011) states that writing is helpful because it helps express someone's character, facilitates communication, develops thinking skills, makes logical and persuasive arguments, reflects and reevaluates ideas, provides and receives feedback, and prepares students for school and work. Walsh (2010) defines writing as an essential tool since it is widely used in higher education and the workplace. Students cannot communicate well with professors, employers, peers, or anyone else if they do not know how to express themselves in writing. Besides, writing is an activity that is productive and effective because students are required to be able to produce written works in the form of sentences, paragraphs, and text (Kusuma et al., 2017). One of the texts is descriptive text.

Based on the researcher's experience, there are a lot of students in junior high school in the Indonesian context who have difficulty in writing. The students do not have an interest in writing because when the students will start

writing, they feel confused and they do not know how to start and what is the first sentence to write. Moreover, generating ideas also becomes a significant factor because it is complex. Heong et al. (2013) argued that the stalemate of ideas is a major contributing factor to the difficulty of idea generation. This was followed by a shortage of information, specialized abilities, exercises to develop ideas, and time and emotional problems. In addition, the teacher mostly pays attention to the result of students' writing, not to all the writing processes. Therefore, the students do not get feedback on every writing process, whereas teacher feedback on every writing process is essential. Feedback influences learning because it allows learners, primarily English learners, to know what they need to do to improve (Raihany, 2004). Brown (2000) points out that feedback is key to successful learning.

The reasons for using collaborative activity can be divided into three categories: social, cognitive, and practical (Mei, 2006). At the social level, learners can learn more about writing by speaking and listening to their peers. At the collective level, creative ideas and evaluative perspectives can be internalized and used for subsequent independent writing. At a practical level, co-writing provides a natural context for feedback. Peers may be more effective than teachers at transferring knowledge about writing because they share similar language and perspectives. Rahayu et al. (2020) point out that the collaborative writing method was practical in the prewriting phase. Besides, another result showed that collaborative writing was superior to the mainstream method (Naghavi & Nakhleh, 2019). For Beiki et al. (2020), the collaborative method can improve students' writing proficiency. Due to those opinions, collaborative activity positively impacts students to generate ideas. Students can generate ideas easily with their peers.

Although collaborative activity had a good impact in the previous research, this method has not been implemented in MTs N 1 Pangandaran yet. Therefore, the purposes of the present research are to identify the process of generating ideas through collaborative activity and to analyze the volume of

ideas produced by students using collaborative activity. Hopefully, this research can be helpful for readers who want to find out about the activity for generating ideas.

B. Research Questions

Based on the description of the research background, the researcher identified the problems are as follows:

1. How is the process of generating ideas through collaborative activity implemented in MTs N 1 Pangandaran?
2. How is the volume of ideas generated by students during collaborative activities?

C. Research Purposes

Based on the research questions above, the purposes of this research are:

1. To identify the process of generating ideas through collaborative activity implemented in MTs N 1 Pangandaran.
2. To reveal the volume of ideas generated by students during the collaborative activity.

D. Research Significances

The researcher expects that the result of this research gives benefit both theoretically and practically.

1. Theoretical Significances

   The results of this study are expected to be helpful for the development of knowledge in the field of English Language Teaching, especially regarding generating ideas through collaborative activity. Also, to contribute information for readers who can increase understanding.

2. Practical Significances

   The researcher expects this study have practical significances for students, teachers, and researchers. For Students, this research can help students generate ideas through collaborative activity. Then, for teachers, this research can help the teacher to teach in the prewriting stage.

Meanwhile, for researchers, this research can be used as a reference to conduct the research in a related study.

E. Research Scope

The research is conducted at MTs N 1 Pangandaran, especially for VIII J students. This research focuses on the process of generating ideas through collaborative activity and the volume of the ideas in writing descriptive text.

F. Framework of Thinking

Generating ideas is a process in the prewriting stage which is very important in writing. Wahyuni and Inayati (2020) state that generating ideas is a process that must be involved in writing activities where the aim is to yield or find a topic. It is not the only idea to gain an issue, but more to generate ideas when a topic has been discovered to enrich the writing content that the writer wants to write according to the topic that has already been chosen (Wahyuni & Inayati, 2020). Meanwhile, Miftah (2011) fleshed out the notion that generating ideas is the ability to add, extend, or link data ideas by using prior knowledge or gathering information. To sum up, generating ideas is the process of producing, developing, and communicating ideas.

For Winarti (2019), the collaborative activity involves two or more students to facilitate interaction and support learning a communicative language. Furthermore, collaborative activities expand students' ideas through the experiences and knowledge of their classmates (Brittain, 2019). In conclusion, collaborative activity is where the students work and discuss together to produce ideas or masterpieces.

Collaborative activities are the proper choice for EFL learners and emphasize the dynamic interaction between learners of different abilities and backgrounds (Beiki et al., 2020). Furthermore, Rahayu et al. (2020) argue that collaborative activity can be implemented in teaching writing in the prewriting phase. In the previous research conducted by Naghavi & Nakhleh (2019), The result of this study indicated that collaborative activity in the prewriting stage

was superior to mainstream methods. Based on the literature above, collaborative activity is suitable for generating ideas.

G. Previous Studies

This part discusses the previous studies that support the present study. Nevertheless, there are several gaps that distinguish the present study with previous studies.

1. Method and participants

The research uses a qualitative method which analyzes the process of generating ideas and the volume of ideas. The data of this research is obtained from two instruments including observation rubric and document analysis. The participants were 30 students of junior high school in Pangandaran

Meanwhile, Naghavi and Nakhleh (2019) used experimental and control groups for the research method. Sixty participants, including intermediate male EFL learners from 22 to 28 years of age at Shahid Beheshti Language Center (SBLC) in Tehran. The result of this study indicated that collaborative prewriting discussions were superior to mainstream methods. Thus, the findings can have an immediate implication for EFL teachers and practitioners in the field who are searching for cutting-edge ways of developing EFL learners' writing performance.

2. Theoritical

The procedures of generating ideas using collaborative activity in this study uses the theory from Brittain (2019). There are six procedures beginning with introducing descrptive text material and ending with sharing the ideas in front of classroom. It involved introduce the students to descriptive text materials such as definition, generic structures, and language features. Divide students into groups. Each group consists of three – four students. Students choose the topic or person that will be described. Instruct the students to discuss and generate ideas related to the person that has been chosen. Circulate and make sure all the students get a chance to give ideas. Students share their ideas with their classmates in front of the

classroom.

Rahayu et al. (2020)

Whereas Rahayu et al. (2020) used the theory from Barkley (2012) who explained that there are seven steps in implementing the collaborative writing method, they are; the teacher divides students into groups, each group consisting of three people. Then the teacher gives material about pre-writing, the teacher presents several topics that can be used as topics in writing in the pre-writing phase, the group determines the topic to be chosen, the group discusses the initial preparation of writing in the pre-writing phase, which is in the form of choosing and narrowing topics then goes to the brainstorming step that in this activity to develop the topic to be written and ideas about the chosen topic. In brainstorming also has three useful methods, namely listing, mapping/clustering, and free writing then writing it down on a piece of paper, the group prepares the paper again to write in the pre-writing phase, namely choosing and narrowing a topic, brainstorming (listing, mapping/clustering, and free writing), each student writes the results of the discussion on the paper in accordance with the contents of the guidelines that have been made (before writing a sentence each student must discuss it with a group of friends, and after completion, the group submits their work to the teacher to get an assessment. The paper is used as a guideline in writing collaboratively.