

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a brief explanation of the whole study. It consists of the background of the study, the questions and purposes of this research, research significances, research framework, and the previous studies related to this research.

#### **A. Background of the Study**

This study intends to explore the collaborative learning strategy performed by EFL students in writing a short movie script. This study aims to find out the process of writing a script in a collaborative learning strategy and how this strategy can influence the writing process of writing a short movie script. This study is expected to help teachers and students recognize collaborative learning as an approach to learning English.

Writing is one of the language skills that students have to learn when studying English. Writing is important because it is a way to share thoughts or ideas and as an instrument to communicate with others. Writing can also improve comprehension and critical thinking for better. According to Chandra et al. (2018), writing is an extremely complex cognitive activity in which the writer should have equal control of multiple factors. It signifies the steps of planning, drafting, revising, and editing. From the long process, writing is still regarded as a difficult skill for students and a lengthy process, which is why so many students struggle to practice their writing skills. Some factors make it difficult for students to practice their writing skills, such as a lack of vocabulary, an understanding of grammar, and a lack of ability to express their ideas in their writing.

One way that is often used in learning English, especially in writing, is collaborative learning. Rao (2019) states that collaborative learning is a group of students who work together to achieve a common goal, usually to assist one another in learning their subject matter. Students enjoy working independently in groups and sharing their ideas, and each student contributes something to the task's successful completion. Students benefit greatly from collaborative learning because

they may share their ideas with other group members while learning new things and expanding their knowledge. Students in collaborative learning make things easier and quicker by saving time, stress, and energy by performing tasks in groups. When students participate in groups in collaborative learning, their motivation is increased, and they feel more comfortable and independent while performing the tasks. By discussing the tasks with the other group members, the learners gain self-satisfaction as they complete them. Furthermore, the students confidence levels rise, and their progress increases.

Based on a limited observation in a state university in Bandung about a short movie project, specifically in scriptwriting, collaborative learning is carried out by scriptwriters in their creative writing process. Kumar (2020) states that creative writing is another writing approach that is dominant in language learning and includes creative activities like story writing, poetry creation, and playwriting that promote successful self-discovery learning. During the process, they had a problem, such as changing the revised script's setting and re-matching the scenes and dialogues with the new settings. Therefore, this study is conducted to find out about the learning progress of using a collaborative learning strategy in writing short movie scripts.

Several recent studies have discussed collaborative learning in writing. One of them is research conducted by Daud et al. and Abuhabil & Aswese (2018), who reveal how students improve their English writing performance using collaborative learning. Another collaborative learning study was conducted by Anggraini et al. (2017). This study discussed the comparison of collaborative learning techniques: Think-Pair-Share and Co-Op-Co-Op. The next one is Chen (2017), who studied EFL college students' perceptions of collaborative learning. Other studies from Pitts (2014) discussed a collaborative movie script development and process. To differ from previous studies, the current study explores collaborative learning strategies performed by EFL students in writing short movie scripts.

## **B. Research Questions**

Two questions are yet to be answered. Those are:

1. How do the students perform the collaborative learning strategy in writing a short movie script?
2. How do the students perceive the influence of the collaborative learning strategy on the process of writing a short movie script?

## **C. Research Purposes**

The purposes of the study are:

1. To explore how the students perform the collaborative learning strategy in writing a short movie script.
2. To find out the students perceive of the influence of the collaborative learning strategy on the process of writing a short movie script.

## **D. Research Significances**

The findings of this study are expected to be significant theoretically and practically. Theoretically, the study explains writing short movie scripts as a collaborative learning strategy that may be referred to by future studies. Practically, the study results can provide benefits as a reflection for teachers or students who want to use a collaborative learning strategy and to learn or teach about writing movie scripts.

## **E. Research Framework**

Writing is the skill of expressing ideas, feelings, and beliefs in words, sentences, and paragraphs. Writing is the process of expressing ideas and is characterized by the writer's use of structure and vocabulary to combine the writer's opinions as a way of communication. It is important in teaching and learning English (Thresia, 2017). Writing for EFL learners includes reinforcement, language development, learning style, and, most importantly, writing as a skill in its own right (Thi & Anh, 2019).

Collaborative learning is a learning strategy in which two or more people work together to complete a task. In this regard, individuals within a learning group interact, negotiate to solve problems during learning, apply their cognitive and metacognitive skills during interactions, and become responsible for their learning (Chatterjee & Correia, 2020). Collaborative learning is learner-centered and promotes self-directed learning (Chowdhury, 2021). Collaborative learning principles include providing more opportunities for language practice, improving the quality of speaking activities, creating a positive learning environment, promoting social interaction, and allowing for critical thinking (Lin, 2015). As explained, it reveals that collaborative learning can build critical thinking by giving each other opinions and thoughts. The students are responsible for each other in their learning and achieving common goals.

Collaborative writing is a group project in which students work together from the beginning to the end to make a new piece. This concept suits the current study's instructional context, in which students are assigned a long-term project that culminates in a team-produced report at the conclusion of the term. The broader concept of "collaborative learning" has given way to the development of collaborative writing (Deveci, 2018). Creative writing is "imaginative tasks such as writing poetry, stories, and plays." It is typically used for aesthetic purposes rather than for sharing information, instrumental, or realistic tasks (Harmer, 2007).

Collaboration in scriptwriting is more dynamic than the usual segregated view of filmmaking as a multiplicative process in which actors and A-team members are more likely to be involved when a finished script is produced. Complementarity of knowledge and abilities is a key feature of most collaborations. The scriptwriters play different roles in the process, but they all work from the same integrated norms with the same goal (Redvall, 2009).

## **F. Previous Studies**

There have been various previous studies on collaborative learning strategies in this subject. A study by Daud et al. (2018) discussed the impact of collaborative learning on students' writing ability and motivation in writing, and this study used quantitative data collection. This study included two instruments: the achievement test and the motivation questionnaire. This study population consists of 42 seventh-grade students from a middle school in Sulawesi, divided into two classes. The analysis revealed that motivation was one of the factors impacting the improvement of writing skills. This study reveals that collaborative learning substantially impacts students' writing ability and that there is a positive correlation between motivation in learning and the value of writing for students.

Chen (2017) conducted a study about EFL college students' perceptions of collaborative learning. This study used a narrative method and a qualitative design. The data collection techniques for this study were interview questions. In this study, fifteen Taiwanese college students from Northern Taiwan were selected as participants. Through collaborative learning, the results show that students quickly realize that they can solve problems as a group that they would not be able to solve as individuals. Students were satisfied with peer coaching and peer review. Students worked together and brought effective strategies into the classroom activity.

Another study about collaborative learning was conducted by Anggraini et al. (2017), a study titled the comparison of collaborative learning techniques: Think-Pair-Share and Co-Op – Co-Op in improving students' descriptive writing. The study used quantitative and qualitative approaches. The data collection techniques for this study were writing tests, observation and interviews. The study participants were students from two classes in the eighth-grade middle school in North Lampung. Based on the data analysis, the two collaborative learning techniques helped improve the students' descriptive writing. Then, based on the observation and interview, the students showed

positive attitudes toward both collaborative learning techniques. They found it more pleasurable and confident to work in pairs and groups on the task.

The next one is Abuhabil & Aswese (2018), who studied the importance of using a collaborative learning strategy in learning English writing. A mixed-method approach was used to conduct the study. The data collected from the questionnaire and observation were analyzed. The study included 25 female Libyan students from two different secondary schools in Misrata. The results show it is a suitable and applicable strategy for improving students' English writing performance and developing their critical thinking. Moreover, working collaboratively positively impacts all group members since collaboration engages students to express their opinions and respect others' opinions.

Pitts (2014) conducted a study about a collaborative movie script. This study used a narrative method and a qualitative design. This study reveals that collaborative movie script development techniques involve several people. This method can expand the creative possibilities of the filmmaking process and outcomes.

The previous studies on collaborative learning have revealed the discussion of enhancing students' in English language learning and skills. It shows that collaborative learning contributes to students' English language learning process and develops their critical thinking. However, despite the relevance to the previous studies, the current study differs in several aspects. The subject of this study is college students in a state university in Bandung, Indonesia. This study uses a qualitative design with a case study. This study aims to discuss the learning progress of using a collaborative learning strategy and how collaborative learning strategy contributes to Indonesian EFL students' writing skills, especially in writing short movie scripts.