

CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter discuss about writing, Google Docs on collaborative writing, recount text, and previous study.

A. WRITING

1. The Definition of Writing

In learning language, writing skill is one of skill that should be developed more by the students. Writing is the last stage of learning English skill after listening, speaking and reading. So, writing skill can be said that writing is the indicator either the students can mastered the other skill or not. Before the students can to write, they should be able to listen, to speak, and to read.

Scholes and Comly (1985) said that writing is a way of thiking as well as a means of communications. It means that writing is the process to send information or opinion from the writer to the readers. Mc Donough and Shaw said that writing, like reading, is in many ways individual, solitary activity. It means that writing is an activity that is individual.

From explaining above, writing is the process to share information or opinion from the writer to the readers.

2. The Purpose of writing

As the other skill in language, writing is also has a purpose. There are so many purpose of writing. According to Cox (1962) said that there are four purposes of writing.

- 1) To Inform, you may have more than one purpose in any assignment.

You may wish primary to inform that is to convey the information.

- 2) To amuse, when you purpose in writing to amuse or to entertain, be funny if you can, but examine carefully your humor. You plan to use,

- 3) To satirize, satire if often a form of humor, but it is always humor with a serious purpose to effect reform.

- 4) To persuade, if your purpose in writing is to purpose is to persuade you desire to influence your reader thoughts your action.

The purpose of writing above is for general writing. While the purpose of writing for students to learn writing is mean learning (Fred D. White, 1986) that are :

- a. Writing can improve students' academic performance.
- b. Writing allows the writer create and maintain a marketable image of theirselves in the eyes of potential and current employers.
- c. Writing enhance personal and community relationship.

3. The process of writing

The writing process divided into four stages, there are planning, drafting, editing, and final draft. The stages of writing process can be explained below :

1) Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

2) Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

3) Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

4) Final Versions

It is the last stage of the writing process when the written text is ready to send to its intended audience.

4. Types of writing

Based on Callella (2001) there are five types of writing. There are expository, descriptive, persuasive, and creative.

1) Expository writing is where the author intends to inform, explain, describe, or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.

2) Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.

- 3) Narrative writing is very common in novels, poetry and biographies.

The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.

- 4) Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising. You know all of those commercials you see on television? Behind all the talk and messages is a persuasive writer. Always make sure you do background research when reading this type of material, as every story has two sides.

- 5) Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read.

In short, writing has different types based on the purpose and how the writer write the text. In current study, recount text writing was chosen for because recount text writing is kind of text which is included in junior high school curriculum. Recount text is also useful for the students because in junior high school levels the students need to get new information which they can get by sharing about the recount text with their friends in the class.

B. GOOGLE DOCS ON COLLABORATIVE WRITING

1. Definition of Google Docs

Google Docs is a free web-based application in which document and spreadsheet can be created and stored online. Google Docs is a free web based processor, spreadsheet, presentation, form, and data storage service offered by Google (Wikipedia, 2010).

The last few years, Tools of Google were used to online learning activities. Google Docs is example tool of Google that provide word processor like Microsoft Word. So, Google Docs is appropriate for online learning such as in learning of writing. Google docs is tool promoted by software designers to be fairly intuitive to adopt for anyone accustomed to a word processor like Microsoft word or open office writer.

Through internet searches, it that seems contents is finding people rather than the other way around. Web 2.0 sites enable users to create content, distribute the content on the internet, and to interact with other users to edit documents. Through the various Web 2.0 technologies, higher education can provide meaningful learning experiences for their students. The era of Web 2.0 application bring about many useful internet services and programs such as blogs, wikis and Google.

In this research, the writer made a situation where the students felt enjoy in learning process so they were motivated to write a good recount text. The writer tried to apply the technique that may be effective to improve the students' writing ability to solve the problem in writing recount text. Google Docs allows students to create, edit and store their

documents online. So Google Docs made it easy for students to create a good text in collaborative writing

2. Advantages and Disadvantages of Google Docs

In learning, Google Docs has some advantages for the students. Using Google Docs can begin their assignment in the classroom and continue at home or anywhere if ubiquitous devices like mobile phones or netbooks are being used. Advantages of Google Docs such as : (Grodoka 2008, Hibert 2008, Kieser and Golden 2009, McPherson 2009, Rosenfeld 2008, Spanbauer 2007)

- a) Students can work collaboratively on the same document at the same time and files distinguish between the individual and shared contributions of the students involved in the assignment.
- b) Cross Platform compatible PC and Mac
- c) Peer collaborating and editing are exciting and engaging for students.
- d) It saves automatically every 15 seconds and new text is displayed to the rest of the viewers / collaborators.
- e) There is easy access from internet-connected computers or ubiquitous devices, with no software required.
- f) Collaborators / viewers do not need to have a Gmail account to be able use this application.
- g) Educators can monitor student work easily in real time if required.

- h) It easy to see which student have contributed through the revision history.
- i) Work can be published to blogger.com with one click.
- j) It gives students an authentic audience for their work : parents, peers, friens, and blogs.
- k) It is possible to use the application offline via Google Gears and to update content directly when the user goes online again.
- l) Export the documents in a number of file formats such as RTF, PDF, Html, MS word, and Open Office Format.
- m) If Google Talk used in conjunction with Google Docs, enable to communicate more effectively and effiently using text chat, video chat, and audio chat. This allows truly real-time communication and increase the productivity of the group.
- n) Using Google Forms, students can generate and share a database within the classroom.
- o) Google Docs also enabled students to engange in shared note taking. Collaboration about note taken in class helps students who were poor keyboarding.
- p) Google Apps allows institutions to use their own domain name with the service and to customize the interface to reflect the branding of the institution.
- q) Google Docs do not claim ownership or control over submitted content. For documents you expressly choose to share with other,

Google Docs have the proper license to display those documents to your selected users.

Beside that, Google Docs also have some of the disadvantages of Google Docs :

- a) Google Docs allows basic formatting of the text documents but without higher level of functions such style sheets and templates.
- b) Google Docs spreadsheets support formulas and simple function but no macros.
- c) Some institutions has concerning about long-term availability, security, and privacy.
- d) Google Docs does not offer flexibility in managing user accounts as many institutions may require.
- e) Menus and tools are not consistent from one application to another.

Based on explaining above, Google Docs in this research has potential to be used in online leraning to improve students writing collaboration. It can also support data gathering through using Google Form.

3. Procedure to Use Google Docs in Learning Language

Daire Ó Broin and Damien Raftery (2011) describe the procedure how to use Google Docs in teaching language as follows :

- 1) Introducing Google Docs to the students

In online learning by using Google Docs, the teacher have to explain first about Gogle Docs to the students in detail such as the definition of Google Docs, how to operate it, the advantages and disadvantages of Google Docs in learning, etc.

2) Creating Gmail account

User of Google Docs have to has Gmail account. It is intended to the user can access Google Docs.

3) Creating a document

After the students creating Gmail account, the students can start to work in new document. To make a new document, the students can choose blank document in left side of Google Docs page.

4) Sharing the document.

After creating document, the students can sharing the document in Google Docs in order to their friend can look the written of each other.

5) Viewing revision history

In Google Docs the students also can viewing revision history. The first, the students can open a document and go to menu file > View Revision History. The pannel will appear in right side of page from anyone who makes changes to the document. To see the detailed version, just click one of them.

C. RECOUNT TEXT

1. The definition of Recount Text

In Junior High School recount text is one of English texts that must be mastered by the second language learners. There are some definition about recount text.

According to Derewianka (1990 : 15 -17), there are three types of recount text.

1. Personal Recount

Personal recount is retelling about personal activities, events or experiences. It can be used to build the relationship between the writer and readers. In personal recount, the writer can be involved also (e.g. diary and personal letter). The language features that used are :

- a. Using the first pronoun (I and we).
- b. The writer can include personal pronoun in the end (reorientation).
- c. Details are usually chosen to add interest and humor.

2. Factual Recount

Factual recount is retelling true events or factual information (e.g. police report, news reports, report of science experiment). Factual recount is not about personal information. It can record the particulars of an accident. The language features that used are :

- a) Using the third person pronoun (he, she, it, they).
- b) Details are selected to help the readers in reconstructing the incident accurately.

- c) It is not appropriate to mention personal feelings.
- d) It needs details of time, place, and manner to be precisely stated
(e.g. 10 p.m., at Crown Hotel, the girl drove a motorcycle).
- e) Using descriptive details to provide precise information (e.g. the boy with black jacket, black jeans, white cap, weighing 55 kilos and approximately 165 cm tall).
- f) The passive voice may be used (e.g. the boy's motorcycle was hit by bus).
- g) Explanation and satisfaction may be included.
- h) The ending sometimes describe the outcomes of the story.

3. Imaginative Recount

Imaginative recount is retelling about factual knowledge to imaginary role in order to interpret and recount events.

For example : A day in the life of Roman Slave.

2. Generic Structures of Recount Text

Every kind of text has generic structures, especially for recount text. Recount text has several generic structures or elements which might be different from another text. According to Anderson's theory (1997: 53) there are three parts of generic structures of recount text (Orientation, Event, Re-orientation). For detail, the researcher gives the explanation as follows:

a. Orientation

The first element in recount text is orientation. In orientation, the writer tells about the introduction or background of the story. In this part, the writer gives information about what happened, who or what was involved, and where and why the story happened or occurred.

b. Events

The second generic structure is series of event. In this part, the writer tells about the events chronologically. The event is started from the first event followed by the second event, the third event until the last event. The writer should give the explanation to the readers clearly and understandable in order to they can understand the event that happened well. The writer also should select the interesting and important event, so that it is not out from the topic.

c. Re-orientation

In this last part, the writer or speaker makes conclusion or summarization about the important story. It is personal comment of the writer about the story. But, not all of recount text has re-orientation. It is only optional. Table 2.1 shows the example of recount text with the part of its generic structures from British Course (2017).

Table 2.1 An Example with Its Generic Structures of Recount Text

No.	Generic Structure	Example
1.	Orientation	On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno Stadium. I want to Gelora Bung Karno Stadium with my friend, Reno.
2.	Events	Before entering Gelora Bung Karno Stadium, we looked the bus that took Indonesia football players. Then, we followed that bus to main-entrance. I found that Bambang Pamungkas felt from the bus. When we wanted to get close to Bambang Pamungks, a security guard held me back. But, I thinked that scurity guard was familiar. He was my old friend, Budi. After that, he let me in. Finally, I could meet Bambang Pamungkas and got his signature.
3.	Reorientation	Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match.

(Taken from <https://www.kuliahbahasainggris.com/recount-text/>. Accessed on June, 02nd 2020, at 07.02 p.m.)

3. Language Features of Recount Text

According to Emilia (2011: 76) the language features of recount text are:

- a. Telling about specific participants: father, mother, sister, friends, etc.
- b. Using simple past
- c. Using action verb, such as: went, saw, fed, and returned.
- d. Using conjunction, such as: when, after, before, during.
- e. Using pronoun, such as: I and we.
- f. Event explanation with specific, usually text more interest.

It can be concluded that recount text has some language features that must be known by the writers in order to they will get good product of recount text writing.

4. Examples of Recount Text

After the researcher gives the explanation about definition and the language features of recount text, the researcher gives examples of recount text in order to make more understand about what recount text it is.

My Bad Day on Sunday

I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making

breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I run out the house trying to get the 09.30 a.m. bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday.

I hope, I never have a day as the one I had yesterday.

(taken from Ready to Write, 2003)

D. REVIEW OF PREVIOUS STUDIES

There are previous researches that are used by the researchers, they are :

- 1) Dheadora Rahma Muthia (2018) in this thesis about "Improving Students' Narrative Writing Through Google Docs Collaborative Writing Activity" explained that using Google Docs as a medium in teaching Narrative Text can improve students' Narrative Writing. The aim of this research to improve students' narative writing ability by implementing collaborative writing on Google Docs application. This subject of this research was X IPS 2 class of SMAN 87 Jakarta that consist of 36 students. This research used Classroom Action Research designn which developed by Kurt Lewin was used and conducted in two cycle. The data were obtained through qualitative and quantitative methods. To gather qualitative data, the researcher used interview,

observation sheet, and field note. While, in gathering quantitative research, the research used instruments were test, rubric, and questionnaire. To measure the students improvement, the writing test was conducted. The data of pre-test showed that the students who passed criteria minimum mastery were only 8 or 22.22%. The number was increased in the first post-test become 13 students or 36.11%. In the second post test the number become 27 or 75%. It can be concluded that Google Docs is compatible to support students' writing collaboration activity through they are separated by the distance.

- 2) Another previous study, related study conducted by Nilam Maolan Nisa (2019) with the title "Efektivitas Strategi Collaborative Writing Berbantuan Google Docs terhadap Peningkatan Kemampuan Menulis Siswa". This research uses quantitative research. The aim of this research was focused on the students' engagement in collaborative writing by using Google Docs. This research used the quasy experimental method with nonequivalent control group design. the research subject were class X students of Mandiri Insan Vocational School that consist of 120 students. In this research, the researcher used two classes as sample, class X-AP as control class that consist of 30 students and class X-TKJ as experimental class that consist of 30 students also. The instrument of this research is writing test. It is given in two times, namely at the pre-test and post test. The data was analyzed through a normality testing and hypothesis testing. The result of data analysis obtained t hitung value is 6.398. Meanwhile, the value

of t table with the level of freedom $df = N1 + N2 - 2 = 30 + 30 - 2 = 58$ and a significant level of 5% is 1.671. Thus, it could be concluded that H_0 is rejected and H_1 is accepted. In other words, it could be said that the use of Google Docs assisted collaborative writing is effective in improving students' writing skill in Indonesian Language subject at the Insan Mandiri Vocational School.

There are similarities and differences between two previous studies and this research. The similarity of previous study and this research focus on the effectiveness of Google Docs. Besides that, the previous study and this research have the differences. The first difference is the subject of the study. In the first previous study, it focused on the X IPS 2 class of SMAN 87 Jakarta and in the second previous study focused on X-AP and X-TKJ of Insan Mandiri Vocational School. In the second different is the material that used by each researcher. In the first previous study focused on Narrative Text and in the second previous study focused on writing skill in Indonesian Language subject. In the third different is the method that used the researcher. In the first previous study, the researcher used Classroom Action Research method. While in the second previous study, the researcher used quantitative research method.