CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows some theories that encourage this study. It consists of a review of the theoretical studies and review of previous study. In a review of the previous study, there are some final projects related to this study that had been conducted by older students. Moreover, there are some opinions or definition from experts of the terms and theories that are used in this study.

A. Theoretical Review

The theoretical review presents the relevant theories of the study. It is presented in five subheadings. The first part discusses writing. The second part discusses the teaching of writing, the third and fourth part discusses collaborative writing, and the five-part discusses personality types.

1. The Nature of Writing

Written language is one of the language products as well as a means of communication. The written language can be expressed through written products that need specialized skills. The written products can be measured as the students' achievement in the process of learning the language.

a. Definition of Writing

Writing is one of the four language skills. Those skills have a close meaning to each other. Many expert define what writing is. Writing is the expression of language in the form of letters, symbols, or words. The

primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen.

According to Harmer (2007:246), writing is language skills that involve language production. It means that writing is one the way to convey ideas into a written form which arranges the word into a good idea in a paragraph. Writing is the skill of a writer to communicate information to the reader.

Meanwhile, Pulverness, et al., (2005: 26) also state writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of the productive skills that involve communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product that has certain information. Brown (2000: 335) also states that a written product is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.
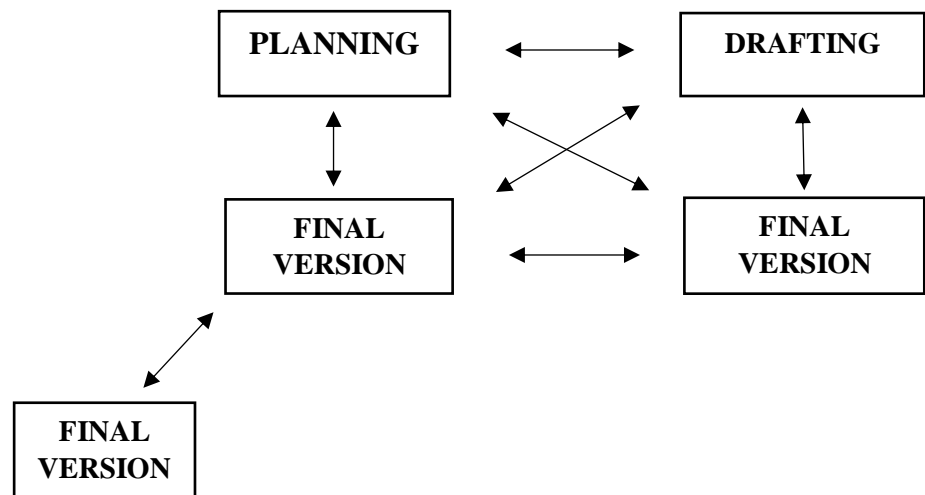
In conclusion, it can be inferred that writing is a skill that very important in learning English. By writing, it can be putting thoughts, ideas or opinion in written form involves some aspect such as a word choice, grammar, mechanics and context, and writing is also a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

b. Writing Process

According to Rumisek and Zemach (2005: 3) writing process goes through several steps to produce a well written product. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of the writing process. It means that the writing process contains several sub-processes that are imperatively united as an outline for students to begin and finish their writing.

The writing process, further, incorporates some stages structurally. According to Harmer (2004: 4), the stages of the writing process are planning, drafting, revising, and final drafting. The writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle that integrates among stages. It can be seen as a processing wheel

in which it clearly shows the directions that the writers may take during their process in writing.

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┌──────────────┐                    ┌──────────────┐
│   PLANNING   │  ←──────→          │   DRAFTING   │
└──────────────┘                    └──────────────┘
       ↕              ↗      ↘              ↕
┌──────────────┐                    ┌──────────────┐
│    FINAL     │  ←──────→          │    FINAL     │
│   VERSION    │                    │   VERSION    │
└──────────────┘                    └──────────────┘
       ↕
┌──────────────┐
│    FINAL     │
│   VERSION    │
└──────────────┘
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Scheme 1. The wheel process of writing taken from Harmer (2004: 4).

This process wheel is done recursively. It means that writers may loop backward and move forwards between these various stages. Thus, at the editing stage, the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it.

1) Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thoughts to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce, and also the

information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how the best way to order the facts, ideas, or arguments which they have decided to include.

2) Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

3) Revising

It is the stage that refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

4) Final Drafting

The final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing. Through the stages of the wheel process, students can move around one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages. In conclusion, it is better to see writing as a process, especially, as a processing wheel which provides the students to work flexibly as they find ways to improve their writing.

2. Teaching Writing

a. The Role of the Teacher

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 330), there are three roles of English teachers in teaching writing.

1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. Teachers must be able to encourage students to process

knowledge, skills and high self-confidence to quickly adapt to the environment (Nurhayati: 2020).

2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progress, offer advice and suggestions constructively and tactfully.

3) Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks they have undertaken.

It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing the key roles as a teacher in the teaching and learning process. The three important roles are the key point of the teachers to succeed in the teaching process, especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

3. Collaborative Writing

a. Definition

Collaborative writing goes beyond the theory of social development by Vygotsky (1978). The theory helps to explain the potential of collaborative writing when it is applied in the teaching-learning process. The learning process is a social activity and is thus enhanced through social interactions. Through their social contacts, students learn new ideas and processes that stimulate their development.

According to Graham and Perin (2007: 4), collaborative writing is a technique where students work together to plan, draft, reflect, and revise their compositions. It needs students' involvement when they are working as a team. It also allows students to learn from each other. It values the social nature of the writing process. It is in line with Harmer (2004: 12) who says that collaborative writing is a way of planning, drafting, reflection, and revision by having students involved together in a process of writing.

Dale (1997: 11) also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document. It seems that collaborative writing can ease students' writing process by providing a suitable environment while they are working together with their partners.

Therefore, it can be concluded that collaborative writing is a social process their knowledge that encourages students to be more active in learning because it involves students' social interaction when they work together in a group.

b. Organizing Collaborative Writing

When teachers try to put collaborative writing as a technique in teaching writing to students, it is better to consider how to organize the students into groups and the writing activities. The students need some more direction to go with the activities and the teachers as a facilitator will provide it. According to Dale (1997: 46), there are five points to be taken into consideration when teachers organize collaborative writing in a classroom.

1) Forming groups

Forming groups is done when teachers put students in a diverse group. It is a teachers' task to arrange them into different groups because if students form their groups, they tend to make homogeneous ones. One consideration to form diverse groups is that it creates a positive group that enhances each member to interact with partners and assert their individual views.

2) Providing time

Since collaborative writing a bit takes time, that time must be provided for students. Students will have a chance to assign their works and make their discussion.

3) Primary-writer system

This activity is when teachers need to set certain tasks that make students contribute to their works.

4) Assignments.

There is not one kind of assignment that works best for collaborative writing. A set of assignments for an entire class is no longer the main important because it may be different among the groups of students. Each group could write different works within the same or different genres. For that reason, having each group decide on its topic is certainly appropriate.

5) Focus on the process

Since attention to the writing process is a weakness to students who are early writers, collaborative writing with its emphasis on process can be an effective means of the teaching writing process. It offers the students to learn strategies from each other.

The above important points transform the needs of the teachers to effectively organize collaborative writing in a classroom. It can be inferred that through the activities in collaborative writing, the teachers

help students to keep a writing process moving forward. Therefore, to support the students to make a connections between the process and the product of writing, the teachers must apply those activities in the classroom.

4. **Personality Styles**

Personality is one of the main topics in psychology. Personality refers to an individual's characteristics which is different from one and another. According to Gazzaniga and Heatherton (2002) personality is someone's characteristic with feelings, thoughts, and behaviors which are formed by the time and the experiences of the individual. Each person has their unique because no one person is truly alike. Jung in Laney (2002) defined the personality into two types: introversion and extroversion. Introversion is an individual's characteristic which orientates of ideas, emotions, and impressions (Laney, 2002). They can be categorized as closed-minded students.

It means that they prefer working independently instead of staying in a group. While, extroversion is an individual's characteristic which orientates of people, activities, and things out of the individual (Laney, 2002). They have open-minded characteristics. They are actively involved with a group of people because they tend to be talkative in their daily life.

Murray and Mount (1996:270) stated that an individual's personality can influence the students' achievement in acquiring the second and foreign

language. Furthermore, Wengrum in Travolta et al., (2018) said that students who have introvert and extrovert personalities have different achievements in speaking performance. It means that introversion and extroversion personality affects the students' achievement in the English language.

In short, personality is referred to individual differences in the way to feel, think, and behave. It is a unique combination of characteristics and qualities of individuals. Moreover, in some previous research personality can affect students' achievement in learning English.

B. Previous Studies

In writing and conducting this study, there are many references needed. Previous studies similar to this study from several researchers. First, Jalili & Sharokhi (2017) conducted a study entitled "*The Effect of Collaborative Writing on Iranian EFL Learners' L2 Writing Anxiety and Attitudes*". It was experimental research and the material that was given is essay writing. The participant of this study was sixty female intermediate EFL learners with the age ranges from 16 to 28. There were three kinds of test to collect the data by Oxford Placement Test (OPT) as an indicator to identify intermediate level learners, the results of an OPT was used before carrying out the treatment, Second Language Writing Anxiety Inventory (SLWAI) to measure students' writing anxiety, and Collaborative Writing Questionnaire (CWQ) is to gauge participants' perceptions of collaborative writing. The result of this study was seen that the

application of collaborative writing strategy is an effective strategy for the reduction of learners' writing anxiety rates. It can be seen from the anxiety mean score of the collaborative writers ($M = 55.38$) is smaller than the anxiety rate of the individual writers ($M = 65.74$) and the result of t-test indicates that there is a significant difference between the anxiety scores of the two groups (t (58) = 2.094, p = .041). The other result also was seen that the participants had a positive attitude towards collaborative writing. It showed from most of the students (82%) in the current study mentioned that they can write a better essay when they work with a partner than when they work alone. Therefore, from the obtained findings it can be concluded that collaborative writing is an effective and suitable technique to be used to teach writing.

Second, Soraya (2016) conducted a study entitled "*The Effectiveness of Collaborative Writing Strategy (CWS) in Writing Lesson Regarded to the Students' Creativity*". This study used experimental research and the data analysis is conducted by using Multifactor Analysis of Variance (ANOVA) 2x2 and Tukey test. The material used in this research is a narrative essay. The result of this study is Collaborative Writing Strategy (CWS) is effective to teach writing for the eighth grade of a Junior High School and CWS is more effective than MWS (Metacognitive Writing Skill) in writing lesson. It can be showed from Collaborative Writing Strategy students' mean score (72,78) is higher than that of the Metacognitive Writing Strategy (70,22). Then, the high creativity students produced better writing rather than the low creativity student, the mean

score of students having high creativity (73,41) is higher than that of those having low creativity (69,59). The interaction of teaching methods and the students' creativity is existing in this writing lesson. It can be seen from F0 interaction (61,80) is higher than Ft at the level of significance α=0,05 (4,00), H0 is rejected and there is an interaction between the two variables, the teaching techniques and the creativity of the students' in writing lesson at the eighth grade of SMP Negeri 3 Wonosari, Gunungkidul. Therefore, Collaborative Writing Strategy (CWS) can encourage the students to write actively in the writing process because of the peer review benefits. Then, the effectiveness of teaching techniques depends on the degree of students' creativity.

Third, Hanifah (2018) conducted a study entitled "*Collaborative Writing (Strengths and Weaknesses to Teach EFL Students and Its Relation to Students' Self-esteem in Writing)*". It was a case study research. Thirty students of the English Education Department of the Islamic State University of Surakarta were used as the subject of this case study. The result of this study showed that collaborative writing gives an opportunity for EFL students to experience the better writing process where students can share and discuss in exploring ideas, developing ideas, expressing ideas, and evaluating the writing product. In terms of their self-esteem, students with low self-esteem were discouraged and tended to depend on their writing work on the higher-level students. In contrast, students with high self-esteem were encouraged in writing when they were responsible to lead their friends during the writing process. Therefore, collaborative writing is

an effective method to teach writing for EFL students. Collaborative writing gives numerous benefits for both students' language competence and their self-esteem.

Fourth, Gökçe (2001) conducted a study entitled "*Effects of Collaborative Writing on Attitudes of Learners towards writing at Anadolu University Preparatory School*". It was experimental research and the material that was given is connecting sentences. The participants were 61 upper-intermediate and advanced level students at AUPS whose ages were from 17 to 21. The results showed that before treatment the students at AUPS had negative attitudes towards writing and that they had not tried collaborative writing before. The results also indicated that negative attitudes towards writing turned into positive ones after the collaborative writing workshops. Besides, the study results indicated that the positive change in attitudes is related to collaborative writing. Another result of this study is that there is no significant difference between the two proficiency levels; upper-intermediate and advanced. Therefore, as the study shows, collaborative writing has some positive effects on the attitudes of learners. So, the writing instructors can include collaborative writing workshops in their teaching strategy.

Fifth, Hawa & Ghufron (2015) conducted a study entitled "*The Effect of Collaborative Writing Technique in Teaching Argumentative Essay Writing Viewed from the Students' Creativity*". It was experimental research. The participant of this study was second semester students of IKIP PGRI Bojonegoro

and the data analysis is conducted by using Multifactor Analysis of Variance 2x2 (ANOVA) and Tukey test. The result of this study is that the Collaborative Writing Technique is more effective than Direct Instruction to teach writing to the second-semester students of the English Education Department. It can be showed from the mean score of the students who are taught by using collaborative writing techniques (77.8) is higher than the mean score of the students who are taught by using Direct Instruction (72.45). Then, the students having a high level of creativity have better writing ability in an argumentative essays than those having a low levels of creativity, the mean score of students having high creativity (81.07) is higher than the mean score of the students who have low creativity (69.26). Moreover, there is an interaction between teaching techniques (Collaborative Writing Technique and Direct Instruction) and creativity to teach writing. It can be seen from F0 interaction (4.7) is higher than Ft at the level of significance α=0,05. Therefore, Collaborative Writing Technique is an effective technique in teaching writing especially for students with high creativity. Then, by this technique, it can make students enjoy their learning in the classroom.

Based on those previous studies, some aspects that make different from the previous study are the subject and setting, kind of text type applied in this study, students' level, and kind of psychological factors (personality). Here the researcher will apply this strategy in the eleventh grade of SMK Al-Khoiriyah and use another psychological factor because the researcher wants to

know whether there is any difference in students' level from the previous study or not and whether there is any interaction or not between teaching strategy (collaborative writing) and students' personality.

In conclusion, there are not many researchers that discuss the effect of collaborative writing on writing achievement and their personality on students of vocational high school level. This present study is to know whether collaborative writing will give a significant effect on the students' writing achievement and their personality. The summaries of comparing the previous studies and recent study can be seen in table 2.1

Table 2.1
The Differences in the previous study with the current study

No.	Researcher	Title	Year	Differences	Present Research
1	Mehrnoosh Haji Jalili & Mohsen Shahrokhi	The Effect of Collaborative Writing on Iranian EFL Learners' L2 Writing Anxiety and Attitudes	2017	- The subjects were intermediate EFL Learners with the age ranges from 16 to 28	- The subjects were the students in Vocational High School - The material is procedure text

				- The material is an essay writing - The issues are Anxiety and Attitudes	- The issue is students' personality
2	Kiki Soraya	The Effectiveness of Collaborative Writing Strategy (CWS) in Writing Lesson Regarded to the Students Creativity	2016	- The subjects were eight grade of Junior High School - The material narrative essay - The issue is students' creativity	
3	Zahrotun Hanifah	Collaborative Writing (Strengths and Weaknesses to Teach EFL Students and Its	2018	- The subjects were students of English Education Department of Islamic State	

		Relation to Students' Self-esteem in Writing		University of Surakarta - The issue is students' self-esteem	
4	İlkay Gökçe	Effects of Collaborative Writing on Attitudes of Learners toward writing at Anadolu University Preparatory School	2001	- The subjects were university students. - The material is connecting sentences - The issue is students' attitude	
5	M. Ali Gufron & Masnuatul Hawa	The Effect of Collaborative Writing Techniques in Teaching	2015	- The subjects were second-semester students of	

		Argumentative Essay Writing Viewed from the Students' Creativity		IKIP PGRI Bojonegoro - The material is an argumentative essay - The issue is students creativity	