

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature in research that used as the material to analyze the data. The researcher presents several points of theories that will be used to analyze the data. They are writing, and several points about teaching writing with collaborative writing method, and previous studies.

A. Writing

1. Definition of Writing

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as writing system). Essentially, writing is a way of expressing ideas, thoughts, and feelings to others in written symbols. Therefore, writing ability is the ability to express ideas, thoughts, and feelings in written language. It is distinguished from illustration, such as drawing and painting. Writing began as a consequence of the burgeoning needs of accounting, and writing became a more dependable method of recording and presenting in a permanent form (Robinson, 2003:36).

Every writing product has a purpose based on the content of the writing text. The purposes have to do with goals that are often referred to as aims of writing or writing intentions because writing is used for a wide variety of purposes, it is produced in many different forms (Harmer,

2004:4). In addition, according to Troyka (2010:6), the purposes of writing are to express oneself, to provide information, to persuade readers, and to create a literary work. Those four purposes of writing contribute importantly to human thought and culture. There is a message from the writer that she/hen wants to deliver to the readers. It is confirmed further by Troyka (2010:3) that argues that writing is a way of communicating a message to a reader for a purpose and the message must have a destination, whereas the message of writing is its content.

In addition, to express ideas, thoughts, and feelings clearly and effectively, the understanding of graphic system is not enough because good writing requires knowledge of grammar and the art of using rhetoric such as arranging words, phrases, sentences, and paragraphs in such a way that they attract the readers' attention. It is like what is said by Heffernan and Lincoln (1995:117) cited in Suryani (1996:13):

“Good writing requires a working knowledge of grammar, a refinement of the basic instinctive knowledge you already have. But good writing is more than the act of obeying grammatical rules. It is also the art of using rhetoric of arranging words, phrases, sentences, and paragraph in such a way as to engage and sustain the reader's attention.”

Various definition of writing has been proposed by some experts. Finally, it can be concluded that writing is a process of expressing ideas and information in written language which has some rules such as grammar and rhetoric features. In addition, the process itself consists of some stages that help the writers to write step by step until the final product is created.

2. Good Writing

Good writing is a product of careful thinking and incorporates the following three characteristics. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. There are some characteristics to good writing:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the type of paragraph you are writing.

There are three main types of paragraph. Narrative paragraph tell a story, descriptive paragraphs tell what something looks like physically, and expository paragraph explain something. A descriptive paragraph paints a picture with words so that readers can picture in their minds the object or place you're describing. Describe it from top to bottom, from left to right, from right to left, or from front to back.

b. Cohesion

Another characteristic of a good writing is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. All the supporting sentences should be part of the description, but one sentence is not. A sentence that does not belong in a paragraph is called an irrelevant sentence.

3. Teaching Writing

Most people say that writing is the most difficult skill to master as the skills involved in writing are complex. Richards and Renandya (2002:303) states that the difficulty lie not only in generating and organizing ideas, but also in translating these ideas into readable text. With so many conflicting theories around and so many implementation factors to consider, planning and teaching a course in writing can be a daunting task. It is needed a carefulness to select theoretical strands are going to adopt and approaches and methods will apply. One thing that is very important is what activities are likely to help students develop their writing skills.

1) The techniques of teaching writing

To be able to write in foreign language, students must be trained systematically through writing exercises starting from the early to an advance level, from the simple to the complex one. Here are the kinds of exercises based on Rivers (1981:245) and Allen and Vallette(1977:284):

(a) Copying

Copying should consist of section of work that already learned orally and read with the teacher. As the students are copying, they should repeat to themselves what they are writing, so that during they are writing, they only focus on spelling and punctuation.

(b) Reproducing

In this exercise, the students will attempt to write without learn orally and read the textbook before. Here, the students work hardly to find a good idea and topic, develop it, and following the stages of writing process until producing the writing product.

(c) Recombining

In this activity, students are required to reproduce learned work with minor adaptations. The writing of recombination requires not only the ability to manipulate grammatical structures but also knowledge to represent meanings. The students will write structure drills such as making substitutions of words and phrases, transforming sentences, expanding them to include further information, and contracting them by substituting pronouns for nouns or single word for groups of words.

(d) Guided writing

At the guided writing stage, students may begin with completion exercise where parts of sentences are given and the structural patterns are established. The students will be given some freedom in

the selection of lexical items and structural patterns for their written exercise.

(e) Composing

Composing involves individual selection of vocabulary and structure for the expression of personal meaning. Exercises in composing relates to the first material being read and discussed. The students will be asked to describe, explain, or review. They also will be asked to comment on or develop ideas beyond those in the material read.

2) The approaches of teaching writing

Besides the techniques of teaching writing, there are general approaches to researching and teaching writing, focusing in turn on theories principally concerned with texts, writers and readers. Hyland (2002:5) points out three approaches of teaching writing:

- (a) The first approach focuses on the products of writing by examining *texts* in various ways, either through their formal surface elements or their discourse structure.
- (b) The second approach focuses on the writer and describes writing in terms of the *processes* used to create texts.
- (c) The third approach emphasizes the role that *readers* play in writing, adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

3) Difficulty in writing

Generally, most students do not like write. When the students believe they cannot write, or have a defeatist attitude toward writing activities, they disengage themselves from the writing process.

In addition, to give the students more positive perspective about their writing, the teacher can stimulate writing process. It means the teacher has to lead the students through prewriting, drafting, and revising activities until final.

B. Collaborative Writing Method

1. The Nature of Collaborative Writing Method

Collaborative has close meaning with cooperative and we also say that they can be combined. Based on Janes Bauwens and Jack J. Hourcade (1977:81), they suggest three approaches to implement in collaborative teaching writing: team learning, supportive learning activities, and complementary instruction. First, Bauwens and Hourcade describe team learning as educated subject jointly planning and present subject content. Second, supportive learning activities reinforcement, enrichment, and enhancement in writing learning for all students. Third, complementary instruction as one educator takes primary responsibility for teaching content material and the other for teaching functional how to skills to understand for all students and acquire the content material.

Collaborative writing offers an authentic learning environment where students do not only develop their writing skills but also critical

thinking and decision making skills. And two dimensions are addressed in this study: the social and cognitive dimensions of collaborative writing. As members of a group work together to write, they share ideas, debate with one another, and make decisions. In this social context, certain thought processes are happening. An individual tries to process and understand information based on his/her existing knowledge, which helps determine how the topic or issue is approached. When students' ideas vary, disagreement may arise and explanation becomes very important. In this sense, thinking is tied to the social context of the learning experience.

During decision-making about how to solve a problem, conflicts may arise as a result of differences in ideas. While most teachers probably would demand that students avoid disagreement, Brown and Palincsar (1989; also cited in Van Boxtel, Van Linden, & Kanselaar, 2000) argue that conflict is important in social interaction because it can lead to explanation, justification, reflection, and a search for further information. Bruffee (1999) highlights the importance of disagreement in collaborative learning as part of teaching interdependence to students. Moreover, Burnett (1993) explains that not all conflicts can be detrimental to the group such as substantive conflict, which includes considering alternatives and voicing disagreement. Both are considered productive because they defer consensus and allow for possibilities or options to be explored. Members, while their ideas are in conflict with one another, are actually engaged in what Trimbur calls "intellectual negotiation" (Burnett, 1993).

2. The Advantages of Collaborative Writing Method

Harmer (2004, 2007; also cited in Kessler, 1992; Nunan, 1999) define the collaborative writing experience as an opportunity to enhance writing and increase academic achievement in groups. Harmer (2004, p. 73) affirms that “successful collaborative writing allows students to learn from each other.” Therefore, it also fosters the negotiation of meaning when learners go through each writing production stage collaboratively. There is space to share personal experiences and provide functional approaches to use language with objectives, strategies, and stages defined by learners and teachers. Although, there might be learners who still prefer working alone (Brown, 1994). They will to take part in collaborative writing experience could be controlled by the teacher (Schwartz, 1998).

The benefits of the collaborative writing method embodies go further since learners develop interactional and social skills. The main concern is deciding on the type of tasks and aspects to reinforce and then, creating and/or promoting learning activities that encourage learners to interact and learn. When having learners doing collaborative writing, they excel above and beyond the individual knowledge; it offers advantages because more ideas and unlimited creativity emerge (Harmer, 2007, p. 329).

Besides that, in process based on writing, collaboration provides students with some benefits throughout the process of writing. First, unlike solitary writing, when students generate ideas, they can pool ideas

together, and they receive feedback immediately from their peers within group. Second, in a drafting process, students can share both knowledge and linguistic resources, and more important, they can assume share responsibility for completing particular writing tasks. Third, by writing collaboratively, if a peer feedback or response session is implemented in pairs, more students are involved in responding to each other's writing. Fourth, collaborative process based writing allows students to coordinate writing activities as they collaborate on an assigned essay (Widodo, 2006). It also builds on student sense of shared responsibility for completing a certain assigned writing task, thereby assisting students in gaining group pride in work accomplishment (Harmer, 2007). Fifth, collaboration in process based writing promotes social support, for example low achieving students can benefit from their high achieving peers. The last benefits that students may gain from collaborative process based writing is that they can build and develop their critical thinking skills. (Widodo, 2013)

Collaborative writing method is whether as part of a long process or as part of a short games-like communicative activity, can be greatly motivating for students, not only in writing teaching learning but also in research, discussion, peer evaluation, and group pride in a group accomplishment.

From definition above, it can be inferred that collaborative writing has the advantages as follow:

1. The students can make shared decisions on negotiate what to write and how to pool ideas together.
2. The students are frequently livelier it means that the students can be more active in the classroom and the activities in group using collaborative writing method exactly
3. Collaborative writing method motivates the students in learning writing because the students don't find difficulty because the students were given more ideas and unlimited creativity in learning writing using collaborative method and can share with other students in group work although they do their task themselves.

C. The Procedure of Applying Collaborative Writing Method

Here is the outline of the steps of the collaborative process. There are 4 steps in applying collaborative writing method (Speck: 2002).

1. Pre-writing Process
 - a. Teacher divides two until three students into a group.
 - b. Dividing group depends on students' ability. The group consists of student that has above average ability and under average ability.
 - c. After the teacher divided the groups, the students will do brainstorm together.
2. Planning
 - a. Students who have above average ability will be *helper* and students who have under average ability will be *writer*.

- b. Teacher asks the students with “WH-question” when they’re in planning step to stimulate their prior knowledge and ideas about descriptive text.
 - c. *Helper* is permitted to ask teacher to give more questions to get more ideas, and *writer* will write all the keywords that they got
3. Drafting and Writing
- a. After the planning step has done, teacher allows students to start drafting descriptive text
 - b. *Writer* will write back all of the keywords
 - c. *Helper* will write all of the keywords that have not written by *writer* before.
 - d. Combining the *helper’s* keywords and *writer’s* keywords become one
 - e. After that, starting to make paragraph writing.
4. Editing and Revising
- a. Both of *helper* and *writer* review the paragraph writing together
 - b. *Writer* gives underline or color marker to the error words/sentences, it will make easier.
 - c. Students should pay attention to five aspects; *meaning, order, style, spelling* and *punctuation*.
 - d. Giving “confirmation questions” each *writer* and *helper*
- Examples:

Question for *Writer*

1. Do you understand the meaning of the words that you have written?
2. Can you write the spelling of the words?

Question for *Helper*

1. Can you read the writer' written text?
 2. Is *writer's* written text very clear from organization of words and sentences?
- e. *Writer* rewrites that has been edited.
- f. Final product is ready to submit to the teacher.

D. Previous Study

The previous study in this research was conducted by Juang Eko Purnomo (2014) with the research entitled “The Effectiveness of Using Collaborative Writing Method in Student’s Writing Skill of Eight Grade at MTS Assyafiiyah Gondang in the Academic year 2013/2014”. The result of mean score in pretest is 50.82 and the result of mean score in posttest is 74.82. From the statistical result of hypothesis test by means of t test formula shown that t_{count} (40.22) is higher than t_{table} (1.694). it means that collaborative writing method is effective in teaching writing

The study above has both the differences and the similarities with this research. The differences are focus on the research design. He uses pre-experimental research with one group pretest posttest. In this research, the researcher used quasi experimental design with non-randomized control

group, pretest-posttest design. The similarities are this research also takes the sample at eight grade of junior high school level.

Another study was conducted by Astri Selvia Astarina (2011) with the research entitled “Improving writing skills through cooperative learning of science program students class XI of SMA Kolombo Yogyakarta in academic year 2010/2011”. The main problems are: the students don’t have motivation to do writing tasks, the students are afraid if they made written tasks because they feel difficult in generating and developing ideas, they feel difficult in grammar during writing, and the last, they seldom accept writing tasks. There are three cycles in this research. The research findings after applying collaborative writing method show that the students’ writing skills improved. It could be seen from the results: the students’ motivation was improved, they could generate and develop their ideas, their grammar in writing was improved, and at the end they could write the analytical exposition text well.

The study above has both differences and similarities with this research. The differences are the research design, she uses classroom action research and the sample is at ninth grade of senior high school level. The similarities are in investigating students writing ability and the using variable collaborative writing method.

Another study was conducted by Li Xuan Chu (2010) with the research entitled “Students and Teachers’ Attitudes and Perception towards Collaborative Writing with Wiki in A Primary Four Chinese Classroom”. The study aimed to improve students’ writing skill at four grade elementary school

in primary school Shenzhen in Mainland China. A class of 59 primary four students and their Chinese teacher for this case study were selected. The average age of primary four students is 10. They both assented to participate and turned in signed consent forms from their parents. The informed consent forms also attained from the Chinese teacher and school principle. Relying on her research, Collaborative Writing Method is very useful and effective to improve the students' writing ability in the level of elementary school.

The study above has differences and similarities with this research the differences are she uses classroom action research and in the sample is at fifth grade at elementary school level and there is extraneous variable in her research (Wiki Application). The similarities are in investigating students writing ability and the using variable collaborative writing method.

The last study was conducted by Ornprapat Suwantarathip (2013) with research entitled "The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities" His research aimed to know the effectiveness of collaborative writing using Google docs conducted with students enrolled EN 012 course in the first semester of academic year of 2013. He was using experimental, control group consist of 40 students and treatment group consist of 40 students too. One group worked together outside class with Google Docs, while the other worked together in class. Data were analyzed by using means, standard deviations, percentages, and independent samples *t*-tests. The results indicate that a significant difference was found between the two groups' writing mean score after the experiment. Students in

the Google Docs group gained higher mean scores than those working in groups in a face-to-face classroom

The study above has both the differences and the similarities with this research. The differences are the sample of his research is course in the first semester and he uses extraneous variable (Google docs). The similarities are this research used same research design quasi experimental with non-randomized control group, pretest-post design, and the focus on the writing ability

Those previous studies above use as references for the researcher in conducting this study and also as the comparison between those relevant studies with the study conduct this time. The study is the effectiveness of using Collaborative Writing method at the eight grade of SMPN 3 Kedungwaru in the Academic Year of 2016/2017. The differences between this study and previous studies are the objective of this study and method of this study. The objective of this study is to find the effectiveness of using Collaborative Writing method in students' writing ability. The Method is quantitative and the design of this study is quasi experimental design.