CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Writing

According to Nystrand (1989, p. 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004, p. 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Nura (2003, p. 71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to addapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004, p. 86) states that writing is a process that what we write is often heavily influenced by the constraints of

genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting laguange. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2. **Components of Writing**

Writing is an activity that requires many components. In complementing writing activities, writers should know and master the components of writing. If writing contains full of components of writing, writing will be better. The components of writing as follows:

a. Syntax, a writer should know how to construct sentence structure, know the sentence boundaries, stylistic choices, etc.

b. Content, here a writer has to pay attention to relevance, clarity, originality, logic of writing.

c. Grammar, is very important for writers because grammars are the tools for writers to arrange their words become sentences

and finally produce a meaning. In grammar, writers should know the rules for verbs, agreement, articles, pronouns, etc.

d. Mechanics, contain handwriting, spelling, punctuation, etc.

e. Organization, requires a writer to know about paragraphs, topic and support, cohesion and unity.

f. Word choices, a writer should know how to apply vocabulary, idiom and tone in writing.

g. Purpose, is very important for writers. It will determine the aim of the writing in the future.

h. Audience, will determine which way will be applied by writers. Knowing the audience will make writers know more about what they should write, and

i. The Writers' Process, is very crucial. Writers should be aware of how to get ideas, write drafts, and revise.

3. Steps of Writing

Farmer (1993, p. 13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, and (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity. It is done to develop the draft into a good composition of writing. The last is revising

which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986, p. 3) states that there are three steps in writing, those are: (1) pre-writing, (2) writing a first draft, and (3) revising or post-writing. It means that these three steps are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

Ramirez (1995, p. 300) says that writing can be done through some phases as the following quotes:

"Writing activities can be structured along developmental, process-oriented, and proficiency-based models. A processoriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience, and grammatical accuracy."

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing.

4. **Genre of Writing**

In scientific writing, genre is defined as discourse (text) classification on the basis of its communicative purposes. In the past, discourse is divided into four basis genre, Narrative, Descriptive, Expository, and Argumentative. According to Martin and Rose as cited by Chojimah (2015, p. 22) classify genre into micro and macro genres. Micro genre is divided into factual and story genres. Macro genre is the combination between different genres. There are some types of Factual Genre:

a. Description

Description is kinds of text functioning to describe the uniqueness of things whether living or non-living things. In describing the things or object, the writer has to tell the general description first then followed by the detail description of it. The writer may include the colors, parts, functions, shapes, and many other in their description.

The generic structures of the text are: a) the identification which implies identification of the phenomenon described, and b) the description which explained parts, qualities, and characteristic. The grammatical patterns which are used: the use of simple present.

b. Report

Report is a factual text used to organize and store information, particularly information in the fields of science and technology. The generic structure of report text consists of general statement to identify and classify the topic and also description which describe the appearance and behavior. Usually, present tense is used in report text. Butt, et al (2000, p. 238).

c. Procedures

Procedure is kinds of text which tell how things or work is finished. It also tells how to do or make something in order. Procedure text consists of several steps which presented by using simple present or continuous tense, imperative sentences such as add, stir, mix, click, etc. and also use temporal conjunction or numbers. The steps in procedure text have to be in order. The generic structure follows as: Goal which showing the job to be accomplished, Sequence of steps which describes the steps achieved from the goal, Closing (optional) which tell the statement or suggestion to do.

d. Explanation

Explanation is kinds of factual text which tell how and why things happen or work. The general structure of explanation text is starting from general statement, a series of explanation

how something happens, and closing. The main characteristics of explanation text are using conjunctions indicating relations, usually in passive voice.

e. Exposition

Exposition is kinds of text which equal with argumentative text. The communicative function of exposition text is to take position forward argument or opinions. The general structures of explanation text are thesis, arguments, conclusion in which the thesis is repeated or reiterated. The main characteristics of exposition text are transitional signals for opinion such as in my view, I am in the opinion that, to me, etc.

f. Discussion

Discussion is factual text that explores different sides of an issue in order to reach an informed judgment or recommendation. A discussion shares many of the language features of an exposition. Like an exposition, a discussion has arguments, but the arguments are balanced for and against the issue. The structural elements of discussion consist of an issue, arguments for, and arguments against. Butt, et al (2000, p. 243)

g. Recount

Recount is kinds of text which tell the past even or experience and the purpose of the text is to inform and entertain the reader. Generally, text tells the general events (orientation)

then followed by detailed events presented in chronological order. The most specific characteristics of recount text are use simple past tense and the existence of series of events such as, then, the next event is..., after that, etc.

h. Narrative

Narrative is kinds of genre that is told about story in the past. The story can be as fiction or non-fiction. Narrative are structured to be entertained and to teach cultural values. Langan (2008, p. 27) stated that the main purpose of narrative essay is to make a point by telling the audience or reader a story. Colorful details and interesting events that build up to a point of some kind make narrative text or essay enjoyable for readers and writers alike.

In narratives normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture. Narrative is constructed by the orientation, complication, resolution, and may also include a coda which covered a moral value. Past tense is used in narrative text.

Narrative text consists of the following structure:

1) Orientation : concluding the topic of an event or an activity, participants, time, and place.

2) Complication : the rising crises which the participants have to do with her/his problems. It consists of sequence of events that leads to conflict until climax.

3) Resolution : the problem began to solve and it is the end of the story.

5. Teaching Writing Skill

In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics.

According to curriculum 2013 (K13) SMA Dharma Loka Pekanbaru, English is taught as a compulsory subject for students. It covers the four language skills, they are listening, speaking, reading, and writing. In writing, there are some competencies that the students have to master. Those competencies are written in the standard of competence and basic competence. The of competence for senior high school students

especially grade X semester 2 in SMA Dharma Loka Pekanbaru referred to the capability of students in differentiate social functions, text structure, and elements language of some narrative texts oral and written by giving and request information related to legend folk, simple, in accordance with context of its use.

6.   Collaborative Writing Strategy

Collaborative writing is a process of writing that is done by a group or pair. Collaborative writing refers to a writing work which is worked collaboratively (multiple people together). It is distinct statement informing that the collaborative writing as a writing act done by more than one person. Collaborative writing is a writing activity done by whole class, a small group, or even two people jointly or collaboratively.

Collaborative Writing Strategy (CWS) is the mixture of cooperative learning and writing strategies. Diaz et al. (2010, p. 65) argued that collaborative learning is set of methods that group the students together in the same main goal or task. Dulger (2011, p. 85) stated that many teachers still use metacognitive strategies in teaching writing. Metacognitive Writing Strategy (MWS) is a part of indirect strategies which means beyond, beside or with cognitive. Therefore, here the students are more individual.

Writing collaboratively can encourage students to improve their writings. Writing collaboratively has grown the interest in increasing and improving students' ability, especially in writing. It is clearly starting that

writing collaboratively will make the students' writing ability come to surface. On the other hand, writing collaboratively will be able to help students in improving their ability, especially in writing area.

7.   The Advantages of Collaborative Writing Strategy

Writing collaboratively will produce many advantages for writing produced, and also for writers. It has experienced in many areas (students area, employers area, writers area, and so forth).   Several advantages in doing collaborative writing as follows.

a.   Collaborative writing will build collective ability. Working together will lead everyone working in collaborative work to have ability. A good action from the member of the group work will stimulate other members to have a good action too.

b.   Collaborative writing will train students living in an environment. In writing collaboratively, all of members in a group will be allowed to give opinions, suggestions, critiques, and so forth. These kinds of inputs show action that can be done in a large environment. It is very important to train everyone living in a large environment.

c.   Collaborative writing will save more time and increase productivity. Many heads absolutely will be better than one. Many members in working collaboratively will case in finalizing the work. Besides, increasing the quality of production, working collaboratively can also increase the

quantity of production. Working a form limited will be better time for working collaboratively because in a group all of members can give their participants.

d. Writing collaboratively will decrease stress, because writing collaboratively is done by many head, of course it will decrease the stress that will be seen.

e. Writing collaboratively will decrease the errors. This is one of advantages from criticizing done in a group work. Members in a group should pay their attention to their work in order to avoid errors in their writing.

8. **Writing Assessment of Narrative Text**

In assessing writing on narrative text, the researcher cannot measure the students' ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

Considering that writing consists of a number of linguistic aspects, Smith in Reid (1993, p. 247) has some criterion of good writing. They are as follows:

a. Content

b. Cronological Order (generic structure)

c. Vocabulary

d. Language Feauture

e. Mechanics

According to Brown (2004, p. 241-246), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

Brown and Bailey in Brown (2004, p. 243-246) offer five major categories and five different levels in each category ranging from "unacceptable" to "excellent". In summary, the categories and levels are content, organization, vocabulary, language features, and mechanics.

Based on the theories above, the researcher conclude that there are 5 components to categorize students' writing ability. The assessment form can be seen as follows:

Table II.1

Indicators of Writing Ability on Narrative Text

Variable	Indicators
Writing Ability of Narrative Text	1. The students' ability to express their ideas in writing based on the context.
	2. The students' ability to put chronological order (orientation, complication, and resolution) correctly.

	3. The students' ability to use choice of words related to narrative text (vocabulary).
	4. The students' ability to express their ideas in writing based on the language feature
	5. The students' ability to express their ideas in writing based on mechanics that contains spelling and punctuation

TABLE II.2

Assessment Aspect of Narrative Texts

No	Aspect Assessed	Score			
		1	2	3	4
1	**Content**				
2	**Organization** a. **Orientation** b. **Complication** c. **Resolution**				
3	**Vocabulary**				
4	**Language features** a. **Specific and individualized participants** b. **Action verbs** c. **Behavioral and verbal processes**				

	d. Simple past tense e. Temporal conjunctions and temporal circumstance				
5	Mechanics (Spelling and Punctuation				
Total					
Maximum Score		20			

(Brown and Bailey in Brown (2004, p. 243-246)

Explanation of score:

1 = Incompetent   3 = Competent

2 = Competent Enough   4 = Very Competent

Final score = $\dfrac{\text{Total Score}}{\text{Maximum Score}}$ x 80

B. Previous Research

There are so many previous researchs which have relevancies to the research, especially in writing area. Researches are various, either in general or in specific one. It happens because writing is one of the English skills that very important.

Dealing with this research, the researcher took some relevant researches that have been investigated by previous researchers concerning with the area of writing.

Soraya (2016). She conducted a research to find out the effectiveness of collaborative writing strategy (cws) in writing lesson regarded to the students'

creativity. This study was aimed at finding out what appropriate methods to be used in writing lesson seen from the students' creativity especially for students who have high creativity and low creativity. This study used quasi experimental research. The population of the research was the eighth grade of a Junior High School in Wonosari in the academic year of 2013/2014. The sampling technique used was cluster random sampling. The sample in this study was 64 students covering 32 students of E as experimental class and 32 students of C as control class. The data or the students' writing scores were analyzed in terms of their frequency distribution, normality, homogeneity, then ANOVA and Tuckey tests to test the research hypotheses.

Based on the result, the research findings are CWS is more effective than MWS in writing lesson; the high creativity students produced better writing rather than the low creativity student; and the interaction of teaching methods and the students' creativity is existing in this writing lesson. In short, Collaborative Writing Strategy (CWS) is effective to teach writing for the eighth grade of a Junior High School in Wonosari, Gunung kidul. Then, the research result implies that it is better for the teachers to apply CWS in teaching and learning process of writing, to improve the students' writing achievement, CWS needs to be used in the classroom

Widodo (2015). He conducted a research to find out the implementing collaborative process based writing in the EFL college classroom. This article reviews the application of collaboration, which is very rarely implemented in the EFL process based writing classroom in Indonesia. It also tries to expand

the scope of collaboration in all aspects of the EFL College writing process. First, this article addresses the operational definition of collaboration in process based EFL writing instruction. In what follows, the article sheds light on the benefits of collaborative process based writing in the EFL classroom.

The remaining section of the article discusses step-by-step procedures for collaborative process based writing in the classroom. Anchored in this collaborative process based writing framework, a teacher enables students to engage in collaborative and dialogic activities through the process of writing. The ultimate goal is to help EFL college students write academic pieces better and more easily as they go through the writing process from pre-writing to post-writing.

C. Operational Concept

Therefore, in analyzing the problem in this research, the variables will divide into two groups (X1 and X2). They are students' writing ability taught by using collaborative writing strategy and students' writing ability taught by using non-collaborative writing strategy. To operate the investigation on the variable, the researcher will work based on the following indicators:

The text use in this research is narrative text. So that, the indicators of students' ability in writing narrative text are explained as follows:

1. The students' ability to express their ideas in writing based on the context.

2. The students' ability to put chronological order (orientation, complication, and resolution) correctly.

3. The students' ability to use choice of words related to narrative text (vocabulary).

4. The students' ability to express their ideas in writing based on the language feature that contains specific and individualized participants, action verb, behavioral and verbal processes, simple past tense, temporal conjunctions and temporal circumstance.

5. The students' ability to express their ideas in writing based on mechanics that contains spelling and punctuation.