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CHAPTER II

REVIEWING OF RELATED LITERATURE

2.1. The Nature of Writing

Writing is a skill and a craft that needs to be taught and learned from practice (Harmer (2004:31). As one of the four skills, writing has always formed part of the syllabus in the teaching of English that can be used for a variety of purposes. In writing recursive process is used, where mastering the ability to write effectively is seen as a key objective for learners.

Writing as well as other language skills can only be mastered through practice. Practice in a systematic, continuous, and full of discipline is a key that is always recommended for the students to be able or skillful writing. Beside practice, students also need to have knowledge, because without knowledge they have nothing to express and they have nothing to convey when they want to write. In other words, if the students practice writing systematically they need to have much knowledge so that they will be able to write a piece of good writing.

Hyland (2009:48) mentions writing is personal empowerment, but it is also defined in terms of its opposite: the personal stigma attached to illiteracy. You either have it or you do not. 'Literacy' is therefore a loaded term, a deficit label which carries with it the social power to define, categorize and ultimately exclude people from many aspects of life.

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In addition, Kane (2000:7) assumes that writing is a valuable activity. It is of immediate practical benefit in almost any job or career. Certainly, there are many jobs in which you can get along without being able to write clearly. If one knows how to write, however, he will get along faster and farther. In addition, there is a more profound value of writing; that is, we create our selves with words.

A teacher needs to write his material on the white board for the students, a doctors need to write his recipe for his patients, a police needs to write a case or incident in the form report, and a secretary needs to write letters and report to be concluded with the leaders. From these examples it is clear that writing is a skill needed by most people working in different fields including the students. Students are very dependent on writing as they learn through writing, and they are required to be able to put their ideas on paper.

2.1.1. Process of writing

Harmer (2004: 4) states that the writing process has four main elements as follow:

- 1) Planning: Experienced writers plan what they are going to write.
- 2) Drafting: Go at a text is often done on the assumption that it will be amended later.

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- 3) Editing (reflecting and revising): Once writers have produced a draft, they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear.
- 4) Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Writing is not a simple matter of just putting words together to become a sentence. But, it has a complex process that planning, drafting, editing, and final version. The first step is planning where the writers need to know what they are going to write and what they will talk about, they must decide a topic that they are interested. Then, they write as much as possible of the ideas related the topic, they write it without worry about grammatical too much. In the second step, the writers begin to make a draft of the ideas that they have written in the first step. The third step is editing, where the writers read the draft repeated, whether or not it needs corrections. The last step which is the final version, the writer writes the last version of their writing as their real project.

2.1.2. Requirements of Good Writing

Heaton (1990: 135) states that writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. The

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following analysis attempts to group the many and varied skills necessary for writing a good prose into five general components or main areas as in the following:

- 1) Language use: the ability to write correct and appropriate sentences
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- 4) Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.
- 5) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

WITH REGARD TO THE ABOVE POINTS, it is clear that writing involves many factors to be put into consideration. To possess good writing ability, some requirements are needed. First is language use. It is related to the choice of appropriate sentences, whether a sentence is necessary to be used appropriately or not. It's about whether the writer can write correct sentences or not. It is focused on the sentence that will be used in writing. The idea of one sentence with another should be expressed coherently. Second is mechanical skill,.It is related to the use of correct spelling and correct punctuation. Third is the treatment of the content which is dealing with the ideas or knowledge that will be created in writing, which is focused on the ability of the writer to develop the ideas related the topic

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or main idea. Fourth is stylistic skill. It deals with the ability of the writer to use various sentences, for example, the use of a passive sentence or an active sentence, a single sentence or a compound sentence, a complex sentence and so forth. The last is judgment, skill. It deals with the ability of the writer to organize their writing in a chronological order, the aim of the text can be conveyed by the reader. A conclusion can be drawn that a person is never able to have a good piece of writing without having knowledge of the writing process and the requirements for good writing as mentioned.

2.1.3. Assessing Writing Ability

Table 1. Classification of the Students Writing Score

The item to be evaluated	Description	Score
Content	Excellent to very good: knowledge - substantive – etc.	30 – 27
	Good to average: some knowledge of subject – adequate range - etc.	26 – 22
	Fair to poor: limited knowledge of subject – little substance – etc.	21 – 17
	Very poor: does not show knowledge of subject – non substantive – etc.	16 – 13
Organization	Excellent to very good: fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average: somewhat to choppy – loosely organized but main ideas stand out - etc.	17 – 14
	Fair to poor: non-fluent– ideas confused or disconnected - etc.	13 – 10
	Very poor: does not communicate – no organization – etc.	9 – 7

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Vocabulary	Excellent to very good: sophisticated range – effective word/idiom choice and usage - etc	20 – 18
	Good to average: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor : limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor: essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good: effective complex constructions - etc	25 – 22
	Good to average: effective but simple constructions - etc.	21 – 19
	Fair to poor : major problems in simple/complex construction – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules - etc.	10 – 5
Mechanics	Excellent to very good: demonstrate mastery of conventions - etc	5
	Good to average: occasional errors of spelling, punctuation - etc.	4
	Fair to poor : frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing - etc.	2

(Adapted from Heaton, 1990: 146)

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2.2. The Concept of Recount Text

Anderson (2003: 48) states that a recount is speaking or writing about past events, a piece of text that retells past events, usually in the order which they happened. The purpose of the recount is to give the audience a description of what occurred and when it occurred.

Meanwhile, Wardiman, *et al.* (2008: 61) reveals that a recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader. It can be inferred that recount text is a text that retells past events or past experience to give information to the readers. For example, the writers tell about their bad experiences, their good experiences and unforgettable experiences, or about their amazing holidays. In other words, recount text deals with past events or past experience.

2.2.1. Generic Structure of Recount Text

Wahidi (2009: 4), views that there are three generic structures of recount text as follows:

- 1) Orientation, introducing the participants, place and time.
- 2) Events, describing a series of event that happened in the past.
- 3) Reorientation, it is optional. Stating personal comments of the writer about a story.

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2.2.2. Language Features of Recount Text

The language features usually found in recount text are as follows:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

(Adapted from Mark Anderson & Khaty Anderson, 2003: 50)

2.3. The Nature of Anxiety

Akhavan & Geramian (2000:88) state the definition of anxiety in humans rest on the presence of impairment, a disruption in normal functioning, or the presence of "clinically significant" distress. In addition, they state that stress is the experience of a perceived threat (real or imagined) to one's mental, physical, or spiritual well-being, resulting from a series of physiological responses and adaptations.

Besides, Horwitz and Cope in Choi (2005:1) define anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Furthermore, Rachman (2004:2) defines anxiety is as the tense, unsettling anticipation of threatening, but a vague event; a feeling of uneasy suspense. It is a negative effect so closely related to fear that in many circumstances the two terms are used interchangeably.

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Everyone who goes through anxiety is a normal person. The student who faces a problem and becomes anxious is natural. Anxiety can lead students to uncomfortable feeling and make them anxious. When someone feels anxious, anxiety can give bad effects to them if they want to do something. For example, the students feel anxious while having a writing test; they will not be able to produce a good piece of writing because something is annoying, like feeling nervous and worry; they do not have self-confidence of the sentence that they write; they always think what they write is not correct. Therefore, students need to reduce their anxiety when learning in order to have good learning achievement.

2.3.1. Types of Anxiety

Spielberger, *et.al* in Choi (2013:2) divides anxiety into three types:

1. *Trait anxiety*, it refers to “a stable predisposition to become anxious in a wide range of situations.
2. *State anxiety*, it refers to an immediate, transitory and emotional experience with immediate cognitive effects.
3. *Situation specific anxiety*, it refers to the continuous and varied nature of some anxieties.

Normal human beings have different anxieties in themselves. Sometime, anxiety occur unexpectedly. Even for people who have mastered the skill or art, they also still have the feeling of anxiety. This happens naturally. Anxiety will give various effects to people, such as

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high blood pressure, getting tremble, and cold sweat. However, anxiety can be reduced to some degree.

2.3.2. Writing Anxiety

JuWu (2015:261) states that writing anxiety is thought to be negatively related to writing performance. In other words, students with higher writing anxiety tend to have lower writing performance. Furthermore, Rezai & Jafari (2014:1546) also views writing anxiety as a specific aspect of second language learning that has occupied a great body of research for the past few decades. Language research has shown the debilitating effect of writing anxiety on students' performance.

Lack of success in writing may be caused by writing anxiety. As an experience and an observation, writing anxiety of each student is various. There are students who have no ideas to write because they feel worried and nervous. This type can be seen, for example, when they have a writing test they always look at other students on the right side or the left side for information or ideas and even they want to cheat. There are also students who have the ideas but they aren't confident to express them in their writing. It can be seen when they have a writing test they write a sentence and then erase it. They are afraid if the sentence they write is no correct. Although anxiety can easily be felt by students while they writing, it can be reduced using an appropriate strategy and a right approach to writing itself.

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2.3.3. The Causes of Writing Anxiety

Many researchers have tried to identify the causes of anxiety among anxious writers. Based on observing and questioning anxious writers, Heaton and Pray in Rezaei & Jafari (2014:1546) identify several causes of writing anxiety as follows:

1. Having limited time to plan, write and revise
2. Absence of good writing skill, including writing instruction and practice, brainstorming ideas, organization of ideas and mechanics of writing such as penmanship, punctuation and vocabulary
3. Teachers' negative feeling about students
4. Self-imposed pressure for perfect work and problems with a topic choice as possible causes of anxiety.
5. Lack of confidence in L2 writing
6. Lack of ability to express ideas in appropriate English
7. High frequency of writing assignments and
8. Fear of negative comments

The causes of writing anxiety can be internal or external. The external causes include teacher's negative, fear of negative comments, self imposed pressure for perfect work, and high frequency of writing assignments. The internal causes may be in the form of lack of confidence, lack of practice to write, and lack of ability to express ideas. All of the causes of course give the negative effect to the students' writing. So, if

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students want to reduce their writing anxiety they must know the causes and try to avoid them.

2.3.4. Components of Writing Anxiety

Cheng (2004) in Tadesse (2013:17) mentions students' writing anxiety can be seen through the following components:

1. Cognitive anxiety

Cognitive Anxiety refers to the cognitive aspect of experience of anxiety, including negative expectations, preoccupied with performance and concern about others' perceptions.

2. Somatic anxiety

Somatic Anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in an increase in state of unpleasant feelings, such as nervousness and tension.

3. Avoidance behavior

Avoidance behavior refers to the behavioral aspect of the anxiety experience and avoidance of writing.

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2.4. The Nature of Strategy

Mintzberg in Nickol (2016:3) point out that people use “strategy” in several different ways; the most common ones are listed below:

1. Strategy is a *plan*, a "how," a means of getting from here to there.
2. Strategy is a *pattern* of actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
3. Strategy is a *position*; that is, it reflects decisions to offer particular products or services in particular markets.
4. Strategy is *perspective*, that is, vision and direction.

2.4.1. Strategies for Direct Instruction

Kipper (2011:108) states direct instructional strategies are academically focused on the teacher clearly stating the goals for the lesson. The teacher monitors students’ understanding and provides them with feedback on their performances. Direct instruction has four key components:

1. Clear determination and articulation of goals;
2. Teacher-directed instruction;
3. Careful monitoring of students’ outcomes;
4. Consistent use of effective classroom organization and management methods.

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Furthermore Kipper (2011:108) reveals that direct instruction is effective because it is based on behavioristic learning principles (obtaining students' attention, reinforcing correct responses, providing corrective feedback, and practicing correct responses), increasing the academic learning time during which students are attending the task at a high success rate. Students learn basic skills more rapidly when they receive a greater portion of their instruction directly from the teacher.

2.4.2. Strategies for Indirect Instruction

Kipper (2011:110) states indirect instruction is an approach to teaching and learning in which concepts, patterns and abstractions are taught in the context of strategies that emphasize concept learning, inquiry learning and problem-centered learning. There are various ways to use indirect strategies: some have a higher degree of teacher-directed activities and others have students more actively involved in planning and designing instructional activities. In teaching engineering, more commonly used indirect instructional strategies are inductive and social strategies.

Kipper (ibid) also offers inductive instructional strategies most commonly used in teaching engineering are as in the following:

1. Concept attainment strategies – concepts serve as the building blocks for student higher-level thinking, being the main ideas used to help categorize and differentiate information: comparisons, classifications, metaphors and analogies, using

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questions, drawing examples and non-examples in order to define these essential and non essential attributes needed for making accurate generalizations.

2. Inquiry lessons – inquiry, discovery and problem solving approaches, being an open-ended and creative way of seeking knowledge, consisting of following steps identify and clarify the problem, for hypotheses, collect data, brainstorm solutions, formulate questions, investigate, analyze and interpret the data to test hypotheses, discuss, reflect, draw conclusions and present results.
3. Projects, reports, problems – project-based lessons flow in problem-solving environment where students work independently or cooperatively solving problems.

Furthermore, Kipper (ibid) states that more common indirect social strategies used in teaching engineering are:

1. Discussions - students learn when they participate, thinking out loud about concepts. The use of full-group discussions and small-group discussions improves student interactions. The best strategy in a small-group discussions is to use think-pair-share method (teacher poses a question; students think individually; each student discusses his/her answer with a fellow student; students share their answers with the wholeclass) – students learn from one another.

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2. Students' self-evaluation - engaging students in critical evaluation of their own responses and thereby taking responsibility for their own learning.
3. Cooperative learning – involving students work together addressing specific instructional tasks, aiding and supporting each other.
4. Simulations – student - directed activity placing students in situations that model a real-life environment requiring, assuming roles, making decisions, facing consequences.

2.5. The Nature of Collaborative Writing Strategy

Harmer (2004: 73) states that Collaborative Writing is a learning, writing process that allows students to learn from each other, gives each member of the collaboration access to others' minds and knowledge. It is the task with a sense of shared goals which can be very motivating. Moreover, Johnson, *et.al* in Mulligan & Garofalo (2011:5) shows that collaborative writing assignments and peer editing, as done in pairs or small groups, can have numerous affective benefits for the learners. Such tasks can enhance student interaction in the EFL classroom, lower the anxiety associated with completing tasks alone and raise students' self-confidence.

On the other hand, Speck (2002: 5) views that every writer not only uses a language that he or she inherited, but also refers to the works

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of other writers explicitly (as when writers employ citations) or implicitly (as when writers use standard formats). Collaboration in writing is thus interwoven in the writing process in both obvious and subtle ways.

Moreover, Daiute (1986) in Storch (2005: 2) argues students should collaborate throughout the writing process. Such collaboration means that learners have joint responsibility over the production of the text. This may promote a sense of co-ownership and hence encourage students to contribute to the decision making in all aspects of writing: content, structure, and language.

In addition, Coffin, *al et.* (2005:42) states the benefits of collaborative writing. Each student writer would be responsible for ‘authoring’ the text, and that any assessment and marking would consider the work to be entirely done by one student. Increasingly, students are being asked to engage in collaborative writing, especially as part of projects in courses in applied disciplines such as business studies. In such cases, writing process approaches may be adapted to incorporate the contributions of a pair or group of students. In many ways process approaches work best in collaborative settings, that is, prewriting strategies such as brainstorming are highly effective in groups, and feedback on student’s writing may come as the result of peer review alone. When it comes to drafting texts collaboratively, students may be responsible for drafting different sections of the text and then combining them as versions of the text proceed.

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Ede and Lunsford (1990) in Juwu (2015:36) suggest that collaborative writing is any writing done in collaboration with one or more persons. It may involve written and spoken language brainstorming, outlining, note-taking, planning, drafting, revising, editing, and publishing. Furthermore Haring-Smith in Suwantarathip (2014:149) defines collaborative writing as involving more than one person who contributes to the creation of a text so that “sharing responsibility” becomes essential.

Based on the notions of the above linguists' suggestions above, it can be inferred that collaborative writing involves two or more students working together to write a written text. Writing together means the students have partners to produce a piece of writing. It is like having a helper to create a good piece of writing. So, in the partnership or in a pair one student of the students should have a better writing ability. The aim is that he or she can help his/her friends who has lowest level of writing. In the process of writing the partner must go through the main process of writing, i.e. producing ideas, drafting, editing and the final process. The aim is for the students to be able to produce a good piece of writing. Collaborative writing strategy doesn't focus on the result of writing, but it more focuses on the process.

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2.5.1. Collaborative Writing Procedure

According to Teo (2000: 2) one procedure for applying collaborative writing called as *peer assisted writing activity* includes the following:

1) Pair Up Students

Before doing the activity, teachers pair up students based on their writing level. The one who is at a higher writing level plays the role as a *Helper*, and the one who is at a lower writing level a *Writer*.

2) Warm Up Activities

After pairing up students, the teacher has each pair perform warm-up activities to create a comfortable atmosphere that helps the pair establish mutual trust. The activities should focus on promoting students' friendship and helping them get to know each other.

3) Steps in the Activity

After the students get to know each other better and feel comfortable working together, teachers may begin to train them to follow the six steps below.

a) Step 1: Ideas

In order to help ESL/EFL writers understand the important components in recount writing such as setting, events, problem, solution and a personal comment, students are provided

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with complete questions that mostly begin with "WH" words to generate ideas.

The pair then reviews the keywords in the notes and determines if the order or organization should be changed. This could be indicated by numbering the ideas. Alternatively, the ideas may seem to fall into obvious sections which can be dealt with in turn. Such sections can be color-coded and the ideas belonging to them underlined or highlighted with a marker. Pairs may also choose to draw lines linking or around related ideas, so that a "semantic map" is constructed.

b) Step 2: Draft

The key words in the notes created in Step 1 are then developed to become a draft essay. In this step, there are five different stages to follow, varying from the simplest to the most challenging degrees of task difficulty:

- Stage 1 : The Helper writes it all, the Writer copies it all.
- Stage 2 : The Helper writes hard words for the Writer.
- Stage 3 : The Helper writes hard words in rough, the Writer copies them.
- Stage 4 : The Helper says how to spell hard words.
- Stage 5 : The Writer writes it all.

The pair then proceeds to start writing the first draft in their essay. This draft is based on the idea that is formed and

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result is reviewed by the Helper. The teacher should emphasize that the Writer does not have to worry too much about spelling when he/she is writing a draft. The emphasis at this point should be on having the students continue writing and allowing the ideas to flow.

c) Step 3: Read

The Writer reads the writing aloud. If he/she reads a word incorrectly, the Helper may provide support if he/she is capable of doing so.

d) Step 4: Edit

In this step, the Helper and Writer look at the draft together, and the Writer considers whether improvements are necessary. At the same time, the Helper also considers if there are any improvements the Writer might want to make. The word problem, phrases or sentences could be marked with a colored pen, pencil or highlighter. There are five editing levels in this step; namely, *meaning*, *order*, *style*, *spelling*, and *punctuation*. The Writer and Helper should inspect the draft more than once, checking on different criteria on each occasion. To provide scaffolding to the students, teachers should encourage the Writer to ask the Helper with the following questions:

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The questions for the Helper are:

- **Does the Helper understand what the Writer (W) wants to say in his/her writing? (idea and meaning)**
- **Did the writing have a clear beginning, middle, and ending? (order)**
- Did the Writer use all the words and write all the sentences correctly? (style)
- Did the Writer spell all the words correctly? (spelling)
- Did the Writer put all the punctuation (,.. ? ! "...") in the right places (Punctuation)

The order of each question shows the ranking of the importance of each criterion, the first question being the most important, and the last being the least. Questions 1 and 2 (which are bolded) are the two most important questions because they are related to content and organization.

e) Step 5: The Final Copy

The Writer then copies out a neat or best version of the corrected draft. The Helper provides help when necessary, depending on the skill of the Writer. The best copy is a joint product of the pair and is then turned in to the teacher.

f) Step 6: The Teacher Evaluates

Teacher evaluates is the final step. In this step students will have an opportunity to receive comments and instructive

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feedback directly from the teacher. The teacher's comments focus on *meaning/idea, order, style, spelling, and punctuation*, which are the five editing criteria stated in Step 4. The writers are then expected to review the correction and feedback together as a pair.

2.6. Related Studies

Related studies require some previous research conducted by other researchers in which they are relevant to this research. The following are related studies done by different researchers.

- 1) Ornparapat Suwantarathip & Saovapa Wichade studied “*The Effect of Collaborative Writing Activity on Students’ Writing Ability Using Google Docs*”. The aim of this study was to examine undergraduate students’ writing abilities as a result of using Google Docs for collaborative writing in a fundamental English course and investigated their attitudes towards collaborative writing activity using Google Docs. The sample used in this study was the students enrolled in EN 012 course in the first semester of academic year of 2013. The design of this study was a quasi-experiment. The result of this research showed that the overall mean score indicated students’ positive attitudes towards collaborative writing activity using Google Docs (Mean=3.70).

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2)

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the use of similar research design (a quasi-experiment research), 3) the number of variable used (3 variables), 4) The use of different subjects, this related study used the students of a university, while this research used the students of a junior high school.

- 2) HaiJu Wu (2015) carried out a study on “*The Effect Collaborative Writing on Writing Ability, Writing Anxiety and Perceptions of EFL College Students in Taiwan*”. The study was designed for three major purposes; First, it was designed to compare the writing performance of the students engaged in online collaborative writing in the blog environment with that of the students participating in traditional collaborative writing. The second purpose was to investigate the differences of the writing anxiety, perceived by the students after writing collaboratively via paper-and-pencil or via blogs. Third, this study was also designed to compare students’ perceptions and discover specific students’ experience of the two modes of collaborative writing. The subject of this study was 101 first year students from two classes of the University. The design of this research was quasi-experiment. The findings of research showed the effect of blog-supported collaborative writing on writing performance and writing anxiety seemed to be limited and little probably due to the use of blogs as individual and synchronous tools, its effectiveness could not be completely denied because students’ perceptions and interviews suggest its positive influence and outcome.

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Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2) The use of similar research design (quasi experiment), 3) the use of similar number of variables (3 variables), 4) the use different subjects, where the related study took the students from the university level, while this study took the students from Junior High School level.

- 3) Masoumeh Shiri Aminloo (2013) conducted a study on “*The Effect of Collaborative Writing on EFL Learners Writing Ability at Elementary Level*”. This study examined the effect of collaborative writing on EFL learners’ writing ability at the elementary level. The subject of this study was 64 learners. The design of this study was quasi experimental research. The results showed that both the treatment group and the control group improved significantly from the beginning to the end of the instruction as assessed through the use of two paired samples t tests (Treatment Group $t(30) = -26.42, p = .000$; Control Group $t(32) = -15.70, p = .000$). However, the two groups showed a significant difference in their posttest ($t(62) = 2.64, p = .01$).

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing with all related studies,) 2) the use of similar research design (quasi experiment), 3) the use of different variable; this related study only used 2 variables, while this study used 3 variables, 4) the use different

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subjects; this study took the students of Junior High School level, while this related study took the students of elementary level.

- 4) Dawn Bikowski (2016) did a study on “*The Effects of Collaborative Writing on Individual L2 Writing Ability*”. The aim of this study was to examine students’ writing abilities as a result of collaboration. The sample used in this study was 59 participants in a writing class at a large U.S University. The design of this study was a quasi-experimental. The results of this study showed that the L2 writers valued the collaborative in-class writing tasks overall and that many participants in the individual group wished they had done in-class collaborative writing.

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2) the use of similar research design (quasi experiment), 3) the use of different variables; this related study only used 2 variables, while this research used 3 variables, 4) the use of different subjects; this related study used the students of a university, while this research used the students of a junior high school.

- 5) Khaled Beshar Albeshar (2012) undertook a study on “*Developing Writing Ability of ESL Students through Collaborative Writing Strategy*”. The aim of this study was to investigate the effects of a collaborative writing process of teaching writing (pre-writing, drafting, revising and editing) and on the attitudes of ESL students. The sample

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used in this study was 28 students at Romeoville High School. The design of this study was a quasi-experiment. The results showed that Collaborative Writing was beneficial for the pre-writing and revising stages of writing and less effective in the editing stage, being concerned mainly with structure and mechanics.

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2) the use of similar research (quasi-experiment), 3) the use of different variables; this related study only used 2 variables, while this research used 3 variables, 4) the use of different subjects; this related study used the students of a senior high school, while this research used the students of a junior high school.

- 6) Khalid I. Al-Nafiseh (2013) did research on “*Collaborative Writing and Peer Editing in Improving Writing Ability of EFL Writing Classes*”. The aim of this study was to investigate the effects of collaborative writing and peer editing on students’ writing. The sample used in this study was the second year students at the Teacher College, King Saud University in Saudi Arabia. The design of this study was Classroom Action Research. The study found these techniques enhanced in-class interaction and improved students’ writings by raising their awareness on a text writer's choices.

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2)

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the use of different research design; this related study used Classroom Action Research, while this study used quasi-experiment design, 3) the use of different variables; this related study only used 2 variables, while this research used 3 variables, 4) the use of different subjects; this related study used the students of a university, while this research used the students of a junior high school.

- 7) Reza Biria & Sahar Jafari (2013) studied “*The Impact of Collaborative on the Writing Ability of Iranian EFL Learners*”. This study aimed to examine the impact of practicing in pairs on the writing ability of Iranian EFL learners. The subject of this study consisted of 90 female EFL learners. The design of this research was quasi-experimental research. The findings showed that practicing in pairs did improve the overall quality of the learners' writing ability; vocabulary, content, structure, organization, and mechanics.

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2) the use of similar research design (quasi-experiment), 3) the use of different variables; this related study only used 2 variables, while this research used 3 variables. 4) the use different subjects; this related study took the EFL learners, while this study took the students of junior high school level.

- 8) Lora M. Beseler and Lin Qi (2014) did a study on “*A Study in Collaborative Writing*”. The aim of this study was to know whether

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students employed strategies other than peer review to collaboratively write. The subject of this study consisted of three classes; 1) Graduate level, 2) Mid levelESL, 3) Lower-level ESL. The design of this research was descriptive research. The finding showed that collaborative writing had a positive effect on learners individually and as team members.

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2) the use of different research design; this related study used descriptive research while this research used a quasi experimental research. 3) the use of similar variable (3 variables), 4) the use of different subjects; this related study used the students of a university, while this research used the students of a junior high school.

- 9) Kiky Soraya (2016) studied “*The Effectiveness of Collaborative Writing Strategy (CWS) on Students’ Writing Ability Regarded to the Students’ Creativity*”.The aim of this study was to find out what the appropriate strategy on students’ writing ability in order to the students more creative. The sample used in this study was the students of Junior High School in Wonosari. The design of this study was quasi-experiment. The study found that collaborative writing strategy was effective to teach writing to the eighth grade students of Junior High School in Wonosari. Some similarities and differences of the related study with this research are: 1) The use of similar strategy was

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(collaborative writing), 2) the use of similar research design (quasi experiment) 3) the use of different variables; this related study only used 2 variables, while this research used 3 variables, 4) the use of similar subject (the students of junior high school.level).

10) Supiani (2011) conducted a study on “*Improving the Students’ Ability in Writing Descriptive Texts through Collaborative Writing Strategy*”.

The present study aimed to improve the ability in writing descriptive text of the grade VIII A students of SMPN 1 Palaihari through Collaborative Writing Technique. The sample used in this study was the students in Junior High School in Palahari.The design of this research was Classroom Action Research. The finding showed that the students’ writing was improving by using Collaborative Writing.

Some similarities and differences of the related study with this research are: 1) The use of similar strategy (collaborative writing), 2) the use of different research designs; this related study was Classroom Action Research, while this study was a quasi-experiment research, 3) the use of different variables; this related study only used 2 variables, while this research used 3 variables. 4) the use of similar subject (the students of Junior High School).

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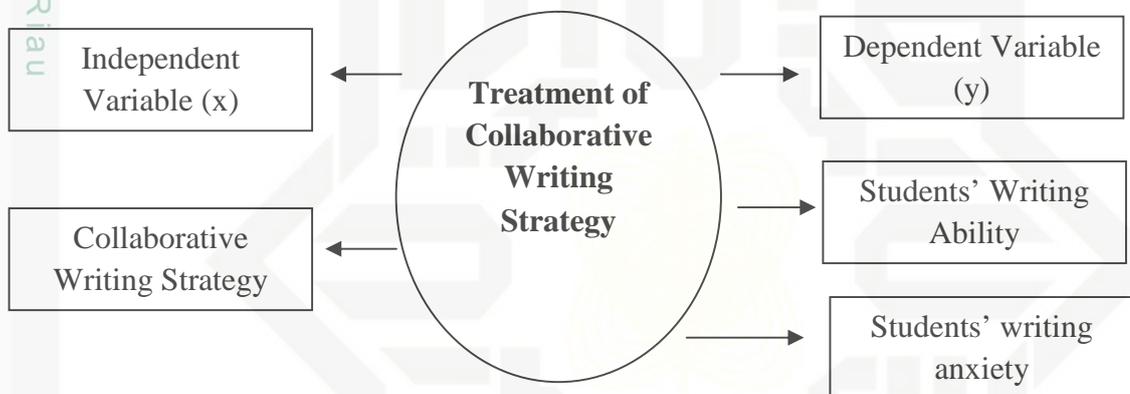
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2.7. Operational Concept

The operational concept is the concept used to give an explanation about the theoretical framework to avoid misunderstanding and misinterpretation. In this study exists some indicators to be used in the operational concept. There are three variables in this study; they are 1) Collaborative Writing Strategy, 2) Writing Ability, 3) Anxiety.



Picture1. Conceptual Framework

2.7.1. Indicators of Collaborative Writing Strategy (variable x) are:

1. The teacher tells the students that they will learn recount text using collaborative writing.
2. The teacher explains about the generic structures and language features of recount text.
3. The teacher gives an explanation about collaborative writing.
4. The teacher pairs up the students based on writing level.
5. The teacher asks students to do warm up activities to establish mutual trust.

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6. The teacher gives papers containing the guidelines for the students that help them in writing process.
7. The teacher gives them the guidelines which consist of 6 steps
8. The teacher asks the students to write a recount text based on the guidelines given.
9. The teacher asks the tudents to determine their role when they write a written text.
10. The teacher asks the students to generate the ideas by asking questions as many as possible.
11. The teacher asks the students to start writing a draft based on the ideas which they do not worry too much about spelling.
12. The teacher asks the students to read their writing aloud.
13. The teacher asks the students to look at their drafts together to perform an editing process.
14. The teacher asks the students to make the best version of their writing as the last version.
15. The teacher evaluates the students' writing.

2.7.2. Indicators of Students' Writing Ability(variable y1) are:

1. Students are able to develop the key idea.
2. Students are able to write supporting details.
3. Students are able to write with the correct organization.
4. Students are able to use the correct choice of words.
5. Students are able to use the correct usage/grammar

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6. Students are able to use correct spelling.
7. Students are able to use correct punctuation.

2.7.3. Indicators of Students' Writing Anxiety(variable y2) are:

1. Students feel negative about the expectation in their writing.
2. Students fear or worry about the negative evaluation and test.
3. Students have unpleasant feelings while facing a test.
4. Students feel nervous while having a test.
5. Students feel tense while having a test.
6. Students tend to avoid writing activity.

2.8. Assumption and Hypothesis

2.8.1. Assumption

In general, the assumptions of this research can be exposed as follows:

1. Students' writing ability is various.
2. Students' writing anxiety is different for each other.
3. The use of collaborative writing strategy correctly will increase the students' writing ability.
4. The use of collaborative writing strategy correctly will decrease the students' writing anxiety.

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.8.2. Hypothesis

The hypothesis of this study are as follows:

1. Ho1: There is no significant difference of students' writing ability pre-test mean scores between the experimental group and the control group.
2. Ha1: There is a significant difference of students' writing ability pre-test and post test mean scores of the experimental group.
3. Ha2: There is a significant difference of students' writing ability pre-test and post test mean scores of the control group.
4. Ha3: There is a significant difference of students' writing ability post-test mean scores between the experimental group and the control group.
5. Ho2: There is no significant difference of students' anxiety pre-test mean scores between the experimental group and the control group.
6. Ha4: There is a significant difference of students' anxiety pre-test and post test mean scores of the experimental group.
7. Ha5: There is a significant difference of students' anxiety pre-test and post test mean scores of the control group.
8. Ha6: There is a significant difference of students' anxiety post-test mean scores between the experimental group and the control group.