

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Nature of Writing

Writing is an important skill in English besides listening, speaking and reading. Writing is a medium in which someone can deliver some information or express his ideas, feelings and thoughts to the readers in written form. According Hughey writing is an essential form of communication.⁹ Meaning that, writing has an important part in our life to communicate each other. We can express or show information in written language. Trough writing, people can communicate with others at any places and time. Olshtain in Celce and Murcia states that writing is an act of communication which takes place between the writer and readers via writing.¹⁰ It is clear that writing can facilitate everyone to communicate with others even in long distance.

Writing is not an easy job, because there are many components that everyone should know to make in the effort of producing writing. According to Reid, writing is a complex skill, because some components should be focused on writing, such as the purpose of writing and writer's knowledge of writing (paragraph's and pattern

⁹ Jane B. Hughey, et al., *Teaching ESL Composition : Principles and Techniques*, (London: Newbury House Publisher, Inc., 1983), p. 33

¹⁰ Mariane Celce-Murcia, *Teaching English as a Second or Foreign Language, 3rd edition*, (Boston: Heinle & heinle, a division of Thomson Learning, Inc., 2001),p. 207

organization).¹¹ It means that the writer should master writing, because if someone does not know and understand components of writing, his/her message will be not accepted by the readers. The readers will confused to understand their ideas, information and so forth. Besides, Syafi'i states that writer is required to know the audience, tone and purpose of writing.¹² Based on both of statements by experts, it can be concluded that writing has many aspects influencing the process of mastering writing. The writer should know all of aspects in writing.

In other ways, besides mastering components of writing, the writer should have experiences in reading to improve his knowledge because the good writer indicates the good reader. It is regarding with the statement stated by Williams, from his experience, shows that a good writer usually are a good reader.¹³ Good writer will have many ideas in writing. Therefore, the writer should have information as much as possible. All of the writer's reading can be made as references for supporting all of ideas stated in his writing.

a. Components of writing

In writing activity, the writer has figured out some writing components in order to produce good writing. If a writing contains full of components of writing, it will make the readers easily

¹¹ Joy M. Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall Regent, 1993), p. 28

¹² M. Syafi'i S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 1

¹³ James D. William, *Preparing to Teach Writing Research, Theory, and Practice*, 3rd edition, (New Jersey: Lawrence Erlbaum Associates, Inc., 2003), p. 165

comprehend the whole content of the text and acquire the messages delivered by the writer in printed language. According to Jacob, there are five components of writing as follows:¹⁴

1. Content. The writer has an ability to think creatively to develop his ideas.
2. Organization. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
3. Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and also idioms.
4. Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
5. Mechanics. The writer is able to write in appropriate spelling, punctuation, and capitalization.

Regarding with ideas stated above, Raimes also suggests writer to pay attention while writing to:¹⁵

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

¹⁴ Holly L. Jacob, *Testing ESL Composition: A Practical Approach*, (London: Newbury House Publisher, Inc., 1981), p. 30

¹⁵ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p.6.

2. Content, a writer has to pay attention to the relevance, clarity, originality, logic of writing.
3. 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.
4. Mechanics contain handwriting, spelling, punctuation, etc.
5. Organization requires a writer to know about paragraphs, topic and support, cohesion and unity.
6. Word Choice, a writer should know how to apply vocabulary, idiom and tone in writing.
7. Purpose, is very important for writers. It will determine the aim of the writing in the future.
8. Audience, will determine which way will be applied by writers. Knowing the audience will make writers know more about what they should write, and
9. The Writers' Process is very crucial. Writers should be aware of how to get ideas, write drafts, and revise.

b. Process of writing

In developing writing, writer should do some processes. Because writing is an effort of processing and producing a written form. Arlov states five processes in producing a written product, they are:¹⁶

1. *Prewriting* is thinking. It is the way to get ideas, in this section writers will make an illustration in their head what the writer will write about.
2. *Planning* is a process of finding the main idea that will lead the writer in the process of writing. In this stage, a writer should have a thesis statement because the thesis statement contains the main idea.
3. *Drafting* is a main process of writing. In this stage, writers will make their writing. They will compose their sentence in this section and make it into a paragraph draft.
4. *Revising* is an activity done in writing process to revise the result of paragraph arranged in the preview processes. Revising is to correct the wrong things written in the draft. So, it is very important for writers in order to avoid mistakes in their writing.
5. *Proofreading is a final process in writing.* This stage will be very crucial for writers because in this stage writers will finalize their writings. In this stage writers will see all things

¹⁶Pamela Arlov, *Wordsmith: A Guide to college writing, 2nd edition*, (New Jersey: Pearson Education, Inc., 2004), p. 4.

written in their writing such as grammar, spelling, and word choice, not only grammar, spelling, and word choice, but also the connection of among sentences, the ideas expressed, and so forth. Writers should pay much attention to their writings in order to make good paper.

c. Scoring writing system

Writing is a product produced by writer/s. Writing has many aspects. All of aspects can be scored in order to find out how good writing produced. According Jacobs, writing can be scored by using ESL Composition Profile¹⁷. ESL Composition Profile is one of scoring guidelines in writing. ESL Composition Profile can be seen as follows:

1. Content

TABLE II.1

¹⁷ Holly L. Jacobs , et. al., *Testing ESL Composition: A Practical Approach*, (Rowley: Newbury House Publisher, Inc., 1981), p. 30.

Content

Score	Level	Criteria
30-27	Excellent to very good	Knowledge Substantive Thorough development of thesis Relevant to assigned topic
26-22	Good to average	Some knowledge of subject Adequate range Limited development of thesis Mostly relevant to topic, but lacks detail
21-17	Fair to poor	Limited knowledge of subject Little substance Inadequate development of topic
16-13	Very poor	Does not show knowledge of subject Non-substantive Not pertinent or not enough to evaluate

2. Organization

TABLE II.2

Organization

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression Ideas clearly stated/ supported Succinct Well-organized Logical sequencing Cohesive
17-14	Good to average	Somewhat choppy Loosely organized but main ideas stand out Limited support Logical but incomplete sequencing
13-10	Fair to poor	Non-fluent Ideas confused or disconnected Lacks logical sequencing and development
9-7	Very poor	Does not communicate No organization or not enough to evaluate

3. Vocabulary

TABLE II.3

Vocabulary

Score	Level	Criteria
20-18	Excellent to very good	Sophisticated range Effective word/ idiom choice and usage Word form mastery Appropriate register
17-14	Good to average	Adequate range Occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
13-10	Fair to poor	Limited range Frequent errors of word/ idiom form, choice usage <i>Meaning confused or obscured</i>
9-7	Very poor	Essentially translation Little knowledge of English vocabulary, idioms, word form or not enough to evaluate

4. Language use

TABLE II. 4

Language Use

Score	Level	Criteria
25-22	Excellent to very good	Effective complex constructions Few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
21-18	Good to average	Effective but simple construction Minor problems in complex constructions Several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
17-11	Fair to poor	Major problems in simple/ complex construction Frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/ or fragments, run-ons, deletions <i>Meaning confused or obscured</i>
10-5		Virtually no mastery of sentence

	Very poor	<p>construction rules</p> <p>Dominated by errors</p> <p>Does not communicate</p> <p>or not enough to evaluate</p>
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5. Mechanics

TABLE II.5

Mechanics

Score	Level	Criteria
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5	Excellent to very good	Demonstrates mastery of conventions Few errors of spelling, punctuation, capitalization, paragraphing
4	Good to average	occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing Poor hand writing <i>Meaning confused or obscured</i>
2	Very poor	No mastery of conventions Dominated by errors of spelling, punctuation, capitalization, paragraphing Handwriting illegible or not enough to evaluate

2. Teaching Writing at the Third Year Students of State Junior High School 2 Kampar

State Junior High School 2 Kampar is one of State Junior High Schools in Kampar Regency. It conducts teaching English to the students, especially writing skill. State Junior High School 2 Kampar uses School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) as guide teaching and learning in the classroom. There are four skills in School-Based Curriculum that should be learned by the students, they are speaking, listening, reading and writing. Besides, there are three texts in School-Based Curriculum that should be learned by the students, they are procedure text, report text, and narrative text. Procedure and report text taught in the first semester and narrative and report text taught in the second semester. In addition, Minimum Criteria of Passing Grade in State Junior School 2 Kampar especially in the third year students is 65.

Therefore, State Junior High School 2 Kampar uses two textbooks in teaching and learning process, they are *English in Focus; for Grade IX Junior High School (SMP/MTs)* written by Wardiman Artono and *EOS English on Sky 3; for Junior High School Students Year IX* written by Mukarto, et.al.. Besides, worksheet (LKS) is also used to support teaching and learning process.

In teaching writing skill, teacher uses simple stick to the textbook. Furthermore, the teacher prefers like teaching about tenses rather than

kinds of text. Say for example; the teacher asks the students to write a sentence based on tense that they have learned, the teacher asks the students to translate a sentence from Indonesian to English, and the teacher asks the students to change a sentence into other tenses. In addition, the teacher uses individual writing in teaching and learning process in the classroom, which means the students write by themselves.

3. Nature of Paragraph

Paragraph is a group of sentences in which an idea is developed. According Syafi'i, paragraph is a unit of information in writing that unified by a central idea.¹⁸ Paragraph contains one central idea and some supporting ideas to support the central idea. A paragraph is developed to certain length to invite the readers understand the major purposes of the paragraph.

a. Components of paragraph

¹⁸ M. Syafi'i S., *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2011), p. 1

According to Syafi'i, there are three components of paragraph, they are topic sentence, supporting sentence and concluding sentence.¹⁹

1. Topic sentence, is the most general statement of the paragraph
2. Supporting sentence consist of two kinds, they are:
 - a. Major supporting sentence, is a sentence that directly supports the idea impressed in the topic sentence
 - b. Minor supporting sentence, is directly supports the major supporting sentence and the same time directly supports the topic sentences.
4. Concluding sentence, tells the readers that paragraph is finished, and it completes the picture or story about the subject of the paragraph.

b. Characteristics of a good paragraph

Good writing is important, because it helps the readers understand about the information is delivered by the writer. Syafi'i suggests a good paragraph should contain four characteristics, they are as follows:²⁰

1. Unity, it means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly

¹⁹ Ibid, 2 - 7

²⁰ Ibid, 8 - 17

explain or prove the main ideas, which is stated in the topic sentence.

2. Coherence, meaning that the parts of the paragraph are logically connected.
3. Capitalization and punctuation, in English there are some rules for using capital letters, like capitalize the first word of sentences, capitalize pronoun, and capitalize all proper nouns. Punctuation is also necessary to make sentence meaning clear.
4. Comma rules, are used within a sentence to separate words, phrases, or clauses in a series, to separate the part of dates, addresses, and so forth.

4. Nature of Narrative Paragraph

The word narrative is synonymous with story. Narrative paragraph is a storytelling that tells a true story or fiction and it can amuse readers. In reference to statement stated by Donald, narrative is the process telling an account of something that happened²¹. Besides, narrative text is a kind of text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story. Narrative paragraph does not only make readers fun,

²¹ Robert B. Donald, et. al., *Writing Clear Paragraphs*, (New Jersey: Prentice-Hall, Inc., 1991), p. 33

but also writers. It has been expressed by Newsweek that narrative is one of writing types that can make readers and writers fun²².

According to Hasibuan, there are three generic structures of narrative text²³. They are: orientation, complication, and resolution.

- a. *Orientation* contains the introduction of main characters in a setting of time and place.
- b. *Complication* will be filled by explanation of problems, and main characters find ways to solve the problem.
- c. *Resolution*, usually explain the moral value of the story and it is an ending of the story.

Besides, Knapp also gives the explanation of grammatical features of narrating. There are six features²⁴. They can be stated as follows:

- a. In arranging people and events in time and place, narrative paragraphs uses:
 1. Action verbs
 2. Temporal connectives
- b. Using past tense, and also direct quotation of speech.
- c. In action sequences, mainly action verbs (bold) are used, while in reflections, mental verbs (italicized) predominate.
- d. Using metaphor action verbs for providing effective images.

²²Newsweek Education Program, *Essay Writing: Step-by-Step*, (New York: Newsweek, Inc., 2003), p. 139.

²³Kalayo. Hasibuan and Muhammad FauzanAnsyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 130.

²⁴Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd., 2005), p. 221-222.

- e. Using rhythm and repetition to provide effects, and
- f. Using comprising one word or a short phrase to provide poignant effects.

Example of Narrative Paragraph

The Smartest Parrot²⁵

One upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the name was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano but the bird still would not say the word.

At first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the main said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over. “Say Catano or I’ll kill you”. However, the bird still refused to say the word of Catano.

²⁵ Elang Yudiantoro, *Rangkuman Bahasa Inggris SMA*, (Jakarta: GagasMedia, 2010), p.

One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw in into the chicken coop, where there were four old chickens for the next dinner. “You are as stupid as the chickens. Just stay with them” said the man angrily. Then he continued to mumble; “You know, I will cut the chickens for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken coop.

The next day, the man came back to the chicken coop. He opened the door and was very surprised. He could not believe what he saw at the chicken coop. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

5. Collaborative Writing Approach

Collaborative writing approach is a process of writing in which done by several people, or groups or pairs. According to Hughey, collaborative writing approach is a writing activity done by whole class, a small group, or even two people jointly or collaboratively.²⁶ In the other words, collaborative writing approach refers to project where written works are created by multiple people together rather than individually.

²⁶ Jane B. Hughey, et. al., *Teaching ESL Composition: Principles and Techniques*, (Rowley: Newbury House Publisher, Inc., 1983), p. 8

Furthermore, Jeremy states that collaborative writing approach is a process of writing that allows the students to learn and share their minds and knowledge from each other collaboratively²⁷. In this activity, the students are required to participate in discussion and give respond to their friends' ideas.

Collaborative writing can encourage students to improve their writing. In this way, all of students are required to participate and share their ideas. The students are divided into groups or pairs. Therefore, they do not only have responsibility to understand the materials but also help their friends to understand it. In line with this idea, Moreillon states that collaboration describes how people work together rather than what they do.²⁸ It is clearly stating that writing collaboratively will make the students' writing ability come to the surface. On the other hand, writing collaboratively will be able to help students in improving their ability, especially in writing area.

In this activity, Collaborative Writing Approach, the students are divided into pairs. One student becomes helper and another becomes writer. Basically, the procedures of collaborative writing approach can be implemented as follows²⁹:

²⁷ Jeremy Harmer, *How to Teach Writing*, (Pearson: Longman, 2004), p. 73

²⁸ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, (Chicago: American Library Association, 2007), p. 4.

²⁹ Adeline Teo, *Using a Peer Assisted Writing Activity to Promote ESL/EFL Students' Narrative Writing Skill*, *The Internet TESL Journal*, Vol.XII (8), (Taichung: Chung Shan Medical Universit.,2006), pp. 2-7. Available on <http://iteslj.org/Techniques/Teo-PeerAssistedWriting.html>. retrieved on 01/04/2013 at 7:25

- a. Teacher divides students into pairs (one student becomes helper and another becomes writer).
- b. The helper asks the writer by using WH questions to develop idea.
- c. The writer answers and takes notes based on helper's question.
- d. The writer can add things that are not in helper's question.
- e. The helper and the writer develop first draft.
- f. The writer reads draft out loud and makes it good sound.
- g. The helper corrects incorrect word if he/she can.
- h. The helper and the writer look at the draft together.
- i. The helper and the writer correct their draft (*idea and meaning, order, style, spelling and punctuation*) by using color pen.
- j. The helper and the writer develop their draft into narrative paragraphs
- k. The writer writes the best writing.
- l. The students collect their writing to the teacher

B. Relevant Research

There are so many relevant researches which have relevancies to the research, especially in writing area. Syafi'i states that relevant research is required to observe some previous researchers conducted by other

researchers in which they are relevant to our research itself.³⁰ Researchers are various, either in general or in specific one. Dealing with this research, the writer takes two relevant researches that have been investigated by previous writer concerning about the area of writing.

One of the previous researchers is Afriani .³¹ She carried out a research which titled “*The Contribution of Collaborative Writing Activity toward Students’ Individual Writing Performance in Writing Course at the Second Year of English Education Department of Education and Teacher’s Training Faculty of UIN SUSKA Riau*” in 2006. It is a correlation research. She had formulations of the problems to find out how students’ collaborative writing activity is , to find out how students’ individual writing performance is, and to find out the contribution of collaborative writing activity toward students’ individual writing performance in writing course at the second year of English education department of education and teacher’s training faculty of UIN SUSKA Riau. In her research, she found that there was no significant contribution of collaborative writing toward students’ individual writing performance in writing course at the second year of English education department of education and teacher’s training faculty of UIN SUSKA Riau. She also

³⁰ M. Syafi’i S, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Syaf Intensive, 2007), p. 122

³¹ Afriani, Dian A. *The Contribution of Collaborative Writing Activity toward Students’ Individual Writing Performance in Writing Course at the Second Year of English Education Department of Education and Teacher’s Training Faculty of UIN SUSKA Riau*. (Pekanbaru: unpublished 2006).

found that the students' collaborative writing activity was 'Middle' and the students' individual writing performance was 'Enough'.

Another relevant research is from Miftah Faridl.³² She was conducted a research entitled "*The Effect of Using Folktale Movie on Students' Ability in Writing Narrative Text at the Second Year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency*" in 2012. It is an experimental research. The design of her research is quasi experimental design. She tried to find out how students' ability in writing narrative text at the second year of MAN Tembilahan by using folktale movie is, to find out the students' ability in writing narrative text at the second year of MAN Tembilahan without using folktale movie is, and to find out whether or not there is any significant difference on students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie is. In her research, she found that significant difference students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie was $0.21 < 4.065 > 0.69$. So, the conclusion was the students' ability in writing narrative text taught by using folktale movie was higher than without using folktale movie.

C. Operational Concept

The operational concept is the concept used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this

³² Miftah Faridl, *The Effect of Using Folktale Movie on Students' Ability in Writing Narrative Text at the Second Year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency*, (Pekanbaru: Unpublished, 2012)

research. This research is design into two variables, variables X as independent variable and variable Y as dependent variable.

1. Variable X is using Collaborative writing approach
2. Variable Y is students' ability in writing narrative paragraph.

To operate the investigation on the variable, the writer will work based on the following indicators:

1. The indicators of using Collaborative writing approach
 - a. Teacher divides students into pairs (one students becomes helper and another becomes writer).
 - b. The helper asks the writer by using WH questions to develop idea.
 - c. The writer answers and takes notes based on helper's question.
 - d. The writer can add things that are not in helper's question.
 - e. The helper and the writer develop first draft.
 - f. The writer reads draft out loud and makes it good sound.
 - g. The helper corrects incorrect word if he/she can.
 - h. The helper and the writer look at the draft together.
 - i. The helper and the writer correct their draft (*idea and meaning, order, style, spelling and punctuation*) by using color pen.
 - j. The helper and the writer develop their draft into narrative paragraphs
 - k. The writer writes the best writing.
2. The indicators of students' ability in writing narrative paragraph
 - a. The students are able to write orientation clearly.

- b. The students are able to write complication clearly.
- c. The students are able to write resolution clearly.
- d. The students are able to use action verbs correctly.
- e. The students are able to apply simple past tense correctly.
- f. The students are able to use spelling and punctuation correctly.
- g. The students are able to draft and revise the paragraph.
- h. The students are able to develop their ideas into narrative paragraph writing.

D. Assumption and the Hypothesis

1. Assumption

In this research, the writer assumes that the better using Collaborative writing approach in teaching English, especially in writing skill, the better ability in writing narrative paragraphs of the third year students at State Junior High School 2 Kampar will be.

2. Hypothesis

Hypothesis 1

H_0 : There is no significant difference of the students' ability pretest mean scores on narrative paragraphs between experimental class

and control class at the third year students of State Junior High School 2 Kampar.

Hypothesis 2

H_0 : There is no significant difference of the students' ability posttest mean scores on narrative paragraphs between experimental class and control class at the third year students of State Junior High School 2 Kampar.

Hypothesis 3

H_0 : There is no significant difference on the students' ability pretest-posttest mean scores on narrative paragraphs taught by using collaborative writing approach in the experimental class at the third year students of State Junior High School 2 Kampar.