

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Writing

Writing is one of the crucial things. It becomes the crucial thing because writing can be one of the facilities for communication. It can transmit information from writer to everyone. In other words, writing can make short distance among writers and readers. Pertaining to statement above, White (1981: 2 in David Nunan) has said that writing can transfer the message from writers to readers.¹⁶ It is a clear statement to state that writing is one of the important skills that should be mastered by everyone. In other sides, writing becomes the important skill because writing can help everyone to experience the language. According to Ann Raimes, writing can help everyone in reinforce the aspects in language such as: grammatical structures, idioms, vocabulary, etc¹⁷. Both of reasons, why writing is supposed as a crucial thing, above are clear reasons to say writing as an important skill in a language.

As an important language skill, writing should be mastered by everyone because if someone does not understand and master how to write, they will not be able to transfer their ideas, information and so forth to someone in

¹⁶ Nunan, David. *Designing Tasks for The Communicative Classroom*. (Cambridge: Cambridge University Press 1989), 36.

¹⁷ Raimes, Ann. *Techniques in Teaching Writing*. (New York: Oxford University Press 1983), 3.

different place. To master writing is not an easy work because writing is supposed as an extremely complex cognitive activity. According to Bell and Burnaby (1984 in David Nunan), writing is supposed as an extremely complex cognitive activity because writing requires many aspects (vocabulary, punctuation, spelling, letter formation and so forth) that should be contained in a writing.¹⁸ Besides, Syafi'i says writing also requires a writer to know the audience, tone and purpose of writing.¹⁹ All statements stated by experts above are distinct stated that writing has many aspects influencing the process of mastering writing. Then, the complexity of a printed writing is not only determined by components mentioned above, but it is also determined by the kinds of writing. Different kinds of writings will show different difficulties.

Many kinds of writing will provide many purposes too because different kinds of writing will give different benefit. So that, to understand and master writing is not an easy job. Many things will make writers challenged. In order writers do not get many difficulties in the process of writing, writers should practice themselves to write. According to Kritine Brown and Susan Hood, writers need to practice much in order to get benefit, even the writing

¹⁸ Nunan. *Op. Cit.*, 36.

¹⁹ Syafi'i S, M. *from Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI) 2007), 1.

is done in short time or only for themselves.²⁰ The more experience a writer has, the more qualified a writer can make his or her writing.

In other ways, besides practicing much, the writer should have experiences in reading 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 is a good reader²¹. Good readers will have many ideas in writing. Ideas gotten from reading activity will sharpen the ideas stated in the writers' statements. All of the writers' reading can be made as references for supporting all of ideas stated in their writing. It also fills the requirement for writing academic writing purposes.

Writing activity is started by writing words to become a sentence. Then sentences will be arranged to make a paragraph and collections of paragraphs will be an essay. In an essay, a writer should provide one important thing that is one clear controlling idea. According to Donald, An essay, is not too different from paragraph, requires a clear controlling idea which is called as a thesis statement²². A thesis statement will provide readers to know the main point of the essay and it also directly leads readers to points provided in the essay.

Purposes of Writing

²⁰ Brown, Kitrine and Susan Hood. *Writing Matters: Writing Skills and Strategies for Students of English*. (Cambridge: Cambridge University Press 1989), 6.

²¹ Williams, James D. *Preparing to Teach Writing Research, Theory, and Practice, 3rd edition*. (New Jersey: Lawrence Erlbaum Associates, Inc. 2003), 165.

²² Donald, Robert B., et. Al. *Writing Clear Paragraphs*, (New Jersey: Prentice-Hall, Inc. 1991), 341.

Purposes are very important in all of activities. Writing activity also has many purposes. Reid has stated that writing has purposes²³:

- a. To explain or educate,
- b. To entertain or amuse, and
- c. To persuade or convince.

Relation with meaning above explaining the purposes of writing, Raimes also mentioned that purposes of writing are²⁴:

- a. To communicate with readers,
- b. To express ideas without pressure of face to face communication,
- c. To explore subjects, and
- d. To record experiences.

Regarding with the ideas stated above, Coffin also says that writing has several purposes²⁵, including the following:

- a. As assessment,
- b. As a facility to critical thinking, understanding and memory,
- c. To extend students' learning beyond lectures and other formal meetings,
- d. To increase students' communication skills, and
- e. To train students as future professionals in particular disciplines.

Component of writing

²³ Reid, Joy M. *The Process of Composition*. (New Jersey: Prentice-Hall, Inc. 1988), 23.

²⁴ Raimes. *Loc.Cit.*, 4.

²⁵ Coffin, Carroline.,et. Al. *Teaching Academic Writing*. (London, New York: Routledge. 2003), 20.

Writing is an activity that requires many components. In completing writing activities, writers should know and master the components of writing. If a writing contains full of components of writing, a writing will be better. Raimes has suggested writers to pay their attention while writing to:

- 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 the 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 Choice*, 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.

All of the aspects stated above will make writings produced by writers clear, fluent, and effective communication of ideas²⁶. Besides, Reid also states how to make the writing smoother and more sophisticated²⁷. There are some kinds that can make smoother and more sophisticated writing. They are:

a. *Coherence devices* can be achieved by using one or more of the following:

- 1) The use of pronouns,
- 2) The repetition of key words and phrases, and
- 3) Transitional words and phrases.

b. *Transitions* or sometimes called *connectors*. There are some functions, they are:

- 1) To signal relationship in time, using chronological transitions,
- 2) To signal relationship in space, using spatial transitions,
- 3) To signal that what follows is similar to what precedes, using comparison transitions.
- 4) To signal a contradiction or contrast, using contrast transitions,
- 5) To signal that what follows is an illustration or example, using middle paragraph transitions,
- 6) To signal that what follows is a result, using cause-effect transitions,

²⁶ Raimes. *Loc.Cit.*, 6.

²⁷ Reid, *Loc.Cit.*, 69-72.

- 7) To signal that what follows is additional, using middle paragraph transitions,
- 8) For concession, using counterargument transitions, and
- 9) To signal that what follows is a summary, using conclusion transitions.

Types of Writing

The difficulties of writing are not only determined with the aspects included in writing process. According to Horn, Different types of writing require different purposes²⁸. It is clear stated that different types of writing will need different action because different types of writing have different purposes. According to Syafi'i, writing has five types of writing. They are descriptive, narrative, expository, persuasive, and argumentative paragraph²⁹. Besides, Horn also states that the writing types have three types, they are narration, description, and exposition³⁰.

Narration tells about “what happened.” It is a story. It can be found in novels, short stories, biographies.

Description tells about the description of something felt or looked or heard. It can be the description of places or things or persons.

Exposition tells about something clearly, it usually contains answering the question *what, how, and why*.

²⁸ Horn, Vivian. *Composition Steps*. (Rowley, Massachusetts: Newburry House Publisher, Inc. 1977), 6.

²⁹ Syafi'i S., M. Fauzan Ansyari, and Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settigs*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive 2011) 42, 51, 59, 77.

³⁰ Horn. *Op. Cit.*, 6.

Persuasion tells about persuading readers to someone. It can be an opinion that must be supported by facts, examples, physical description and others.

Process of Writing

Writing is an effort of processing and producing a written form. Of course in producing a product (written forms) will require processes. According to Arlov, writing has five processes in the conducting a product, they are: Prewriting, planning, drafting, revising, and proofreading³¹.

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.

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.

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.

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.

³¹ Arlov, Pamela. *Wordsmith: A Guide to college writing, 2nd edition*, (New Jersey: Pearson Education, Inc. 2004), 4.

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 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.

Besides, Lane also stated the process of writing in other format. The writing process has seven steps. They are choosing a writing topic, gathering information, prewriting, writing the draft, sharing the draft, revising the writing, and proofreading the final draft³².

In the writing steps, choosing a writing topic is a first step that should be taken by a writer. It is very important because choosing a topic will determine the way that a writer will choose.

The second is gathering information. After determining the topic, a writer should collect the information that will be used in composing the writing. The more information is gotten, the more information writers can express in their writings. Much information that writers can provide in their writing will show the deep of writers' knowledge.

Then, prewriting becomes the next step after gathering information. In this section a writer will list the information collected.

³² Lane, Janet., and Ellen Lange. *Writing Clearly: An Editing Guide*. (Boston: Heinle & Heinle Publisher 1993), 23-24.

After listing the information, and ideas in a list, writers will write their first draft. Writer will arrange the information and ideas gotten becoming sentence, then paragraph.

After that, writers can share their first draft results to their friends in order to make writings agree with audiences. Not only for agreeing with audiences, but sharing the drafts also can be used for checking the results of the first drafts. In this section friends who receive the paper shared can give improvements to the writers such discussion discussed in the writing, the use of verb tense, the content that should be added, and so forth.

Then, the paper shared is taken again by writers. Writers should revise their writing based on improvement given from the readers. In this section writers should not only revise their writing based on the improvement given by readers, but writers can also avoid the argument from readers. Writers should match their writing to the content meant by their selves and also provide the content based on the expectation from audiences.

After that, writers can finalize their writings by doing proofreading. Writer should see all of things that they have written. They should be sure that their writings have been complete to be provided to the readers.

These are all about the processes of writing that writers should take. Writers should know, understand, and master all in order to produce good writings. So that writers is required to have an understanding about the writing processes.

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 is produced. According to Jacobs, writing can be scored by using ESL Composition Profile³³. ESL Composition Profile is one of scoring guidelines in writing (for further information see appendix 3).

2. Nature of Narrative Paragraph

Narrative paragraph is one of many types of writing. 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 happened³⁴. Narrative paragraph does not only make readers fun, but also writers. It has been expressed by Newsweek that narrative is one of writing types that can make readers and writers fun³⁵. Besides, Folse states that a fun can be achieved when writing narrative paragraph because the writers depict events or telling a story³⁶. Newsweek also provide three certain elements in narrative paragraph³⁷. They are unfold over time, display emotion, and center on events.

Unfold over time means stories and events happen in a certain order and chronological order that must be communicated to the readers. Events or

³³ Jacobs, Holly L., et. Al. *Testing ESL Composition: A Practical Approach*. (Rowley: Newbury House Publisher, Inc. 1981), 30.

³⁴ Donald. *Loc. Cit.*, 33.

³⁵ Newsweek Education Program. *Essay Writing: Step-by-Step*. (New York: Newsweek, Inc. 2003), 139.

³⁶ Folse, Kith S., April Muchmore-Vokoun, and Elena Vestri Solomon. *Great Writing 2: Great Paragraph, 3rd edition*. (Boston: Heinle Cengage Learning 2010), 177.

³⁷ Newsweek. *Op. Cit* 139.

experiences are written in sequence of how they happened and specific scenes are set-in time and in-place and easy to be recreated for the readers.

Display emotion, a good narrative paragraph is a paragraph connecting readers to some sort emotion felt by the subject in a paragraph. To build it, the writers are required to master how to choose the appropriate words in order to play the emotion of readers while they do reading the narrative paragraph.

Center on events, the narrative writers should be able to focus their writing to the events told because the event can bring the emotion of readers to read, read, and read. In order to do this effectively, the writers should focus on events more than ideas.

According to Hasibuan, there are three generic structures of narrative text³⁸. 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 explains the moral value of the story and it is an ending of the story.

Besides, Knapp gives the explanation of grammatical features of narrating. There are six features³⁹. They can be stated as follows:

³⁸ Hasibuan, Kalayo., and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press 2007), 130.

- a. In arranging people and events in time and place, narrative paragraphs use:
 - 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.
- e. Using rhythm and repetition to provide effects, and
- f. Using comprising one word or a short phrase to provide poignant effects.

3. Concept of Language Teaching and Learning

Teaching is an effort of transferring the knowledge. In transferring the knowledge teaching has an executant to implement the process of teaching. Teaching refers to the teaching strategies and methods employed. Teaching strategies and methods are adopted from approaches. According to Richards, approach is defined as a nature of language and language learning providing the source of practices and principles in language teaching⁴⁰. Nature of language and language learning need procedures to be implemented. The procedure applying the approach is called method. Finally, the source and procedure will be an implementation implanted in the process of teaching,

³⁹ Knapp, Peter., and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press Ltd 2005), 221-222.

⁴⁰ Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press 1986), 15-16.

and the implementation is called as a technique. Technique is usually applied in a classroom. Technique and strategy are considered having the same concepts. According to Hasibuan, Technique or strategy is defined as kinds of classroom activities based on certain methods⁴¹. The definition of the technique or strategy above is clear to state that technique and strategy have the same concepts. Strategies and methods refer to the teaching style. In line with Schneider, teaching style shapes to teaching strategy and methods⁴². The statement above reinforces this comparative research which should compare the already existing things and teaching styles as parts of them. Teaching styles mooted are individual writing and collaborative writing. For more explanation will be informed in the next points.

4. Context of Individual Writing

Based on the statement of Craig, individual refers to an individual or a single human being⁴³. So, individual writing is defined as a writing work which is done by a single human being or a person. It is contrary with collaborative writing that a writing work is done by many persons and it is viewed as an approach in terms of teaching and learning of writing.

Individual writing can also provide some benefits for writers doing it⁴⁴.

They can be stated as follows:

⁴¹ Hasibuan, *Loc. Cit.*, 3-4.

⁴² Schneider, Daniel K., *Teaching Style*. edutechwiki.unige.ch/en/Teaching_style (Retrieved on November 1st, 2013).

⁴³ Craig, *Loc. Cit.*, 3707.

⁴⁴ Glynn, *Loc. Cit.*, 1.

- a. Independence, they can explore everything that they have without any interventions from others.
- b. No personality clashes. Writing individually will avoid writers to find misunderstanding and miscommunication. So that, if there is no any conflict or clash from outside of writers, the writer can be more focus on doing the writing.
- c. Total knowledge of task. Besides, a teacher can find out the ability of their students individually, students writing individually will be able to measure how far they have knowledge. After knowing the limitation knowledge, of course students will be able to develop and build more than they have before.

5. Context of Collaborative writing

Collaborative writing is a process of writing that is done by a group or pair. In line with the statement from www.ukessays.co.uk, that collaborative writing refers to a writing work which is worked collaboratively (multiple people together)⁴⁵. It is distinct statement informing that the collaborative writing as a writing act done by more than one person. Besides, Hughey also stated the definition of collaborative writing is a writing activity done by whole class, a small group, or even two people jointly or collaboratively⁴⁶. Graham and Perin (2007; in Westwood) state that collaborative writing is a

⁴⁵ Collaborative Writing. <http://www.ukessays.co.uk/essays/english-language/collaborative-writing.php>, *Loc. Cit.*, 1.

⁴⁶ Hughey, Jane B., et. Al. *Teaching ESL Composition: Principles and Techniques*. (Rowley: Newbury House Publisher, Inc. 1983), 8.

teaching and learning approach⁴⁷. Collaborative writing is also defined as an approach in terms of teaching and learning of writing.

Writing collaboratively can encourage students to improve their writings. It is supported with an opinion stated by Smith, Writing collaboratively has grown the interest in increasing and improving students' ability, especially in writing.⁴⁸ 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.

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). Kolin states several advantages in doing collaborative writing as follows⁴⁹:

- 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

⁴⁷ Westwood. *Loc.Cit.*, 71.

⁴⁸ Smith, Frank. *Writing and The Writer*, 2nd edition. (New Jersey: Lawrence Erlbaum Associates, Inc. 1994), 24.

⁴⁹ Kolin, Philip C., *Succesful Writing at Work*, 10th edition. (Boston: Wadsworth 2013), 86.

actions 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 ease 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.

Writing collaboratively will be done by many persons at least two persons. Regarding with Moreillon collaboration can be done by persons at least two persons⁵⁰. Collaboration will need time to plan before doing and achieving the goal. In the Planning all of members can bring what they have. After planning they can work together to do the assignment. They still can

⁵⁰ Moreillon, Judi. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. (Chicago: American Library Association 2007), 4.

work even some of members do not work caused of problems because they still have other members, thinking to achieve the achievement and believing that their participations more important, to work. It is also stated by Gillies that an assignment can be done, even some of others cannot, because of members believed that giving participations more necessary⁵¹. So, the other members (except members who cannot) will give their participations for believing and finishing.

B. Relevant Research

There are so many relevant researches 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 is 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.

One of the relevant researches meant was from Afriani⁵². She conducted a research 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

⁵¹ Gillies, Robyn M., Adrian Ashman, and Jan Terwel. *The Teacher's Role in Implementing Cooperative Learning in The Classroom*. (New York: Springer Science + Business Media, LLC 2008), 23.

⁵² 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).

SUSKA Riau. It was a correlation research. This research was conducted from 25 April to 25 June 2006. 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 found that the students' collaborative writing activity was 'Middle' and the students' individual writing performance was 'Enough'.

From research findings, she gave suggestions to lecturers and also students. Suggestions for lecturers were that the lectures should find and implement another technique that can be used to increase students' writing ability, the lecturers should concern on the main problem that the students encounter in writing (especially in the area of content, organization, vocabulary, language use and mechanics), and the lecturers should motivate students to write as often as possible whether at home or at class. Suggestion for students was stated that the students should practice to write more often at home, the students should train themselves to construct good sentences; to use correct punctuation; and to develop their ideas in written form, and the students should read many writing

books so they can improve their knowledge and understanding how to produce good composition.

Another relevant research was from Nurwafa⁵³. She conducted a research to find the difference of the students' ability in writing between descriptive and narrative paragraph at the sixth semester students of the English Education Department of UIN SUSKA Riau. It was a comparative research. This research was conducted from January to March 2007. She had formulation of the problems to find out a significant difference on students' ability in writing between descriptive and narrative paragraph at the sixth semester students of the English Education Department of UIN SUSKA Riau.

In her research, she found that there was a significant difference on students' ability in writing between descriptive and narrative paragraph at the sixth semester students of the English Education Department of UIN SUSKA Riau.

From research findings, she gave suggestions that the result of her study can improve the students' knowledge in writing, especially in form of descriptive and narrative paragraphs. She also suggested to the next researcher to conduct and analyze problems in writing more widely and comprehensively in order to find more current information and beneficial findings in teaching and learning English as foreign language (TEFL).

C. Operational Concept

⁵³ Nurwafa, Euis. *A Comparative Study on Students' Ability in Writing Descriptive and Narrative Paragraphs at the Sixth Semester of the English Education Departmen of UIN SUSKA Riau*. (Pekanbaru: unpublished 2007).

To clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research was a causal-comparative research in which focused on gaining the significant difference between Individual and Collaborative Writing on Narrative paragraphs Achievement of The Second Year Students at MAN 1 Pekanbaru. Therefore, in analyzing the problem in this research, there were two variables used. Independent variable was divided into two groups (X1 and X2). They were individual writing, and collaborative writing. Dependent variable was that the achievement in writing on narrative paragraph at the second year students of MAN 1 Pekanbaru and it was symbolized as Y variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of individual writing as first independent variable (X1) were as follows:

The researcher used the following steps when developing individual writing in a class:

- a) Choosing a writing topic.
 - 1) The student writer determined the topic interesting him.
 - 2) The student writer made a plan and goal for the selected topic.
- b) Gathering information.
 - 1) The student writer collected ideas (what they think) related to the topic.

- 2) The student writer decided the most appropriate ideas developing the topic.
 - c) Prewriting.
 - 1) The student writer started to write the list of the most appropriate ideas developing the topic.
 - d) Writing the draft.
 - 1) The student writer wrote based on listed ideas.
 - 2) The student writer should focus on content.
 - e) Sharing the draft.
 - 1) The student writer shared his writing to get suggestions or feedbacks from his peer/ peers.
 - f) Revising the writing.
 - 1) The student writer revised his writing on second draft based on suggestions or feedbacks provided by peer/ peers.
 - 2) The student writer should focus on content and language use (verb tense, word choices, and sentence-level accuracy).
 - g) Proofreading the final draft
 - 1) The student writer read the final draft holistically.
 - 2) The student writer made any necessary changes needed.
2. The indicators of collaborative writing as second independent variable (X2) were as follows:
- The researcher used the following steps when developing collaborative writing in a class:

- a) Choosing a writing topic.
 - 1) Student writers (members of the group) made an agreement to determine the selected topic
 - 2) Student writers (members of the group) made a plan and goal for the selected topic collaboratively.
- b) Gathering information.
 - 1) Student writers (members of the group) collected ideas (what they think) related to the topic.
 - 2) Student writers (members of the group) decided the most appropriate ideas developing the topic.
- c) Prewriting.
 - 1) Student writers (members of the group) discussed to determine the roles of each of members (the writer and helpers).
 - 2) Student writers (members of the group) played their own roles (the writer accommodates the ideas provided by helpers).
- d) Writing the draft.
 - 1) Student writers (helpers) collaboratively decided the best listed ideas to be developed in a writing.
 - 2) Student writers (the writer) wrote ideas provided by helpers.
 - 3) The student writers should focus on content.
- e) Sharing the draft.
 - 1) Student writers (each of members) read the draft resulted.

- 2) Student writers (each of members) provided the feedbacks or suggestions (for the content and the language use)
- f) Revising the writing.
- 1) The student writers wrote the draft based on provided feedback or suggestion.
 - 2) Student writers (members of the group) should focus on content and language use (verb tense, word choices, and sentence-level accuracy).
- g) Proofreading the final draft
- 1) Student writers (members of the group) read the final draft holistically.
 - 2) Student writers (members of the group) made any necessary changes needed.
3. The paragraph used in this research was narrative paragraph. So that, the indicators of students' achievement in writing narrative paragraph as dependent variable (Y) were also explained as follows:
- a) The students were able to find the topic interesting them.
 - b) The students were able to find the ideas developing topic before starting their writings.
 - c) The students were able to write orientation clearly.
 - d) The students were able to write complication clearly.
 - e) The students were able to write resolution clearly.
 - f) The students were able to use action verbs correctly.
 - g) The students were able to apply simple past tense correctly.

- h) The students were able to use spelling and punctuation correctly.
- i) The students were able to draft and revise the paragraph.
- j) The students were able to develop their ideas into narrative paragraph writing.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as temporary answers of problems, the researcher would like to present the researcher's assumption as follows:

- a. Researcher assumed that students would be able to do the writing narrative paragraph because students had studied it since they were at junior high school.
- b. Researcher assumed that collaborative writing would achieve better achievement because writing collaboratively will make the quantity and the quality better.

2. Hypothesis

H_a : There is a significant difference between Individual and Collaborative Writing on Narrative paragraphs Achievement of The Second Year Students at MAN 1 Pekanbaru.

H_o : There is no any significant difference between Individual and Collaborative Writing on Narrative paragraphs Achievement of The Second Year Students at MAN 1 Pekanbaru.

