

CHAPTER II

LITERATURE REVIEW

2.1 Writing

2.1.1 The Definition of Writing

Writing is one of four skills of English that have to be mastered by the English learners. They are several ideas about definitions of writing in general. Nurgiyantoro (2001) defined a writing activity is the latest skills mastered by students after listening, speaking, and reading skills.

Furthermore, Lyons (1987) underlined that writing is a form of problem solving in which the writer faces two main tasks, those are: generating ideas in language and composing these ideas into a written structured adapted to the needs of the reader and the goals of the writer.

Based on the description mentioned previously, writing is a means of communication where a written form is used to express the writer's purpose. In other words, a writer can express his feelings, ideas, emotions, and thought through writing for a specific purpose.

2.1.2 The Importance of Writing

Writing is clearly a complex activity and demanding students to cover writing skills, such as organization ideas and structure of writing. In other words, students have to consider many things to build a good

writing. Further, Harmer (2004) explained that there were many importance of learning writing, those were:

1. Avoiding the limitation of time.

It means that students have longer time to think than in speaking activities. They can consult the diction will be used to express their thought. They can check their grammar patterns.

2. Practicing the use of language.

By practicing writing activity, students develop their writing skills as well as their English language.

3. Summarizing the materials that are explained by teacher.

They use writing skills to take a note about what they have learnt while learning process happened.

4. Taking a note as the preparation before the activity.

5. Writing a dialogue in speaking activities.

For example, the teacher asks students to write a short dialogue which they will then be performed.

6. Answering question test-types of activities.

Writing is important to face question test. In the examination, students are asked their answer in the form of writing.

From description illustrated previously, writing skills are very important to be learnt, as it can assist students to improve their writing and English language.

2.1.3 Types of Writing

Writing is a kind of communication skills in the form of written language. Based on the syllabus of X grade of Senior High School, there are five kinds of text that should be mastered by learners. Darwan (2011) mentions several types of writing, they are:

1. Narrative Text

Narrative is a text which has social function to tell stories of past events and entertain the readers. The generic structure of this text is orientation: Introducing the participants and informing the time and the place; complication: describing the rising crises which the participants have to do with; resolution: showing the way of participant to solve the crises, better or worse. The special feature of this text is using simple past tense, using processes verb, and using noun phrases, for example: long black hair, two red apples, etc.

2. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. The generic structures of recount text are: Orientation: Introducing the participants, place and time; events: Describing series of event that happened in the past; reorientation: It is optional. Stating personal comment of the writer to the story.

There are some language features in recount text, those are:

- a. Introducing personal participant; I, my group, etc
- b. Using chronological connection; then, first, etc
- c. Using linking verb; was, were, saw, heard, etc
- d. Using action verb; look, go, change, etc
- e. Using simple past tense.

3. Procedure Text

Procedure is the set of steps which should be completed in the right sequence to get the goal. The generic structure of procedure has three principal components namely (1) the goal, (2) materials and (3) steps. In procedure text the language feature that usually used are: Simple Present Tense, often in an imperative form e.g. add some sugar, prepare it and the use mainly of temporal conjunction (or numbering to indicate sequence especially in written text)

4. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Descriptive text has generic structure, and those are:

- a. Identification; identifying the phenomenon to be described.
- b. Description; describing the phenomenon in parts, qualities, or/and characteristics.

There are several language features of descriptive text, and those are:

- a. Using attributive and identifying process.
- b. Using adjective and classifiers in nominal group.
- c. Using simple present tense.

5. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. There are several generic structures, those are: main event, elaboration (background, participant, time, place), resource of information. The language features that used are focusing on circumstances and using material process.

In short, there are several types of text that should be mastered by students. Thus, teacher should use appropriate teaching method in order to help students in understanding those texts.

2.1.4 The Evaluation of Writing

In order to know the development of student's achievement on writing, the students' writing result should be measured. In this case, an intended written work is composition. Hughes (1989) described the composition test can be scored by using two methods, and they are:

1. The Holistic Method

Holistic scoring is a procedure for evaluating essays as complete units rather than as a collection of constituent elements. The writing essays from each grade level are scored holistically. Holistic scoring goes beyond mechanical correctness to focus on the overall effect of the writing. It measures the effectiveness of the communication. Holistic scoring gives students a single, overall assessment score for the paper as a whole. Although the scoring rubric for holistic scoring will lay out specific criteria just as the rubric for analytic scoring does, readers do not assign a score for each criterion in holistic scoring.

2. The Analytic Method

This analytic method is individual scores for each dimension are scored and reported. This method depends on a marking scheme, which has been carefully drawn up by the examiner or body of examiners. It consists of an attempt to separate the various feature of a composition for scoring purposes, such as a procedure is ideally suited to the classroom situation because certain features have been graded separately.

On the other hand, Nurgiyantoro (1997) introduced his technique in evaluating composition that covers five general categories, and they are:

1. Content

Score	Criteria	
27- 30	Very Good - Perfect	Full of information, substantive; make a clear thesis development, relevant with the problem.
22-26	Fair – Good	Enough information, enough substantive, limited in thesis development, relevant with the problem but not in complete explanation.
17-21	Bad – Fair	Limited information, less in content, the development of thesis is not enough, the problem is not enough.
13-16	Very bad - Bad	Did not relevant information, without any substance, without thesis development, and without problem.

2. Structure of Writing

Score	Criteria	
18-20	Very Good – Perfect	Fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.
14-17	Fair – Good	Less in expressing, less in organizing the main idea, limited sources, logic sequence but incomplete.
10-13	Bad – Fair	Did not fluent in expressing, bad in organizing ideas; piece by piece, the sequence and development is illogic.
7-9	Very Bad – Bad	Did not communicative, very bad organization.

3. Vocabulary

Score	Criteria	
18-20	Very Good – Perfect	Expert in the using of vocabulary, choose the correct word as its function, and master in forming word.
14-17	Fair – Good	Advance in the using of vocabulary and the choosing of word and phrase sometimes incorrect but did not disturb the whole meaning.

10-13	Bad – Fair	Limited in the using of word, often choose in correct words, and it can disturb in the meaning of the sentence.
7-9	Very Bad – Bad	Use the word perfunctorily and the knowledge about vocabulary is low.

4. Linguistic Accuracy

Score	Criteria	
22-25	Very Good – Perfect	Effective complex sentence construction, only few fault in the using of grammar.
18-21	Fair – Good	Effective simple sentence, little fault in the complex construction, and doing some fault but did not disturb the meaning.
11-17	Bad – Fair	Serious fault in the construction of the sentence, bias meaning and confusing.
5-10	Very Bad – Bad	Does not master the syntaxes' role, there are so many fault, and incommunicative.

5. Writing Mechanic

Score	Criteria	
5	Very Good – Perfect	Master the role how to write and only few faults in the spelling.
4	Fair – Good	Sometimes do some fault in spelling but it does not disturb the meaning.
3	Bad – Fair	Often doing faults and confusing meaning
2	Very Bad – Bad	Does not master the role how to write, so many fault in spelling and the writing unreadable.

2.1.5 The Procedure in Writing

In writing there are some important things that we have to notice when we will write. Harmer (2004) suggested that process of writing as four main elements. Those are:

1. Planning

The writer has to think about three main issues:

- a. The purpose of their writing. It is important to know the purpose of writing since it will influence many things related to a good writing result. By knowing the purpose, of course we can decide the most appropriate style of the language; therefore, the result will be effective to reach the purpose.
- b. The audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of language.
- c. The content structure of the writing. That is how best the sequence the fact, ideas, or arguments which they have decided to include.

2. Drafting

It is the first version of a piece of writing. In the process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

3. Editing (reflecting and revising)

It means that the writer has to read what he or she has written as a draft. By doing this activity the writer can minimize the mistakes and make writing effective. In editing, the writer may change what he or she have to write when find something bad to make the writing better since they can be more objective to measure the writing than the writers himself.

4. Final Revision

This is the last step in writing. After the writer finished doing all process before he or she make a final revision, it is possible that final revision has many different with plan and the draft because there are many changes in editing process. Any unimportant stated in the draft can be deleted. Finally, the writer is ready to send the written text to its intended audience.

2.1.6 The Purpose of Writing

There are some cases for people to write. Tarigan (1994) states that writing is used by educated people to record, ensure report and persuade; and those purpose can be reached by people who can organized well their thought and express it clearly, this clearance depends on the thought, organization, diction, and sentence used. Every writing activity has purpose. The meaning of purpose in writing is the respond or the answer hoped by the writer form the readers.

Hugo as cited in Tarigan (1994) summarized the purpose of writing which are:

1. Assignment Purpose

In this purpose, the writer start writing not from the writes' idea, it happens since someone asks him.

2. Altruistic Purpose

It has purpose to entertain the readers, to help the readers to understand and comprehend the feelings and their logic.

3. Persuasive Purpose

This purpose is to ensure the reader about the truth of idea given.

4. Information Purpose

The purpose of this writing is to give information and explanation to the readers.

5. Self-expressive Purpose

The writing is to introduce the writer to the reader.

6. Creative Purpose

This purpose is related to the self-expressive purpose.

7. Problem-solving Purpose

This writing is used to solve problem faced by the writer. It is to explain and observe his idea to be understood and accepted by the readers.

Thus, writing has some purposes that reflected the respond or the answer hoped by the writer from the readers.

2.1.7 The Problems in Writing

There are some problems faced by students in learning writing (Nurgiantoro, 2001), and those are:

1. Organizing Idea

The main problem that faced by the students is organizing idea. In writing composition, students usually write the content which is not suitable with the theme. It happens because they have difficulties in expressing the idea into the writing harmoniously and they do not know what they will write.

2. Inadequate Lexical Resources

Vocabulary also becomes an important part in writing composition. The students release if they are not mastering the vocabularies well, of course they will get difficult in writing. Most of students face this problem, because they are not mastering the vocabularies. Thus, they often write sentence which is not communicative. They usually choose incorrect words when write something in their composition.

3. Grammatical Mistakes

A grammatical mistake is a mistake of an English sentence or paragraph. Students should master the pattern of English language. They can learn more about the organizing or idea or thought. As the beginner, the students face difficult in expressing their thought into the writing harmoniously. Here the step in writing: firstly, the students

as the writer should determine the topic. They are focusing on the word “what” and ”how”. The word “what” means something that will be told and the word “how” means the way to expand something. It indicates that determining the topic, they should arrange the composition in writing. Students need guidance from their teacher in arranging composition in writing.

In summary, there are several problems in learning writing, which mainly comes from organizing idea, inadequate lexical resources, and grammatical mistakes. Hence, the solution to overcome those problems is by using an appropriate teaching method in teaching writing.

2.2 Collaborative Learning (CL)

2.2.1 Definition of Collaborative Learning (CL)

The word "collaboration" brings together the Latin "col-" meaning "with or together" with the Latin "labor" or toil. For educationists, collaborative learning is a comprehensive term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together (Smith, 1992). It encourages active student's participation in the learning process and encompasses a set of approaches to education, sometimes also called cooperative learning or small group learning. Collaborative learning creates an environment and reaches students who otherwise might not be engaged. Finally, collaborative

learning is one of teaching technique among many, each of which can play a role to make learning active and effective.

Moreover, Panitz (1996) stated that CL is a personal philosophy, not just a classroom technique. It means that in all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. Rockwood states that:

"In my teaching experience, cooperative represents the best means to approach mastery of foundational knowledge. Once students become reasonably conversant, they are ready for collaborative, ready to discuss and assess ..."

It can be summarized that collaborative learning will create active students atmosphere and students centered learning.

Furthermore, Gerlach (1994) argued that CL is a teaching technique that emphasizes on social act among students. It is through the talk that learning occurs. Collaborative learning to read for the readers is to attend to what they read, to process it, to understand it, to interpret it, to evaluate it. It expected to become involved and active reader. (Underwood, 1989).

From several definitions mentioned previously, it can be summarized that CL is a technique for a variety of approaches in education that involves joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning

or solutions or in creating a product. The approach is closely related to cooperative learning, but is considered to be more radical.

On the other hand, the foundation of CL as a teaching technique is influenced by several theories, which are:

1. Cognitive Approach

For learners to retain and comprehend knowledge, it must be placed in a conceptual framework (Cooper, et al., 1997; Slavin, 1995). In the small group setting, the learner has the opportunity to rehearse their understanding with others and to be exposed to other conceptual constructs.

2. Social Constructivism

For knowledge to be internalized and a framework established, a social discourse must first take place. It is this discourse that leads to the conceptual framework in which to relate the knowledge (Bruffee, 1992). As MacGregor (1990) stated that knowledge is shaped, over time, by successive conversations, and by ever-changing social and political environments.

3. The Motivational Theorists

The motivational theorists believe that the inherent structure of cooperative learning creates an environment, which motivates learning. For instance, if group and individual performances are components of the final assessment, individuals are motivated not only to learn the material but also to encourage all group members to

understand the basic underpinnings of the knowledge. Hence, there is a driving force to foster positive interdependent relationships between group members. That is, cooperative learning creates a “One for all for one attitude” (Alexandre Dums)

In short, those theories of CL are useful to enhance educational and physiological aspects of students.

2.2.2 The Benefits of Collaborative Learning (CL)

There are several benefits of Collaborative Learning. Panitz (1996) mentioned several benefits of it, and those are:

1. Developing social interaction skills. Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially hopeful for students who have difficulty with social skills. They can get benefit from structured interaction with others.
2. Creating an environment of active, involved, exploratory learning. Because there are more exchanges among students in small groups, the students receive more personal feedback about their ideas and responses. This feedback is often not possible in large group instruction, in which one or two students exchange ideas and the rest of the class listens.
3. Encouraging diversity understanding. When question are raised, different students will have a variety of responses. Each of these can

help the group create a product that reflects a wide range of perspective. Thus, it will be more comprehensive.

4. Increasing engagement among students and breaking diversity. Some students may object, in part because most of their education has been based on individual effort, and they may feel uncomfortable helping others of seeking help. The best advice is to explain the rationale, design well-structured meaningful task, give students clear direction, set expectations for how team members are to contribute and interact, and invite students learn to work with the other students. During small-group interaction, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the question raised. Small-group also allows students to add their perspective to an issue based on their own opinion. This exchange inevitably helps students to better understand other opinion and points of view.
5. Stimulating critical thinking and helps students clarify ideas through discussion and debate. Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.

Based on the description illustrated previously, it can be concluded that collaborative learning has advantages which are expected to be able to help the process of language learning, particularly writing.

2.2.3 The Disadvantages of Collaborative Learning (CL)

There are possible disadvantages of collaborative learning (Panitz, 1996), and those are:

1. Learners work at different speed.
2. Learning experience/outcome is different for each learner (different roles).
3. Group dynamics may have a negative impact on the learning outcome, e.g. one person takes over the group or quiet people miss out.
4. Group members might work inefficiently, e.g. discuss irrelevant topics, etc.

Despite those weaknesses, CL is expected to be a solution for teaching writing as it develops students' language skills, critical thinking skills, and interaction among students.

2.3 The Procedure of Teaching Descriptive Writing Using Collaborative Learning (CL)

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student's participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skill he or she is trying to develop (Beare, 2005).

There are some steps for the teacher in teaching writing using CL:

1. Preparation

- a. Teacher prepares the media for teaching learning activity.
- b. Teacher stimulates students by giving them question of how to describe someone to guide them into the main topic of making descriptive text.

2. Presentation

- a. Firstly, the teacher opens the lesson and gives explanation about material that is how to make descriptive text.
- b. Teacher gives example of descriptive text to the students.
- c. Teacher asks some students to make a sentence of describing people directly.

3. Practice

- a. Teacher divides class into groups, one group consists of four students.
- b. Teacher distributes different picture or clue in each group.
- c. Teacher let students to collaborate to make a descriptive text based on their own word in order to make decision or problem solving when students find problem in their writing. Students who have understood to the material can teach the other students who find difficulties in their learning (peer teaching).

2.4 Collaborative Learning for Teaching Writing

In writing class which uses collaborative learning, the students are given opportunity to write and to revise and rewrite what they have written. Peer criticism aids students sharpen their knowledge about essays structure and grammatical rules. They demonstrate more confidence in writing and decrease their apprehensions towards writing. Teaching through CL would be equally interesting both for the teacher and the students. The students working with partners ask each other for help and improve their attitude towards writing. They will show high level of enthusiasm, curiosity and involvement in being taught through cooperative learning tasks (Mandal, 2009). Thus, an incorporation of these activities will be of great benefit to the student community and help them enhance their writing skill. Jarvis (2002) also added that students are more open to explore their ideas though develop topics with which students have some experience. That is the students do in collaborative learning class. Students also have opportunity to share their idea to their group in order to develop their writing. Furthermore, as Tan (1999) explained that compare to a whole class format, in collaborative learning students have more opportunities to talk and to share the idea. Thus, it can be assumed that students are encouraged to work in group and share the idea.

Moreover, in writing class using collaborative learning, the students have to work with their group in order to write a good

descriptive paragraph. Thus, it will focus on the elements of writing such as, content of writing, structure of writing, vocabulary, linguistic accuracy, and writing mechanics. Lin (1997) explained the result of her study which focuses on grammar teaching and learning. She explained about the appropriate exercise and learning activity in writing class which focus on grammar. The students need opportunities to sufficiently challenge them and to stimulate their thinking skills as they engage in discovery activities which help deduce grammar rules through appropriate activity. Thus, students became actively engaged in discovering information for them, as they would be able to solve problems and learn on their own. In addition, Gilfert, (1999) presented his arguments for teaching communicative writing skills at the senior high school. One of the results of this study is related to the structure of writing. She defined that students are rarely taught how to relate one sentence to another, or how to create a coherent paragraph-the smallest unit of writing which conveys an idea to a reader learning. Thus, writing have to practice in daily basis, because learning to write in English is becoming more and more necessary in daily life.

The other element of writing is on vocabulary. Kurzweil (2002) has done a research in EFL students. He studies about vocabulary learning. The result of this study show that usually students feel encourage and important because the vocabulary items they chosen are given importance in their study. The vocabulary which students use will

let students to learn the meaning as well as its spelling. It will influence their writing mechanics. Tutunis, (2000) stated that students learn to gather and interpret data according to methods and standards accepted in their fields, to bring an increasing body of knowledge to bear on their interpreting, and to write in specialized formats. Those are related to the one of elements of writing that is writing mechanics.

From several relevant studies that mentioned previously which make different from this study is on the activity in collaborative class. In this study, the students' activity is not only how to make good writing which focus on the elements of writing, but also how to make collaborative learning effective in writing class in order to improve students writing competence.

2.5 Research Gaps

From reviewed literature, there are several gaps found:

1. Students' problems in writing are organizing idea, inadequate lexical resources, and grammatical mistakes.
2. Inappropriate media to be used for teaching writing.

Therefore, Collaborative Learning (CL) is proposed as the teaching method. It is expected that students will get more capabilities to write and they will be more motivated to learn English. In addition, students will enjoy English subject and achieve better results in English because they

learn English in a cooperative way with other students rather than individually.

2.6 Hypothesis

Based on the reviewed literature and research gaps, the hypothesis of this research is there is a positive effect of using Collaborative Learning (CL) for teaching writing skills in high school particularly in SMA Negeri Patikraja.

