

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of writing skill as the skill that will be analyzed in this study and collaborative writing as the learning strategy.

A. Writing

1. The Nature of Writing

Writing is one of the most difficult skills that foreign language learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies.⁷ As many teachers attest, teaching foreign language writing is a challenging task as well. Writing is considered as a productive skill along with speaking.⁸ When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to a psycholinguist, Eric Lenneberg,⁹ he says that different from speaking in which people learn language through a natural process or human behavior as learning to "walk", writing is a learned

⁷Khaled Barkaoui, "Teaching Writing to Second Language Learners: Insights from Theory and Research", *TESL Reporter*, 40(2007), 35-48.

⁸J. Harmer, *The Practice of English Language Teaching-4th Edition*, (London: Longman, 2007), 265.

⁹ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd Edition*, (New York: Longman, 2001), 334.

behavior as learning to ,”swim”, people need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, “writing is the most difficult skill for second or foreign learners to master”.¹⁰ It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words. Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form.

Writing can be seen as two different views. They are the product of that writing and the process of writing. When writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should look like. It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself.¹¹

2. Writing Process

The writing process is many different ways and requirement all kinds of different situations in which to feel comfortable when writing.

¹⁰J.C. Richards, and W. A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press. 2002), 303

¹¹ J. Harmer, *The Practice of English Language Teaching-4th Edition*, 325.

When we write, we do more than just put a words together to make sentences. Good writers go through several steps to produce a piece of writing. Laksmi mentions the five steps in the writing process, they are: prewriting, drafting, revising, editing and publishing:¹²

a. Prewriting

In prewriting stage, everything comes about before writing draft by writer. Most of the time prewriting takes about 85% of writer's time of writing. In addition, the writer focuses on the subject of his/her writing, spots and audience due to having the complete thought and plan about what they are going to write before starting their writings. The following are some activities in this stage:

1.) Choosing a topic:

To aid EFL learners to have freedom during writing process approach the teacher let the students choose their own writing topics. Bachman asserts, "knowledge of the world determines one's communicative language ability and that interest is an important aspect that can drive someone in learning something".¹³ So, the more students interest in their own topic the more communicative language ability increase, because they choose the topic that they have knowledge about. Thus, they will be able to express their ideas more fluently.

¹²Avan Kamal Aziz Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach", *Journal of Education and Practice*, 6(2015),131-141

¹³EkaningDewantiLaksmi, "Scaffolding Students' Writing in EFL Class: Implementing Process Approach.", *TEFLIN Journal: A publication on the teaching and learning of English*,2 (2006),144-156.

2.) Gathering ideas:

Most of the students have difficulties in gathering ideas for their writing, therefore; at this point researcher deliberately introduce students to some different techniques (Brainstorming, Reading and Interviewing) to guide and stimulate them to gather ideas for their writing.

3.) Organizing ideas

Students can follow the following steps to help them how to organize their ideas.

- a.) Go through the ideas and cross out the irrelevant information or the information that no longer seems in use to the topic, but don't erase it completely maybe it turns out to be useful later on.
- b.) Just put the ideas that most closely related together in the group that belong with, so at this stage you do not need worrying about the order of the ideas.
- c.) Look critically at the ideas that you put in groups to identify the ideas that lack sufficient support to the topic.

4.) Defining a topic sentence

After organizing ideas students start with writing topic sentence. Students have been taught about the importance of topic sentence, in an essay body paragraph, that unifies the contents of the paragraph. In addition, how as a writer their topic sentence should guide the reader, who will be trying to get their ideas. Clear topic sentence

help the readers anticipate what will come based on what they have already seen. In fact, creating a clear topic sentence is not only helpful for the reader but also for the writer.

5.) Outlining

Students are starting in writing an outline for their topic after they organize the ideas that have been collected and get enough knowledge about how to write the topic sentence. Then, students learn how to make an outline for their writing. As you know a piece of writing have to consist of introduction part, body paragraph part and conclusion part. In introduction part students have to introduce their topic with a general statement in a way grab readers' attention. Then, starting with thesis statement, which should be in a concise sentence and meaningful inaway to lead your reader know where you are going.

b. Drafting

Once the learners have planned out their ideas, the next step is to start drafting. Students start their writing without composing it before hand in their mind. Therefore, the first draft of their writing may contain lots of errors like incomplete ideas and mechanical mistakes. What makes students to make the above mistakes are students begin their rough, tentative ideas via the activities of writing and refining drafts. So, as a student at this point does not worry about correcting the errors, because the aim of putting their ideas

into sentence is greater than correcting the errors. Students have been informed that their drafts should be written in double-space in order to give space for self-revising or teacher's comment, but still there are some students cannot adapt themselves to this new approach. Instead they use circles, arrows and other pointing signs to move, delete, or add (parts of) sentences because they want to write their piece of writing as a final work not a rough draft. So, according to Laksmi "to help students negate this idea and emphasize the notion that writing is not to write in an instant thought, they are assigned to label their papers rough draft. This label keeps reminding them to simply jot down their ideas".¹⁴

c. **Revising**

The word "revision" literally means, "to see again." That is why students in this stage decided to revise and improve their writing. During this stage students are not required to correct minor grammar mistakes but they should pay particular attention to the content and organization of their writing. As Tompkins claims that revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material.¹⁵ So, according to him revising is a good opportunity for the students to refine their writing during this stage. There are two types of revision.

¹⁴Ekaning Dewanti Laksmi, "Scaffolding Students' Writing in EFL Class: Implementing Process Approach.", *TEFLIN Journal: A publication on the teaching and learning of English*,2 (2006), 144-156.

¹⁵ G. E. Tompkins, *Teaching Writing: Balancing Process and Product*, (Columbus: Merrill,1994),83

The revision of less experienced writers and experienced writers. The former, focuses on vocabulary and local grammatical errors in the revision stage while the latter, is concerned with developing content and organization of ideas. Thus, teachers should guide the students to apply what experienced writers do in the revision stage.¹⁶

Revising stage consists of two activities self-revision and teacher's comment on the writing. In self-revision students are going to reread their work on their own. They are making change in their writing by adding, moving, removing, moving words, and any other changes that their work need to be complete. To help the students to see their work and realize their mistakes, the teacher will let them leave their drafts to him/her and the day after it the teacher will give them back to do self-revision. In this way, they will see and revise their rough drafts from a fresh perspective and they will gain what mistakes they did.

d. Editing

Editing stage come after the revising stage. In this stage students work to make their writing 'optimally readable'. Tompkins states editing as "putting the piece of writing into its final form".¹⁷ The changes that take place in editing stage are capitalization, punctuation, spelling, and grammar changes. In this stage there are two types of editing, self-editing and teacher editing. In student's

¹⁶ N. Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication*, 31(1980), 378-388.

¹⁷ G. E. Tompkins, *Teaching Writing: Balancing Process and Product*, 94

self-editing, a learner goes through his/her piece of writing line by line to make sure that each sentence, phrase and word is as strong as possible.

e. Publishing

In this stage students end up with their final writing draft and they will publish their writing. The reader of their writings is their teacher. Publishing has its advantages for the students, as Tompkins claims sharing student's writing with audience (e.g. friends, family, or teacher) can promote students the real communication with their readers during writing process. Hence, students' having real audiences enable them meaningfully responds to their writing and increases or develops their confidence as authors

After the students handing their writing to teacher for sharing, he/she is not only going to read their writing to find out their mistakes and give grades but also he/she will read for getting information. In this stage, teacher playing the role of the reader and evaluator, so teacher's comments on the students' mistakes will be so clear to aid them understand their problems, and the teacher will write uprising statements for the students who improved their writing during writing process to encourage them to try hard to have a good piece of writing.

3. Teaching Writing

Writing is one of four skills taught in senior high school, and it is included in syllabus and standard competence. As a teacher, we must master the condition that happens in the class. In order that our class will be running well and will not make students bored, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more thinking time than they get when they attempt spontaneous conversation. Then, when thinking about writing, it is helpful to make a distinction between writing-for-learned and writing-for-writing. It means that writing is used as an aide memoire or practice tool to help students practice and work with language they have been studying.¹⁸

Writing encourages students to focus on accurate language uses. However, this quite separate from the issues of writing process and genre. In fact, students are not writing to be better writers. Harmer stated that there are some ways to help students learn better:¹⁹

¹⁸ Jeremy, Harmer. *How to Teach English*, (England: Longman, 2007),112

¹⁹ Jeremy, Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004),11

a. Get students to plan writing

Before students start to write, we can encourage them to think what they are going to write by planning the content and sequence of what they are going to write. When students are planning, we can encourage them to think not just about the content of what they want to say but also what the purpose of their writing is.

b. Encourages students to draft, reflect and revise

In writing, students sometimes find difficulty. As a teacher we may give a new method and some treatment to them. One way of encouraging drafting, reflection, and revision is to have students involved in collaborative learning. We can also make a pair of group of students working together on a piece of paper. It can response each to other's ideas (both in terms of language and content), making suggestion for changes and so contributing to the success of the finishes product.

c. Respond to student's writing

To respond to a work-in-progress we may involve talking with individual students about a first, second, third or fourth draft, while others members of the group are working on their own. So, teachers can read through a draft and then make written suggestion about how the text could be recorded. Another possibility, teacher ask student to reformulation their write with their own version with their teacher. It is not just teachers who can respond to students' writing, but their

friend also can respond with their own way. It will make their writing well.

B. Collaborative Writing

1. The Definition of Collaborative Writing

Most teacher-researchers state that in essence, collaborative writing means that the student teams up with one or more peers to go through the writing process. We definitely agree with this statement and, in addition to this, we have to mention that collaborative writing in class is a way to prepare students for future assignments where team abilities are required. Widdowson²⁰ points out that when students work together they are dialoguing and making decisions due to constant feedback. The classroom technique of collaborative learning of writing skills is strongly advised in our setting where students must be the center of the class and interact as much as possible with their classmates.

Collaborative writing is different from other forms of group work in the writing class in that it encompasses every group member's effort and participation at every stage of the writing process, from planning through composing to revision. It is the sharing of responsibility over the production of a single piece of work through the pooling of resources, negotiation, and decision making. Everyone has a part to play in the whole process of writing. Some may generate ideas, while others may

²⁰ A. Montero, "What a feeling! Motivating EFL students through collaborative writing with poems". *English Teaching Forum*, 43(2005), 36-38.

evaluate content, check organization, assess language use, and provide spelling, among other things.

The umbrella term for pedagogical collaboration is cooperative learning, defined as the instructional use of small groups so that students work together to maximize their own and each other's learning.²¹ However, simply putting students in groups and asking them to work together does not fulfill the conditions necessary for cooperative learning. In fact, Johnson, Johnson, and Smith discuss five essential components of cooperative learning: To be cooperative, a group must have clear positive interdependence and members must promote each other's learning and success face to face, hold each other individually accountable to do his or her fair share of the work, appropriately use the interpersonal and small-group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

Cooperative learning focuses on students' taking responsibility for their learning by being given classroom opportunities to have authority in learning. That is, the classroom is pedagogically constructed so that students make choices about their learning and are seen as coworkers who bring talents to the classroom that need to be used for everyone to learn. In fact, professors also are collaborators in the classroom. Thus,

²¹Bruce W. Speck, *Facilitating Students' Collaborative Writing* (United States: Wiley Periodicals, Inc., 2002), 21

students and faculty can learn from each other.²² One implication of this mutual learning is that, as Fosnot says, “Learning needs to be conceived as something a learner does, not something that is done to a learner”.²³ Collaborative writing fits nicely with the premises that support cooperative learning and logically shares the pedagogical presuppositions of active learning.

2. Collaborative Writing Activities

There are many collaborative writing activities according to Jeremy Harmer, they are:

a. Using the board

One way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs; it is especially appropriate for those who respond well to kinaesthetic stimuli. It also allows everyone to see what is going on. Two activities show how the board can be used in this way:

1.) Sentence by sentence

Each time a new student goes up to the board in such activities, the rest of the class (or the group that student represents) can help by offering suggestions, corrections, or alternatives. This kind writing

²²R. S. Matthews, *Collaborative learning: Creating knowledge with students*. In R. J. Menges, M. Weimer, and Associates (Eds.), *Teaching on solidground: Using scholarship to improve practice* (San Francisco: Jossey Bass, 1996),10

²³C. T. Fosnot, *Enquiring teachers, enquiring learners: A constructivist approach for teaching* (New York: Teachers College Press,1991),5.

activity has the great advantage of creating a clear focus for everyone in the room, and can create a feeling of shared achievement.

2. Dictogloss

In his book *How to Teach Grammar*, Scott Thornbury describes a procedure called **dictogloss**, in which students re-create a text or story that the teacher reads to them. One purpose of the activity is to focus the students' attention on specific item of language by getting them to analyse the difference between their written re-creations and the original which they have heard. Dictogloss is useful for vocabulary acquisition too in very much the same way.

b. Writing in groups and pairs

There are many activities which are suitable for students writing in pairs and groups. Some of them depend on a scribe to write the final version of the piece, while some of them involve every single person writing their own version of the text.

1.) Rewriting (and expanding) sentences

In one sentence-rewriting activity, students are presented with a stereotypical statement and asked to amend it to reflect the opinions of the group. This provokes discussion not only about the topic but also about how to write a consensus opinion appropriately.

They have to rewrite the sentences so that they accurately reflect the views of the group. One group might think, for example, that

while some boys are crazy about football others are considerably less interested. They might want to say that lots of girls like football as well, or that many boys feel pressured to like football even if, in reality, they are not that interested. Another sentence-rewriting activity is to take a sentence and put far more detail into it.

2.) **First lines, last lines**

Just as pictures can be used to provoke story writing, so first and last lines of possible stories can also be used to get students' imaginations going. Students can be given either the first line of a story (e.g. *When she looked out of the window she saw a red car parked across the street*) or the last line (e.g. *He told himself that he would never go to cinema by himself again*). They then have to write a story to include one or the other. They discuss the situation in their pairs or groups and create a story which follows on from the first line or ends with the last line. A scribe writes the story they come up with. This activity needn't be confined to lines, however. We can give students opening and closing paragraphs and ask them to write the middle portion of a story. We can tell a story up to a certain point and then have them develop the story from that point. This activity needn't be confined to lines, however. We can give students opening and closing paragraphs and ask them to write the middle portion of a

story. We can tell a story up to a certain point and then have them develop the story from that point.

The story will full of language mistakes and as story it has its limitations, as it was produced under considerable time pressure. But it made the rest of the class laugh when they heard it and, more importantly, it made writing enjoyable. Despite problems of expression, the participants had produced something in writing without much preparation and they had taken pleasure in doing it.

3.) Directions, rules, instructions

A really usefull activity is to ask students to write 'instructional' text for others to follow. This could take the from of writing directions to a place (how to get to their school from the station or the airport, for example). Students can be asked, in groups, to write the four (or five, or six) principal rules of a game they like and know how to play. They are told that the rules must be as clear as they can make them so that there is no uncertainty about what is meant (though asking people to provide a clear statement of the current off-side rule in football would provide a significant challenge to anyone however good their language was!). Groups can be asked to write instructions for an activity (anything from a dance, to assembling a piece of furniture) or computer process (how to download a document, how to use a particular software program). If

possible, other groups in the class then have to follow the instructions carefully to see if they work.

This kind of writing is clearly not suitable for beginners. However, at intermediate levels and above it forces students to think carefully about what to write and in what order. Teachers may want to offer appropriate vocabulary either before the activity starts or by going round the groups while they are writing.

4.) Story reconstruction

We can enhance the value of the story activities which involve a sequence of pictures by adding a jigsaw element. This means that each student is given a different piece of a 'jigsaw' and, by sharing what they have seen or heard, they have to reassemble the bits into a coherent whole. A classic use of jigsaw techniques is the story reconstruction activity. Here students are divided into, say, four groups (A, B, C, and D).

Each group is given one of this set of pictures which they have to talk about and memorise as many details of as possible. The pictures are then taken away. Students are now regrouped so that each new group has a student from the original groups A, B, C, and D. In their new groups students have to work out a sequence for the four pictures and then create a written text which tells the story of that sequence. This activity works well. It provokes a lot of discussion which, in turn, gets students to write with enthusiasm. It is worth

pointing out that many of the earlier activities in this chapter could also be worked on collaboratively with all the advantages we have suggested for such an approach. Nevertheless will not want all writing tasks to be collaborative. Individual students need individual space sometimes.

C. Narrative Text

Narrative text is one of the text types that should be learned by students. Narrative text is interesting text and the students can learn from it. The purpose of narrative text is to entertain, to tell a story or to provide literary experience.

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives and personal experience.²⁴

²⁴Mislaini, Improving Students' Reading Comprehension of Narrative Text by Using Fable at The Grade X Sman 1 Bonai Darussalam, 2015, (Thesis pdf online, Medan: English study program faculty of teacher training and Education, University of Pasir Pengaraian) accessed on 13th of April 2017

D. Teaching Writing Using Collaborative Writing

Teaching writing has a purpose to produce intelligent behavior. Teaching is one of the aspects of education. It is an interaction between a teacher and the students which have purpose to transfer some knowledge to the other. The present study explores learners' attitudes and perceptions toward collaborative writing in pairs and small groups. Previous research investigating second language (L2) learners' reactions to collaborative writing has, by and large, reported positive attitudes toward collaboration.²⁵ But this research has focused almost exclusively on group work. In the current study, we analyze the effectiveness of collaborative writing in small groups, by comparing their pretest and posttest score.

Collaborative writing has been shown to lower anxiety and foster self-confidence, compared with completing tasks individually.²⁶ They can share their knowledge each other especially in writing narrative text. The activity that will be used in this study is cycle writing activity. One student write the first line, then passes it on to another who writes the next line and so on. This work beautifully with more advanced learners who have been learning about the features of different genres. Start by brainstorming about the impossible story that will they made. They will

²⁵Oskoz, A., Elola, I., "Collaborative writing: fostering foreign language and writing conventions development", *Language Learning & Technology*, 14(2010), 51-71.

²⁶D. W. Johnson, Johnson, R. T., and Smith, K. A. "Cooperative learning returns to college: What evidence is there that it works?", *Change*, 30(1998), 27-35.

share with their friends about the features of their genre so they can make a good and coherent narrative story.