

## **CHAPTER II**

### **LITERATURE REVIEW**

For a detailed description of this collaborative writing strategy in learning English writing, this chapter will review some literature that supports the title of this study.

#### **A. Writing**

Writing is a system for interpersonal communication using visible sign or graphic symbols written on paper. Posts can accommodate more ideas and impressions, if we know and apply the techniques of writing correctly and appropriately. Why writing more accommodating ideas? Because someone can write down the ideas or thoughts with such thoughts or ideas would be much and are not afraid to lose it. According to Dorothy and Carlos (2011), writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include their writing, and each culture has its own style for organizing academic writing. The ability of writing is a very complex skill that is starting from imitate the words or phrases that other writers often use to develop awareness of using the sentence of structure, genre, the process of drafting, editing on writing for readers.

According to Zamel (1987), based on Long and Richard (1987). Writing is a process through which meaning created. The act of writing generates ideas and is way to explore one's feeling and thoughts. An important difference, then, between writing and talking is this: In writing, any idea that you advance must be supported with specific reasons or details, Based on the explanation above, the writer concludes that writing is a form of communication which use of symbols and signs chart. In writing, someone can express thoughts, ideas, and feelings in the form written on the paper to be enjoyed by the readers and through writing someone can convey the information or message to everyone and give them the evidence to support their ideas and thoughts. Besides it, the students can learn to write in any style of organization writing.

First, writing is viewed as a productive skill. It is considered as a productive skill because its activity refers to the production of written texts. In line with this statement, Harmer (2004) states that writing is an activity that creates ideas or opinion in written form. The most important thing from this view is the students' product of writing. Writing is also viewed as a process. The students need some processes to produce a good written text. Brown (2000) states the process of composing written text as the result of thinking, drafting, and revising. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product. According to Harmer (2004),

writing should be taught through cyclical process, namely planning, drafting, editing, and final version. The process of writing is not linear, but rather recursive. At last, writing can be viewed as a social activity. This view sees communicative competence as involving the mastery of different text types (Richards, 2006). Therefore, the teaching of writing should be able to create opportunities for students to understand and write various kinds of text for the sake of purposeful communication. It is known as genre-based approach.

## **B. Writing Process**

According to Dorothy and Lisa (2004), the six steps of the writing process. Good writers go through several steps to produce a piece of writing.

### 1. Pre writing

- a. Step one: choose a topic. In this step, the teacher will give a specific topics or the ideas to students" writing or the students can choose the topic theirselves.
- b. Step two: Gather ideas. After the students choose the topic, then think about the topic before writing.
- c. Step three: Organise. After the students have the ideas and they want to use it in their writing, choose which idea to talk about the first, which to talk about next, and which to talk about the last.

Based on the steps and technique above, before starting to write everyone need to list the topics and then choosing one of the list of the topic after choosing the topic, getting the idea or information from any source, getting it from a magazine, newspaper, etc. Then organising the ideas and information into a paragraph.

## 2. Drafting

d. Step four: Write. Write the paragraph or essay from start to finish. Use notes about ideas and organization. In this step, after choosing the topic and listing the ideas and the information, organising it to write a paragraph. Reviewing and revising

e. Step five: Review structure and content. Checking paragraph, reading of writing, if any correction in the writing, revising the structure and content of the text. In writing not all correct. If someone write a paragraph there are correction about structure and content in paragraph.

f. Step six: Revise structure and content. If any correction in the step five, use ideas more to rewrite the text, making improvement to the structure and content. Explain it more clearly, or add more details. it also add the information more in the text to support the ideas or give the evidence to make sure the readers. In this step is called editing.

### **C. Purpose Writing**

Writing is used every day, Everyone can write everyday from the students, executives, managers to journalists. Writing is putting thoughts on paper. But, every people have a goal or purpose respectively in writing, including: to inform, to entertain, keep relationships, making the document an event, and expresses feelings or experiences.

According Andika and Gartika (2016), in the book "How to Write in English Correctly" the difference goal of writing will affect what kind of posts that will be created. When writing a personal letter words that are used to be more relaxed or non-formal, while writing scientific papers someone use standard language and formal. Similarly, any writings indicate who the readers, a personal letter addressed to friends and family, while the scientific works is addressed to professors, teachers and institutions.

Writing has two basic objectives: first, to develop language skills in writing to someone can develop and improve their language skills through writing. Second, to develop the skills of writing itself, by continuing to practice writing skills of a person in writing will increase. Therefore, everyone should never be bored to continue to practice, practice, and practice.

## **D. Analytical Exposition Text**

According to Anderson (1997), Analytical exposition text is a type that is intended to persuade readers that something should be in the case. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking.

### 1. Process of Writing Analytical Exposition Text

#### a. Generic Structure

The generic structure of analytical exposition text has three components. They are thesis, arguments, and reiteration.

a). Thesis: Introduce a topic, outlines main idea or point of view to be presented (thesis statement). The writer must tell the reader about the main topic that he/she will write about. You can always find a thesis in the first paragraph of text. In this section, readers can also see why the writer gives an opinion on the subject matter.

b). Argument: Provides the evidence (arguments) to support the thesis statement, each paragraph identifies a particular point, the elaboration may be further description, analysis, justification, giving examples, comparing and contrasting,

c). Reiteration/conclusion: Restates the position, perhaps with some emphasis. This section is always located at the end of the text and is the closing paragraph of the

writing. Reiteration contains reaffirmation of the writer position and opinion on the main topic.

b. Language Features Analytical Exposition Text

a). Using Relational Process

Relationships between and among leaders, workers, followers, partners, etc.

b). Using Causal Conjunctions

Causal conjunctions are conjunctions whose purpose is to explain the cause of something and its effects. Examples of causal conjunctions such as although, in case, as a result, in order, because, despite, and so on.

c). Using Internal Conjunctions

An internal conjunction is a conjunction that connects arguments between two clauses.

d). Using Simple Present Tense

Analytical Exposition text uses the simple present tense because the result of the researcher thoughts contained in the text are the results of current thoughts.

**E. Collaborative writing**

Collaborative writing in a second/foreign language teaching and learning has received much attention from researchers to investigate the role of working together

in performing a task on the development of language learning. The implementation of collaborative writing has gained theoretical and pedagogical supports due to its role to promote language learning. From a theoretical perspective, the use collaborative writing is supported by theories of language learning: the social constructivist view of learning which was suggested by Vygotsky,(1978) and the output hypothesis theory from Swain (1995).

Collaborative writing as an instructional activity has received attention in foreign language learning. Sociocultural theory states that learning occurs through interaction with more able peers or seniors. Research has shown that collaborative writing can encourage learners to focus on the form of a jointly composed text and promote social interaction among foreign language learners. Although there is theoretical and pedagogical support for implementing collaborative writing activities, it is not always successful in practice.

The main problem teachers face in collaborative writing activities is the interaction patterns of students in their contributions and engagement with each other. Research shows that pairs or groups that exhibit collaborative attitudes or expert/beginner positions experience more knowledge transfer and language learning than those that exhibit dominant/passive attitudes. Therefore, it is important to create mutually beneficial interaction patterns in collaborative writing activities to be effective in foreign language learning, which included three types of information about collaborative writing:



1. The definition of collaborative

The definition, pros and cons, and application of collaborative writing (declarative-related knowledge), Collaborative writing is the process and contribution of ideas and effort from each group member at each stage of writing. Collaboration begins at every collaborative writing emphasizes interactive teaching and learning, a departure from the more traditional, teacher-dominated classroom that has been the out of the more traditional, teacher-dominated classroom that has been the norm in Malaysia. Traditional classroom that has become the norm in Malaysia, Ong & Maarof (2013). According to Murray (1992) collaborative writing is essentially a social activity in which writers seek out certain knowledge and views to share in order to produce an essay. Each individual in the team should be responsible for the production of the writing. This involves knowledge sharing, decision making and problem solving.

2. Procedure and technique of collaborative

Procedure and techniques for classroom implementation of collaborative writing (procedural-related knowledge), The goal of this procedure is to encourage the students to engage in an interaction which permits them to generate ideas and obtain additional feedback from the group members. During this process, the students were requested to discuss the problems in writing. Furthermore, the students were asked to produce remark on the content and organisation of the essays. In order to

make sure that the students work effectively on such collaborative activities, guidelines for collaborative learning were taken into consideration. Thus, the teacher will ask the students about collaborative writing. The students will be given the option to choose their own group. The instruction is comprehensive to the students as for the need to work individually first, then in groups.

Examples of successful implementation of collaborative writing in different contexts (conditional-related knowledge), Collaborative writing allows learner to be more critical in their thinking process. Critical thinking is formed through problem solving process. It is nurtured through discussion and peers opinion and evaluation. Hussain (2004) advocated that incorporation of collaboration in learning make students enhance their creative thinking. Mandusic & Blaskovi (2015) claimed critical thinking is improved and developed through collaboration. Critical thinking is regarded as one of the significant goals in learning and education.

In the field of teaching writing, collaborative learning principles have influenced collaborative writing concepts. Collaborative learning principles support learner-centered and active learning approaches that involve group work or pair work in which members negotiate roles, tasks, and responsibilities in solving problems, completing assignments, or creating new products (Inglehartetal, 2002). Initially, the concept of collaborative learning was influenced by several social learning theories (Dewey, 1938) such as social constructivist theory (Vygotsky, 1978), experiential

learning (Kolb, 1984), situation-based learning, and community of practice theory (Lave & Wegner, 1991).

The characteristics of collaborative learning principles integrated into writing lessons include:

- a. Shared intellectual effort and learners' commitment to producing shared tasks
- b. Engagement in the group learning process,
- c. Individualized learning as a result of the group process.

Through collaborative learning and writing practices, learners eventually produce the following four qualities: positive interdependence, simultaneous interaction, individual accountability, and equal participation Dooly, (2008); Dillenbourg, (1999). Collaborative writing practices assume the active role of students and teachers in the classroom as this is in accordance with Vygotsky's theory of constructivism which emphasizes the importance of social interaction. The collaborative writing process, therefore, requires cognitive and social activities that allow students to exchange ideas, knowledge, and skills Baria & Jafari, (2013; Zaky, (2018). In addition, Collaborative writing continues to follow the writing process that includes brainstorming, outlining, drafting, revising, editing, and publishing, the principles and characteristics of integrated collaborative learning that require group formation, delegation of roles and responsibilities of group members in working on collaborative tasks Zaky, (2018). First, there is the single-writer group writing

technique, in which each member is tasked with writing a certain component of a single paper. Second, sequential writing; after finishing their piece, each group member moves on to the next section. Third, parallelhorizontal-division-division writing.

The task is divided into segments and given to each member to complete each segment independently within a given time. The completed segments are then put together to create the final product, which is then reviewed by the members before the final task is put together. Fourth, stratified parallel division writing, in which each team member is given a distinct role to complete in accordance with the writing process, such as being a writer, researcher, reviewer, or editor. Fifth, collaborative writing; each participant contributes according to their role.

Collaborative writing is the practice of working on a writing assignment with a partner throughout one of the writing phases or the entire writing process. Students are expected to gain significant benefits from the activity itself since they can collaborate to exchange knowledge and resolve language-related issues. In order to better understand how working together to complete a task affects the growth of language acquisition, scholars have focused a lot of attention on collaborative writing in the teaching and learning of a second or foreign language. Due to its significance in fostering language learning, collaborative writing has acquired theoretical and pedagogical support. Two main theories of language learning, from a theoretical

standpoint, promote the use of collaborative writing: social constructivism's perspective.

#### **F. Previous studies**

The first previous related to this research by Muhammad Fareed, Almas Ashraf, Muhammad Bilal(2015), the title ESL Learners' Writing Skills: Problems, Factors and Suggestions. Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob, 2014; Mansoor, 2005); Marlina & Giri, (2014; Rahman, (2002). Hyland (2003) believes that performance in language development is subject to improvement in writing skills. A text of an effective ESL writer must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics (Jacobs & L, (1981); Hall, (1988). However, writing is often considered merely a part of teaching and learning grammar and syntax, which resultantly underestimates the nature and importance of writing, and affects its growth.

The research was conducted with an aim to explore undergraduate ESL learners' writing problems, factors hampering development of their writing skills and suggestions to improve their writing skills. Hence, considering the problems, factors and suggestions this study has explored, it can be concluded that Pakistani

undergraduate ESL learners face various problems in their writing but their writing skills can be improved by taking into account the reasons of these problems.

The second previous Graham and Perin (2007) identified collaborative writing is a technique where students work together in planning, drafting, reflecting, and revising their compositions. Mulligan & Garofalo (2008) added the explanation that collaborative writing is a nonthreatening approach for students. It gives the results in purposeful usage of the target language across skills and demonstrable improvements in writing. Teachers are able to accomplish this technique without major logistical disadvantages by preparing systematical guidelines and giving maintenance.

The third previous Andersen, Rebekka, (2011), It can be said that collaborative writing is the team work activity to write as through students' analysis and feedback. Moreover, collaborative writing technique is two or more people working together to produce a written product. Through the social contacts, students learn new ideas and processes that stimulate their development.