

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Previous Study

There are some previous studies related to the topic. Many researches have been done related to writing descriptive text.

First, (Wahyuni, 2017) conducted a research entitled “*Improving Student’s Ability In Writing Through Collaborative Writing Strategy (Action Research at The Islamic Junior High School Muhammadiyah 01 Medan in The Academic Year 2016/2017)*”. Based on the result of the data analysis showed that there was an improvement of the result of the students’ achievement in writing descriptive text from each cycle. After doing Post-Test cycle I, there was an improvement of the result of the students’ mean was 65,7. Where, 11 students who got successful score criteria above 70 or it was only 50 % and 10 students who got unsuccessful score criteria above 70 or it was 50 %. Then, doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students’ mean was 80,5. Where, 18 students who got successful score criteria above 70 or it was 86 % and 3 students who got unsuccessful score criteria above 70 or it was 4 % . . In other words, the students’ achievement a writing descriptive text was improved. It showed that the expression and excitement of the students were also improved.

Second, Izza (2014) conducted a research entitled “*The Effectiveness Of Cooperative Learning : Give One, Take One Technique For Teaching Writing of descriptive Text* “ ( *Quasi Experimental Study of the Tenth Grade Students Of SMA N 1 Purwodadi In The Academic Year 2014/2015*). In the pre-test, the mean score of the experimental group was 60.175 and the control group was 60.15. After the treatment, the result of post-test of the experimental group was 73,25 while the control group was 64.525. The result of the t-test of mean difference was 10.929 and t-table was 1.67. It means that t-value is higher than t-table ( $10.929 > 1.67$ ). That means that the technique was effective enough to be used in teaching descriptive text.

Third, Pramono (2014) conducted a research entitled “*The Effectiveness Of Collaborative Writing Method In Teaching Writing At Mts. Assyfi'iyah*” (*Pre- Experimental Study of he Tenth Grade Students Of SMA N 1 Purwodadi In The Academic Year 2014/2015*). The result showed that 1) The mean of the students’ score of writing descriptive text taught without collaborative writing as method is 50.82. Meanwhile, 2) The mean of the students’ score of writing descriptive text taught with collaborative writing as method is 74.85. 3) The T-value of SPSS was 40.22, whereas Ttable with significant level 0,05% was 1.694. So, The T-value was higher than T-table ( $40.22 > 1.694$ ).

Forth, Supiani (2011) conducted a research entitled “*Improving The Students’ Ability In Writing Descriptive Texts Through Collaborative Writing Technique (A Classroom Action Research at Grade VIII A Students of SMP Negeri 1 Pelaihari, Tanah Laut Regency, South Kalimantan Province in the Academic Year of 2010/2011)*” The research findings are described in line with the problem statements as follows: first, by using collaborative writing technique the students’ ability in writing descriptive texts improves. This is proved by the significant increase of the mean score of the post-test cycle 1 and post-test cycle 2. Third, based on the results of the research there are the strengths and weaknesses. The strengths are: (1) CWT can improve the students’ writing ability because they do in pair with his/her partner and every step of writing helps them to write better; (2) the students have become more motivated to study English; (3) the students have higher self-confidence and felt happy because the students were also actively involved in working in a pair; and (4) it builds the teacher or the collaborator’s awareness that there are many varied ways which can be used in teaching learning English. Besides, the weaknesses are: (1) the students have to spend a long time to complete every step of writing process in the classroom; (2) the condition of the class is noisy; and (3) sometimes the pair has different opinions or arguments in developing paragraphs so it can make a difficult working situation or poor finished product.

Five, Tacazely (2015) conducted a research entitled “*Diagram Labeling to Enhance Student’s Writing Skill in Report Text ( An action Research of Eleventh Grade Students of SMA N 1 Juwana in Academic Year 2014/2015)*”. The results of the study showed significant improvement of the students’ achievement in writing a report text. It is proven by the average results in every test; initial formative assessment (63.1), cycle 1 formative assessment (76.72), and cycle 2 formative assessment (80.47). Moreover, the result of the observation checklist showed that diagram-labeling was effective to improve students’ motivation in writing a report text.

Based on the previous study above can be concluded that the use of method is affective for teaching and learning process of language skills. Beside it, using technology as the media and became part of teaching and learning process will give many advantages for both students and teachers. So, the researcher will conduct a research that is aimed to improve students writing skill in descriptive text by using collaborative writing method.

## **2.2. Theory of The Study**

### **2.2.1. Writing**

There are many definitions of speaking that have been proposed by experts in language in language learning. Harmer (2007: 255) state that writing text has a number convention which

separate it out from speaking. Within language system, writing relies on many of the same structure of speech, such as vocabulary, grammar, and semantics, with the add dependency of a system of signs or symbols, usually in the form of a formal alphabet. In addition, writing includes all language system. In the category of language skill, writing is the most difficult skill between speaking and reading. Listening may be have same level of difficulty with writing skill.

Writing also almost same with reading, like Steva Graham and Doleres Perin (2007:7) said that writing is sometimes seen as the flip side of reading. It is often assumed that adolescents who are profecient reader must be proficient writer too. If this were the case, then helping students learn to read better would naturally lead to the same students writing well. However, although reading and writing are complementary skills whose development runs a roughly parrarel course, they do not necessarily go hand in hand. Many adolescents are able to handle average reading demands but have severe difficulties with writing.

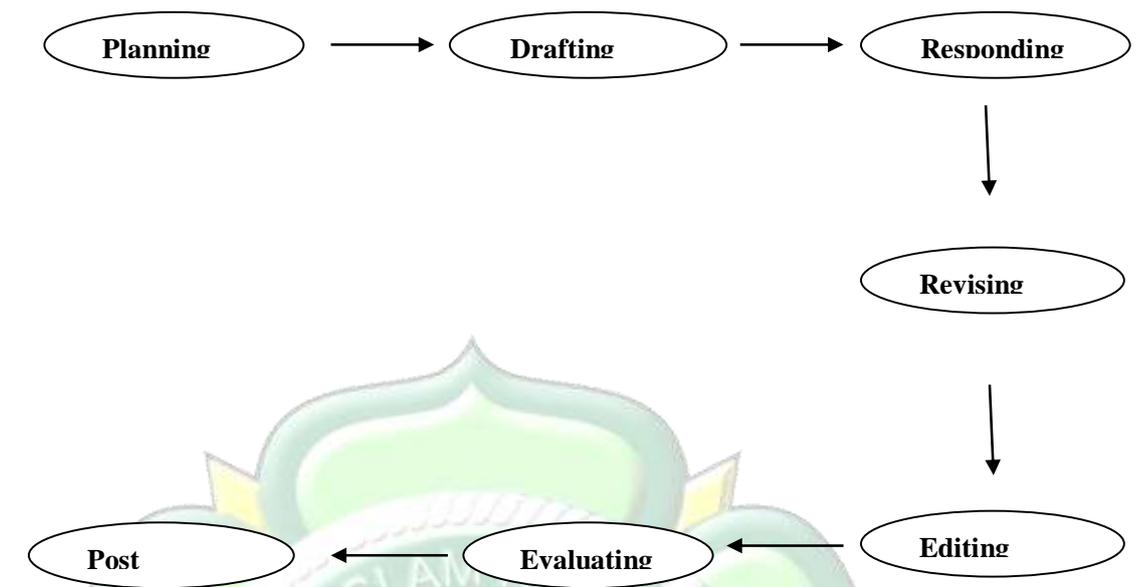
From the explanation above. It shows that writing need a good structure, we need to know about the vocabulary, grammar, and punctuation to deliver our idea in the writing. It shows that to write the good writing, some one should practice and try to write.

### 2.2.2. Process Writing

In the teaching of writing we can focus on product of that writing or on the writing process itself. Most teacher use a process to teach writing. The process involves several steps to guide students from the beginning of writing to creating a finished piece.

Harmer (2007:326) state that in its simplest form, a process approach of writing asks students to consider the procedure of putting together a good piece of work. For example, discuss the concept of first and final drafts with our students and ask them to say whether the activities listed here take some place at first or final stage, and put them in the best order. So, teachers must use some steps to provide structure and continuity in all forms of writing.

Richard & Renandya (1957:315) process writing as a classroom activity incorporates the that four basic writing stage- planning, drafting (writing), revising (redrafting) and editing- and three other stage externally imposed on students by the teacher. Namely responding (sharing), evaluating and post writing. Process writing in class is structured in learning process. Teachers often plan appropriate classroom activities that support their learning especially in writing. The planned learning experience for students are :



### **Planning (Pre-writing)**

Pre-writing is any activity in classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank Page toward generating idea and gathering information for writing. The following activities provide the learning experiences for student at this stage:

#### **1. Group Brainstorming**

Group member spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover the familiar word or move to other word to engage the sentence.

#### **2. Clustering**

Students form word related to a stimulate supplied by the teacher. The word are circled and the linked by lines to show discernible cluster. Clustering is a simple yet powerful strategy. Rapid Free Writing the students freely and quickly write down single word and phrases about a topic. The time limit keep the writer' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

### **WH Questions**

Students generate who, why, what, where, when, and how questions about the topic. Most such question can be ask the answer to first string WH questions, and so on. This can go on indefinitely.

### **Drafting**

Students put their ideas on paper. The purpose of the rough draft is for the students to focus on his/her ideas and get them on paper without the distraction or fear of making mistake in grammar, capitalization, punctuation, or paragraph structure.

classmates share their rough drafts then make suggestions to each other for improvement. They help each other understand the story by asking who, when, where, why, how questions. They look for better words to express ideas and discuss among themselves how to makes the writing clearer.

### **Responding**

Responding to students writing by the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.

### **Revising**

When the students revise, they review their text on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to reader. Revising is not checking language errors. It is done to improve global content and organization of idea so that the writers made clearer to reader.

### **Editing**

At this stage, students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as questions.

### **Evaluating**

In evaluating student writing, the scoring may be analytical. In order to be effective, the criteria for evaluation should be made known to students advance. They should include overall interpretation of the task.

### **Post Writing**

Post writing constitutes any classroom activity that the teacher and students can do with the completed piece of writing. This includes

publishing, sharing, reading aloud, transforming text for stage performances displaying text on notice-board. The post-writing stage is a platform for recognizing student's work as important. It may be used as a motivation for writing as well as hedge against students finding excuse for not writing. Students must be made to feel that they are writing for a very real purpose.

Richard & Renandya (1957:317)

### 2.2.3. Descriptive Text

Descriptive text is a text that gives information about particular person, place, or thing. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description a particular of thing, animal, person, or others. Descriptive text is one of genre text. This text is one of the texts that have to be taught to junior high school students. It is hope the students in junior high school will communicate each other in written form of communication. Descriptive text is difficult enough ton learn by students.

Similiar with the other genres, descriptive text has generic structure. Agus Siswanto and Rohmadi (2011:14) state that generic structures of descriptive text are:

1. Identification (introducing the subject) : tells what the General introduction about the subject in the text.
2. Description : tells what the characteristic of the subject. For example about

- a. Physically
- b. Quality
- c. Behaviour or habit
- d. specific characteristic.

They (Siswanto and Rohmadi (2011:14) also state that Descriptive text has significant lexico grammatical features:

1. It has spesific word/ clear. Example : my car, my dog, my new house ( car, dog, new house is forbidden)
2. The things are unique
3. Use simple present tense
4. Detailed Noun Phrase to describe something in detail
5. Many adjectives. It is describing, numbering, and clasificaying
6. Using Feeling verb and Thinking verb
7. Using action verb
8. Use Figurative language

Similiar with other text types, descriptive text has specific generic structure and language features. The students should understand about the characteristic of descriptive text in order to write a good text.

#### **2.2.4. Collaborative Writing**

Collaborative writing involves is student pairs or triad write a formal paper together. Each student contributes at each stage of the writing process: brainstorming idea, gathering and organizing information and drafting, revising, and editing the writing. Barton &

Klint (2011: 320) said that modern students have access to useful software that makes group work much easier to manage, even if your group members are unable to meet in person outside of class. By collaborative writing, the students can study in out side class. They can study everywhere by technology.

Working together can help students to learn and perform the stage of writing more effectively. Additionally, students typically writer better and take more pride in the writing when they are writing for audience. Finally, since many professions require collaborative writing, this tehnique can help prepare students for tasks they will have in their careers. Patricia (2005:256) Prepare for this collaborative writing as you would to assignment into managable chunks and estibilish intern due the dates to help teams structure the writing process and learn from each step. The procedure of collaborative writing are:

1. Students form pairs or triads at your direction or by choosing partner and then generate ideas by brainstorming together or conducting premiliary research.

Together, students organize their idea and create an online.

2. Students divide up the outline, selecting or assigning sections for each student to write initisl drafts individually.
3. Teams read first drafts and discuss and resolve any significant disparities in voice, content and style.
4. Team combine individual sections into a single document.

5. Team revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation.

From the procedure above, collaborative writing is easy to be applied for junior high school students. It said so because the collaborative writing are so clear and easy to do. In additionally, collaborative writing give new method to the students to improve their writing skill.

### **2.2.5. Collaborative Writing in Online Implementation**

This collaborative learning technique adapts easily to the online environment. Once group are formed, students can communicate through web sit messaging, e mail, instant messaging, or telephone. Luna & Ortiz (2013:132) collaborative writing is student teams up with one or more peers to go through the writing process. As they work together to write, they can send their contributions as e-mail attachment and monitor individual contributions using the tracking feature available in standar word processing progams or simply use different font style. If collaborative writing is an essential and intefral component of your class, you may wish to investigate collaborative writing software that can facilitate the process.

### **2.2.6. The Advantage of collaborative Writing**

Collaborative writing has some advantages. Base on Bikowski & Vithange (2016:80) the advantages are:

1. Collaborative writing can be broken in the features on mutual interaction, conflict, and share expertise.
2. Identify four different types of interaction between pairs: collaborative, dominant passive, dominant active, and expert students.
3. Support or guide each other in writing process.
4. Students are able to better understand discourse structure, grammar and vocabulary usage.
5. Collaborative writing can help the students improve the writing in content, organization, and vocabulary over individual writing.
6. Collaborative writing can ultimately lead to higher quality writing.

### **2.2.7. Teaching Descriptive Text Writing By Using Collaborative**

#### **Writing**

The explanation below in the procedur of teaching writing descriptive text by using colaborative writing techique:

First : introduce students about the concept of collaborative writing and tell them about the advantages of collaborative writing in writing skill, especially descriptive text.

Second : at the first meeting, the writer give explanation about descriptive text and procedure of collaborative writing

technique. After that, the researcher asks the students to find and identify the generic structure of the text given.

Third :the researcher asks the students to read and understand about the example of descriptive text.

Fourth :students are given a chance to make descriptive text individually. After that, the researcher ask to compare the result with a group,

Fifth :students have to retell related the text to make sure that collaborative writing helps them in writing skill.

In short, in the beginning of teaching writing skill through collaborative writing, students are explained about the concept and the process of collaborative writing and advantage of collaborative writing. Next, they are divided into some groups to discuss about their writing. After that, the students have to present their writing in front of the class.

#### **2.2.8. Research Framework .**

In learning English, the students have problems especially in writing. Some students think that writing is difficult subject. They also have to make the sentence that connects with other sentences. The achievement of materials depends of the teacher's strategy or technique in teaching activities. In English language teaching especially in writing. Teaching writing is not easy job for the teacher. The teacher should consider about the rule, elements,

and system of writing. When doing the job the teacher should provide method as a model to stimulate the students to write. In teaching writing a descriptive text, the teacher should provide method as model. It can be real thing or others. The students probably have difficulties in writing descriptive text because descriptive text is a scientific writing in which they have to describe a thing specifically. The teacher needs method in teaching.

To solve the problem, the teacher should have an alternative strategy or technique in teaching and learning writing especially in descriptive text. Collaborative writing has great influence in improving students writing skill in descriptive text, because collaborative writing in descriptive text does not only contain of the thing, but also it contain a spesific thing. Seeing the potential, the writer decides to conduct a true experimental research to use collaborative writing to improve students' writing in descriptive text.

