CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is the activity of pouring thoughts, feeling, and thinking using writing language as a media. Writing is also the creative process of creating things. Writing involves thinking, idea and opinion. Through writing, people can communicate their feelings and ideas as well as remember facts and ideas. Besides that, people can communicate with their friends using written language, for example by using an email or a short message. According to Gaith (2002: 1), writing is a complex process that allows the writer's thoughts and ideas; and makes them visible and concrete. Writing can help encourage thinking and learning. It helps people communicate more effectively and allows them to think more critically when they write down their ideas. This allows them to examine, reconsider, add to, rearrange, and change them.

Writing is important to be mastered by the students. The student's mastery of writing is based on their engagement in the process. Mastering writing by the students based on student activity; they should have a clear idea of what their writing will be and what they plan to write about. They need to focus on what they want to say in order to deliver the information effectively. Moreover, Graham (2008:4) states that students need to know about the characteristics of good writing and the different aims and form of writing to become effective writers. Writing is also creativity in making something. It means writing can involve thinking, ideas, and opinions students write.

Writing can be described as a language skill to communicate indirectly, whether people cannot face each other face to face to express. Writing thoughts is not easy for most people and plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to others. The close relationship between writing and thinking makes writing a valuable part of any language course. Writing allows us to express our ideas and thoughts in our attempt to create meaning. Writing itself means the complex skill because there are multiple aspects to consider such as content, form, grammar, style and coherence. It means that the author must use good grammar and vocabulary to write well. When someone has the ability to express their ideas in a sentence, in a grammatical and effective way, writing can be fun for the readers, because they can easily understand it.

Sometimes people think of writing as a hobby. Writing allows them to create something in writing. For example, people can write lyrics, poem, stories and novels and even give someone advice or criticism through writing. In short, people write to learn, usually for private purposes, and then people write to communicate, usually for public purposes. The function of writing is also can be as a self-expression. Perhaps at the people kept a journal or a diary in which recorded our feelings and impression. When the people have finest moment, sweet memories, sad ending, or something that make them happy, they record them into a note or diary. Although that is not being published, but it is proves that writing is self-expression.

Based on the theory above, the criteria are an important thing to be taught by students to get good writing. Regarding the importance of writing, particularly in

sentence writing, in writing sentences, in truth most students in junior high school still have a difficulty in writing. According to Hyland (2003:9), writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her views on a topic. Writing must be constructed more carefully, concisely, and coherently to ensure the meaning is clear. Students must learn about the characteristic of good writing before they begin writing. Writing in English requires mastery of structure as well as organization. As result, students must master the fundamental of writing. They should understand grammar, sentence structure and others which means they should be able to construct grammatically correct sentence.

Writing is the most important skill that the students must have, but students in SMPN 2 Selat still have difficulty when they want to write. Based on an interview with the English teacher of class VIII, the teacher said "many students still had a problem in writing especially in writing descriptive text. When the teacher asked the students to write a descriptive text, the students of the eighth grade seemed still confused about what they should write and they sometimes had difficulty when expressing their idea in writing and they often got difficulty to choose appropriate words or vocabulary and they did not know how to develop their ideas and organizing their idea into a good text". So, it makes the eighth-grade students at SMPN 2 Selat had low ability in writing descriptive text.

There are some suitable techniques for teaching descriptive text to solve the problem of the eighth-grade students of SMPN 2 Selat by using mind mapping technique, guided writing technique, and collaborative writing technique. The researcher chooses a collaborative writing technique because the students need to

discuss with a group or pair so that everyone can receive the same information and they can share their ideas. Collaborative writing technique offers a real learning environment where students do not only develop their writing, but also critical thinking and decisions making skills. So that, the researcher decided to use collaborative writing as a technique to help students to improve their writing of the descriptive text.

According to Grgonic et al. (2005:40), collaborative writing technique is a powerful way to write that helps students cooperate, think critically, learn, and participate actively in the writing process. Collaborative writing technique allows students to learn multiple language skills more effectively than working alone. Collaborative writing technique is a way of working together as a group in order to produce a text. According to Stroch (2011: 275), collaborative writing technique as the production of a text by two or more writers in collaboration. The student writes based on what the teacher asks, and then they help one another to correct it. This end result is a product that is more meaningful and valuable. Group interaction and effective decision-making are facilitated by the use of common tools, which in turn helps students write more effectively.

In conclusion, using collaborative techniques is the best way to come up with new ideas in the teaching-learning process. The collaborative writing technique helps students to plan what they want to write before developing it into sentences and a good descriptive text. This teaching technique could help the teacher in guiding the student's learning process; the teacher simply gives the topic and the students write a descriptive text together. The researcher has chosen a collaborative writing technique to help improve the student's writing ability. That

is why the researcher decides to conduct research entitled "Improving Descriptive Text Writing Ability of the Eighth-Grade Students of SMPN 2 Selat in Academic Year 2022/2023 through Collaborative Writing Technique".

1.2 Research Problem

Based on the background of the study the students still have difficulty in writing descriptive text. When the teacher asked the students to write a descriptive text, the students seemed still confused about what they should write. They sometimes had difficulty when expressing their ideas in writing descriptive text and they often got difficulty to choose appropriate words or vocabulary. By using the right technique it could be a good solution to solve the students' problem. Furthermore, a technique that was expected to make their writing's skills improve. Collaborative writing technique was a technique that could be used to improve the students' writing ability. In addition, the present research problem could be formulated in the form of a question as follows: can writing ability of the eighth-grade students of SMPN 2 Selat in the academic year 2022/2023 be improved through collaborative writing technique?

1.3 Objective of Study

The research was conducted to solve the problem that was faced by the students in writing by applying an appropriate technique. There were so many different techniques to improve students' achievement in writing. To make this study has direction, it needed to set a goal to be achieve. Based on the problem of the study, the students had difficulties in writing descriptive text, the students

seemed still confused about what they should write. The present study was conducted to answer the research question which has been previously determined. The main objective of the study is to find out whether or not the writing ability of the eighth-grade students of SMPN 2 Selat in the academic year 2022/2023 can be improved through collaborative writing technique.

1.4 Limitation of the Study

Teaching writing involves complex analysis and criteria. There are many problems in writing. In addition, many techniques could be used as the solution to fix the problem in writing. It was really important to limit the study to avoid difficult discussion. The problem with writing ability is its complexity and broadness. The present study was limited to use collaborative writing technique to improve the writing ability of the eighth-grade students of SMPN 2 Selat in the academic year 2022/2023. The curriculum used in the present study was curriculum 2013. The researcher needs to know the syllabus used in the school to make a lesson plan. The present study would focus on the fourth main and basic competencies since it was writing skills.

The fourth basic competency was composing short and simple oral and written about person, thing, and animal according to a social function, text structure and language features correctly and contextually. Therefore, writing ability in the present study focused on composing descriptive text that describe a person and an animal and consisted of generic structure: identification and description. Furthermore, it should fulfil the scoring rubric criteria by Oshima and Hogue (2007), which focused on format, punctuation, and mechanics, content

organization, and grammar and sentence structure. Moreover, there is a picture of a person, and an animal as a media to help the students to generate their idea. The students are required to describe the picture of a person or an animal that was provided and follow the criteria of a good text based on the scoring rubric.

1.5 Significance of the Study

The paid attention to using collaborative writing technique to improve the writing ability of the eighth-grade students in SMPN 2 Selat in the academic year 2022/2023. The research findings are expected to provide theoretical and practical information about the importance and usefulness of collaborative writing technique when teaching writing, especially if the student wanted to describe something. Both theoretical and practical were necessary in order to ensure that the present study would have positive impacts. The text is well-written and provides strong support for the explanation that was presented. The theoretical and practical significance could be defined as follows:

Theoretically, the research study was aimed to strengthen and the theories was writing. In addition, knowledge of the purpose of writing and collaborative writing technique. The research found that using the collaborative writing technique can help students improve their writing skills. The theory used in this study can enrich existing references and support interpretation. The present finding could be helpful to the other researchers in the future if they wanted to conduct classroom action research, improve their writing skills and collaborative writing technique. Therefore, the theories could assist and help the teacher understanding and develop the technique for the teaching and learning process.

Practically, the finding of the present study expected to have benefits for the teachers, students, and other researcher. This study is expected to help teacher solve the student's problem of gathering and organizing ideas in descriptive text based on the criteria based on the criteria needed. On the other hand, the findings were expected to motivate the students to improve their writing skills. This technique could be used continuously in school to improve the quality of the teaching and learning process. After studying this study, other researcher will be able to use the classroom action research design and collaborative writing technique to conduct their research.

1.6 Definition of Key Term

The definition of key terms in the present study is aimed at minimizing confusion and misunderstanding for the reader. In this study, the term scientific research is too broad and explained many things, it was important to make it specific what would be the study variables. The definition did not give a clear explanation. The definition of writing, and collaborative writing technique was describing the definition of writing. In order to better understand this study, some key terms are explained, in terms of how they are used in the study which is operationally explained as follows:

1. Writing ability

   Writing ability in the present study is operationally defined as the ability of the eighth-grade students of SMPN 2 Selat in the academic year 2022/2023 to write a descriptive text that vividly describes something and to express emotion

clearly and the text consists of 15-20 sentences which consist of a complete generic structure: identification, description and conclusion.

2. Collaborative Writing Technique

The collaborative writing technique is a way for writers to share their ideas with each other. This writing technique is used to improve the writing ability of eighth-grade students at SMPN 2 Selat in the academic year 2022/2023. They can share their ideas with each other to improve their writing skills. In this technique students divided into pairs and they write an outline and organize their ideas based on the topic, students selecting parts of the sections for each student to write initial draft individually, teams combine individual section into single paper, after that the group collect the outline and revise and edit their work they check the grammar, and the content as well, after the final edit, the group submit their paper to the teacher.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of some of the theories related to the study. To conduct a scientific study, it must have a solid understanding of its theory. Furthermore, it is also important to the concepts and theories that will be used as a standard in every research. To help understand the research problem, some theories related to writing skills and the strategy used were reviewed. The researcher used information from other studies to support their current work. This study was based on the following theoretical framework: writing skill, descriptive text, collaborative writing technique, and assessment of writing. They provide a guide on how to approach a problem or situation. They provide a structure for thinking about a problem or situation. They provide a model for solving a problem or situation.

2.1.1 Writing Ability

Writing is an important skill that can be used to communicate effectively. Students should learn how to write well so they can communicate their ideas effectively. It is also often difficult for students to learn to write in English, given that they are expected to produce a text. It is because writing is a complex process of problem-solving, which involves controlling the text, planning the arrangement of thought, and gathering data on the goal. It means that when creating paragraphs and texts of good sentences, it takes difficult thoughts to write in order to generate ideas, words and sentences at the same time.

Harmer (2004:22) states that writing is one of productive skills which has to be both coherent and cohesive in particular writing. Coherent writing can make sense if the sequence of ideas and points; meanwhile, cohesive writing is concentrated on the technical matter about how the ways to connect ideas across phrases and sentences. Taylor (2008:2) states that if the students are to push themselves to expose what they know about subject that become their focus.

According to Harmer (2004:4-6), the process of writing has four elements, they are as the following:

1. Planning

   In the first place, the writers have to consider the purpose of their writing not only the type of text they wish for the procedure, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of the language, for example, it is formal or informal in tone. Thirdly, writers have to sequence the facts, ideas, or arguments that they have decided to include.

2. Drafting

   Students can refer the first version of a piece of writing as a draft. As the writing process proceeds into editing, and a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

   Reflecting and revising are often helped by other readers (or editors)

who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version, this may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

According to Zemach and Rumisek (2003:3), when the students write, they do more than only put words together to make sentences. It means they should follow several steps to produce a piece of writing. There are prewriting and drafting stages of writing. Review and rewrite. In pre-writing, the students choose a topic, gather ideas, and organize those ideas. The students write the entire paragraph from beginning to end. The students review the structure and content of the work, looking for ways to improve it. They can exchange their paragraph with their friends to see if they can find the mistake in their paragraphs. Furthermore, in rewriting, the students revise the structure and content, proofread to check spelling, grammar, and diction, and make final corrections.

According to Oshima and Hogue (2007:15), the process of writing has roughly four steps. The first step is to generate ideas and plan what would be to say. In this step, the writers choose a topic and begin to collect their ideas to explain the topic. The second step is to organize. In this step, the writers outline their ideas in a simple structure. The third step is to write. In this step, the writers write a rough draft as a guide from start to finish. The final step is polishing. In this step, the

writers edit their rough draft to make it as polished as possible. Taylor (2009:4) states that for most writers writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be a difficult task, which may not become easier with time.

On the other hand, Wallace et al. (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among the various activities that can be done to help learn and remember information, note-taking, identifying a central idea, outlining, drafting and editing are some of the most important. The writer should be aware of the past and use it to inform and express what has happened. The writing should be well organized so that the reader can understand. Teachers who understand the importance of writing for learning in many content areas intuitively understand that writing helps students connect their thoughts, deepen their content knowledge, and communicate with others.

According to Broughton et al. (2003:116), when the writers write, unlike when the writers talk. The writers have pursued an activity that is usually private and public at the same time. It is private because the acct of composing is solitary by but public because most writing is intended for an audience. The act of writing differs from the act of talking in that it is less spontaneous and more permanent, and the resources available for communication are fewer because the writers cannot interact with the listeners and adapt as they go along. Because of this, writing conventions tend to be less flexible than conversational conventions, and the language used tends to be standardized.

Writing is an important form of communication in day-to-day life, and it is especially important in high school and college. Although in everyday life people always communicate orally, the written form helps people to communicate directly or indirectly in some situations. Pollard (2008:51) states that the process of writing, as the name suggests, focuses on the process rather than a final product. Meanwhile, in teaching writing, the teachers should consider on some factors which influence the organization of writing such as structure, grammar, spelling, mechanics and organization of ideas. Writing is not only a product, but it goes through a process. A good writing pays attention on the process itself; furthermore, the process of writing.

To summarize, writing is thought to be one of the most difficult skills a student can learn because they need to develop their ideas in writing and also master important English components such as grammar, vocabulary, punctuation, spelling, and content. Writing involves following a specific sequence in order to produce a finished piece of writing. The students find it very useful to communicate their ideas in written form so that everyone can understand them. To help the students become more engaged in writing, we provide opportunities for them to express themselves.

2.1.2 Descriptive Text

Descriptive text is the arrangement of descriptive paragraphs. In describing an object, it is better to give a detailed description in a form of concrete and specific. A descriptive paragraph explains what some or something looks like. According to Zaida (2009:9), descriptive text is used to describe a particular person, place, or thing. Descriptive text is used to describe a certain place, person or thing. It can be

about smell, sight, senses, taste, shape, size, atmosphere, appearances, feelings and touching or hearing. In describing an object, a concrete and specific of description form are needed. The social function in describes a particular identification to identify the phenomenon to be described. The description is to describe the phenomenon in parts, qualities, or/ and characteristic, meanwhile conclusion is the repetition of identification and description, it could be written or not.

According to Wardiman (2008:16), descriptive text is a text that describes the features of someone, something, or a certain place. So, based on the description explanation above, it can be concluded that when writing descriptive text, the writer must be able to explore their idea into a text, in order to create a good description. The descriptive text allows the reader to feel the object. A writer of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. In short, writing a descriptive text is a method of picturing images verbally in speech or writing and arranging those images. So that, the reader can imagine about the object to be described.

In addition, Smalley, et al. (2001:66) state that descriptive text uses sensory details to paint a picture of a place, a person, or an object. The details in the descriptive text should not only be logically arranged but also vivid. As a painter with words, the writer must give the reader as precise a picture as possible; otherwise, the reader will have only a vague sense of what we are describing. To make the details more vivid, we need to modify them (Modify means to restrict or narrow down the meaning). A good description should begin with close observation. The observation should be recorded with specific details to touch the reader's sense, to picture out clearly of what is being described.

Descriptive text is a text which lists the characteristics of something or someone and description is a mode of expository writing which is relied upon in other expository modes sometimes in imagining a purely descriptive essay. In a narrative, for example, a description can make the settings of characters more vivid: in a process paper, it ensures that the audience understands the finished product. Regardless of how we use description, it is easy to see that it strengthens an essay considerably. A description employed to make event live within the reader's mind. Hence, the students are expected to be able to understand and produced a good descriptive text on their own.

Knapp and Watkins (2005:98) define a descriptive text as a kind of text which purpose is to describe a particular person, place, and thing in detail. The purpose of descriptive text is to give an account of imagined or factual events and phenomena (Hyland, 2003: 20). Descriptive text is commonly used in personal descriptions, common sense, description, technic descriptions, informal reports, and scientific reports. Descriptive text can be found both in text and part of the text in another genre. Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts, and narratives about the sense of place or character (Knapp and Watkins, 2005: 98).

Generic structure in descriptive text has its structure. The generic structure of the descriptive text is identification, description and conclusion (Emilia, 2011:27). Generic structure of the descriptive text is Identifications, the first part is used to introduce the phenomenon of thing which will be described or provides information about the subject matter, and the second part is usually used to describe the parts of qualities, characteristic of the subject (Knapp and Watkins: 2005). In this part,

Emilia (2011: 27) explains that the writer also writes some aspects, such as: description as aspects: lists and elaborates on the part or qualities of the subject matter. Description of activities: could be behaviors, functions, or uses of the subject described. The third part is conclusion, it is optional and it may be included or not. In this part, the sentence concluded the paragraph or restate the identification.

The generic structures of a description are as follows:

1. Identification: identifies the phenomenon to be described

2. Description of features: describes features in order of importance:

3. Conclusion: restate the identification

4. Parts/things (physical appearance)

   - Qualities (degree of beauty, excellence, worth/value)

   - Other characteristics (prominent aspects that are unique)

5. The generic features of the description are:

   - Verb in the present tense

   - Adjective to describe the features of the subject

   - Topic sentences to begin paragraphs and organize the various aspects
     of descriptions.

In conclusion, descriptive text is a kind of writing that tries to put a picture in the reader's mind. It tells how something looks or sounds or tastes or smells or even feels. A good way for the writer to learn how to write descriptive text is to start with a definition that is really a brief description in answer to the questions. The ideas can be written in several types of text, such as narrative text, descriptive text, recount text, etc. A description is a text that contains three components namely

identification, description and conclusion. The identity is to identify the object to describe, At the same time, descriptions are objects that describe parts, qualities, and characteristics that are part of a descriptive text is a written English text in which an object is introduced by its author, and conclusion is restate the identification. In this text, an object can be a concrete or abstract object. It can be a person, an animal, a tree, a house, or a camp. It can be any subject.

2.1.3 Collaborative Writing Technique

The collaborative writing technique is a process of working together to create a piece of writing. Other collaborators monitor every level of writing by providing feedback and notes of improvement in the form of tests. It has been corrected by the authors based on the assessment of the collaborators. And so, the final step is to come. The product of the collaborative writing process is the jointly produced and shared text, a text that cannot easily be reduced to the separate input of individuals (Stahl 2006:2). As such the text produced is also jointly owned, with all writers sharing in the ownership of the text produced. The collaborative writing technique involves two or more people working together on a writing task.

According to Graham and Dolores (2007: 24), the collaborative writing technique involves peers writing as a team. In approach, a higher achieving student is assigned to be the helper (tutor) and a lower achieving student is assigned to be the writer. According to Johnson (2009:10), collaborative writing is a small group that should be structured to make sure that each student is required to contribute at least one idea to brainstorming, topic statement development, summarizing, or other aspects of the writing. Further, Supiani (2011) states collaborative writing

technique deals with a writing process in which a process is done in pairs (writer and helper) to create descriptive text based on the step of collaborative writing. According to the theories above, using a collaborative writing technique in the descriptive text is being written by one writer and a helper.

According to Barkley (2005:4), the collaborative writing technique is the technique that students in pairs or triads writes a formal paper together. Each student contributes at each stage of the writing process, brainstorming ideas, gathering and organizing information, and drafting, revising, and editing the writing. In spite of that collaborative writing, the technique is working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. With these attributes, groups can be classified as informal and formal. Informal groups are formed quickly and randomly and are primarily used in onsite classes as a break out to a longer class activity. A teacher might ask students to work with others to respond to a question, solve a problem, or brainstorm ideas.

Formal learning groups are created to achieve a more complex goal. They might last from one class period to several weeks, it takes to complete a specific task or assignment such as writing a report or developing a presentation. The purpose of formal groups is to accomplish shared goals, capitalize on different talents and knowledge, more thoughtful and intentional regarding group membership. Onsite collaborative writing typically involves two or six students. Many time pairs work best, especially when the teacher instruct the students to write a product. Group of six students work almost as well, but as groups get larger, they might be not focused. Generally, researcher suggest that collaborative writing

should be small group so that students can participate fully and build confidence in one another.

According to Barkley (2005:189), there are several procedures that should be done to implement collaborative writing technique in teaching writing. The procedure of teaching writing are as follows:

1. The teacher divides the students into pairs or triads.

2. The teacher asks the students to write a descriptive text based on the topic.

3. Students organize their ideas and create an outline.

4. Students select parts of the sections for each student to write initial drafts individually.

5. The teacher reviews the first draft and gives some comments and suggestions.

6. Student 2 writes the second draft and student 1 reviews the second draft.

7. Teams combine individual sections into a single paper.

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

9. After the final edit, the team submits their paper to the teacher for assessment and evaluation.

2.1.4 Assessing Writing

Assessment is the process of evaluating learners' progress in learning; it is also the feedback of the results of teaching and learning. According to Carter and Nunan (2001:138), assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language

learning programs for various purposes. Assessment is important in the early stages of a student's lameness so that the teacher knows the student's writing abilities and where improvement is needed.

Giving feedback and scoring student writing is an important part of assessing students' writing skills. Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. The English teacher needs to provide an assessment that reflects what the students have learned in the class. The assessment of writing is scored using rubrics. In addition, Alderson and Bachman (2002) state that writing tests involve at least two basic components: one or more writing tasks, or instructions that tell test takers what to write, and means of evaluating the writing samples that test takers produce.

Miller et al. (2009:28) state that assessment is a general term that include the full range of procedures used to gain information about students learning (observation, rating or performance or project paper and pencil test) and the formation of value judgment concerning learning progress. Thus, the assessment measures students' improvement in understanding the material and shows the effectiveness of teaching and learning processes. The assessment also gathers information about students' improvement, student's motivation, and faces the student's problems in mastering the material.

Brown (2004:218) states that the assessment of writing is no simple task. Teachers will notice students' overall writing skills improvement by giving regular writing assignments to them. In assessing students' writing ability, it is important to be clear about what the objectives or criteria are. For example, many teachers might want to judge a student's handwriting ability. Correct spelling is important in

writing sentences that are grammatically correct. The paragraph should be constructed logically and the idea should be developed in a persuasive manner. Coffin et al. (2003:2) express that in assessing writing, teachers focus on both the content and the form of the writing, which is the language use, the text structure, the construction of argument, grammar, and punctuation.

Fulcher and Davidson (2007:27-28) argue that assessment and learning are integrated within the classroom. Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. In the classroom, the assessor is therefore deeply involved in the assessment, and cares about the outcomes of the assessment. The assessment is done to figure out the student's ability. Although the main purpose of learning is to increase student's knowledge without any interference from assessment, the improvement will never be known.

In order to ensure that students are achieving the goals set for them and that the teaching-learning process is effective, assessment is necessary. Hyland (2003:212) states that as a result, an understanding of assessment procedures is necessary to ensure that teaching is having the desired impact and that students are being judged fairly. Without the insights from the evaluation, it was difficult to identify the gap between students' current goals and to help them make progress. When assessing writing, the teacher needs to take into account the type of test that is appropriate for the material that has been covered and the genre of the text or paragraph. The teacher also chooses a task that is appropriate for the student's abilities.

Classroom assessment or teacher assessment refers to the assessment carried out by the teachers in the classroom (McKay, 2006:140). The classroom assessment is conducted to evaluate teaching learning process in the classroom. Classroom assessment is in the form of formative assessment or summative assessment is conducted to get the information about the students' progress during the teaching process. Furthermore, a formative assessment provides a decision to further teaching. Meanwhile, a summative assessment is conducted at the end of teaching process to report the students' progress. These assessments are used by the teacher to know the students' ability in understanding the material in teaching leaning process.

2.2   Empirical Review

Empirical review purposes at providing the review of theories related to the present study. Moreover, used to be referenced in doing the study since it will give a look at the result of the study that is fairly the same as what is going to be conducted. In conducting this study, the researcher wants to improve the student's writing ability through collaborative writing techniques. The present study was conducted based on two relevant similar research. The related studies which were used as the empirical reviews were described below:

First is Lestari and Arifin (2012), in their research entitled "Improving Grade XI Students' Writing Ability through Collaborative Writing Strategy". The problem of the research is, students had difficulties in learning English, especially in writing, students felt that really hard to convey their ideas, thoughts, and feelings in a written text. They are also still confused about what to write. The conclusion of the research

is "Collaborative Writing Strategy could improve students' writing ability. Based on the analysing of research data, the mean score of students' writing achievement in cycle I was 57.9, and in cycle II was 78.3. In conclusion, it was found that a collaborative writing strategy can improve Grade XI students' writing ability.

Second Wahyuni (2017), in her research entitled "Improving Students Ability in Writing through Collaborative Writing Strategy at Islamic Junior High School Muhammadiyah 01 Medan". In cycle I the students' ability in writing the descriptive text was fair. The mean of students was 65.7 from the criteria 11 students got a successful score it was 50 %. In the other one 10 students for an unsuccessful score or it was 50 %. It can be concluded that the student's ability in writing the descriptive text was fair. The result of cycle I is categorized as fair. Meanwhile, in cycle II the students' ability in writing descriptive text was improved. The mean score of students was 80.9. From the criteria, 18 students got a successful score was 86 %. In the other one 3 students for an unsuccessful score or it was only 14%. It can be concluded that the student's ability in writing descriptive text improved. Cycle II was categorized as successful.

In addition, both of the researchers provided the steps of the collaborative writing technique were clearly stated. They provided the step collaborative well. However, in administering the test they did not give clear explanation about criteria a good descriptive text, such as the format, content, punctuation and mechanics, organization and grammar to the students. They did not give clear explanation about how many sentences in paragraph and its generic structure of writing descriptive text that should be constructed by the students. Thus, it made the students did not know how to write a good descriptive text. In the present study, the researcher gave

an explanation about a good descriptive text writing by considering five components from Oshima and Hogue (2007) such as, format, punctuation, mechanic, content, organization and grammar. When the students constructed a descriptive text, the text should consist of 15-20 sentences based on its generic structure, such as: identification, description and conclusion.