CHAPTER I

INTRODUCTION

1.1. Background of the Study

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is important to learn. Among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As Richard and Renandya (2002) said that "writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text."

Writing descriptive text is one of the problems in the students. The most difficult for them is how to describe a person or thing since it has some rules to be followed. The students have to be able to describe based on the characteristics. Based on the interview with the teacher, the writer found that students cannot write it individually because they have different ability. Many students feel difficult to develop the ideas and pour down the ideas into paragraph and even more complicated in grammar and diction. They need to have a group or pairs discussion to share information each other. It is very hard and complex to teach writing, many teachers ignore it due to it needs a deep knowledge and enough time to practice.

The situation initiates the writer to conduct research by applied Collaborative Writing as the method to improve students` ability in writing descriptive. Collaborative Writing Strategy is a group work where the students write a text based on what teacher asked and then they correct it one another. Collaborative Writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. It is meaningful interaction and shared decision making between members of a group

using a common set of tools. Thus, the combination of techniques is effective in improving students writing.

There are four steps that will be conducted in this method, namely sharing information, writing first draft, correcting, revising, and evaluating. To apply this method during Covid-19 Pandemic, learning strategies utilized by the application Google Classroom. The teacher asks the students to in pairs. Then, they share information each other about descriptive text and the picture that has been given via Google Classroom. After that, student A writes first draft based on their discussion and the student B correcting it. Then, the revising will be written by student B. Finally, it will be checked and evaluated by the teacher. Simply, these five steps really increase students` motivation to write since it makes all students to participate and gives appreciation.

In this research, the method applied by using media, which is picture. The media is needed in teaching writing especially in writing descriptive text. The media as the tool helps both teacher and students in conducting learning process. The teacher will get easier to describe the materials and the students will be interested in learning. So, by applying this method in teaching writing descriptive text provided by media, it is hoped that the students writing ability especially in writing descriptive text will be improved. Based on the background of the study above, the writer is interested to conduct a research which entitles the use of Improving Writing Ability of the Eighth Grade Students through Collaborative Writing Strategy.

1.2. Research Problem

Formulating a research problem is important in conducting a research in order to make a specific discussion. As what has been stated in the background of the study, the eighth-grade students of SMPN 2 Abiansemal Badung in academic year 2021/2022 had many difficulties in writing. Those problems mostly in content, grammar, mechanics, and style and quality of expression. Thus, it should be improved by using an effective teaching technique and media. Considering the background of the study, the research problem can be formulated as follows: Can writing ability of the eighth grade students at SMPN 2 Abiansemal Badung in academic year 2021/2022 be improved through Collaborative Writing Strategy?

1.3. Objective of the Study

The research problem that has been previously formulated should be answered by conducting a scientific investigation. The objective of the study is needed to be arranged by the researcher. Thus, the research will run properly and reach the goal. Based on the research problem which has been previously stated, the writing skill of the eighth-grade students of SMPN 2 Abiansemal Badung in academic year 2021/2022 still needed to be improved. Therefore, this study was conducted to find a solution to the research problem above. As a result, the objective of the present study was to find out whether or not writing skill of the eighth-grade students of SMPN 2 Abiansemal Badung in academic year 2021/2022 can be improved through Collaborative Writing Strategy.

1.4. Limitation of the Study

With regard to limitation of the problem, it is impossible for the researcher to solve all problems which exist in The Eighth Grade Students at SMPN 2 Abiansemal Badung in Academic Year 2021/2022. So, this research is focused on improving the students' writing

ability by using Collaborative Writing Strategy. It is because based on the preliminary interview the researcher found that the students had low in writing ability. They had problems in terms of content, grammar, mechanics, style and quality of expression in writing descriptive text. To overcome these problems, the researcher using Collaborative Writing Strategy. By using Collaborative Writing Strategy, students may work together and share knowledge with their friends during the process of writing. Therefore, collaborative writing can help students to produce better writing.

1.5.   Significance of the Study

The present study is concerned in improving writing ability through collaborative writing strategy. The findings of the present study are expected to provide both theoretical as well as practical significance. The significance of the present study is intended to give beneficial for students, teachers, and other researchers in teaching and learning process. Therefore, theoretical significance and practical significance of this present study could be explained as follows:

Theoretically, the finding can be beneficial as theoretical evidence about the implementation of theory based on the problem that is faced. Then, the result of the study is expected to enrich theories and can be used as a reference for future studies related to improving writing ability through collaborative writing strategy. Besides, it can contribute new research findings about the implementation of improving writing ability through collaborative writing strategy. In addition, the finding of the study is expected to find an appropriate technique for teaching writing.

Practically, the significance of the present study gives valuable feedback for teacher, students, and other researchers. For teachers, to enrich the realm of methods and strategies in teaching of writing, to be able to fix the teaching methods that have been used, in order to

create exciting learning activities, not boring, and can develop the skills of teachers, especially in applying learning to write a text description of the object image by using the technique. When students pay attention to every lesson which the teacher gives to them, the students' ability will increase. For students, the present study helps them to be more focused and to know improvement of writing skills descriptions. By knowing the condition of potential students, they can measure how well the capabilities so hopefully they can improve it if is still lacking. The researcher gives the easier way to do discussion that helps them in understanding the material that provided.

Furthermore, for other researchers, the present study is beneficial for references for the next researchers who use this teaching technique. In addition, this present study can be used by them if they want to learn and get information for increasing their knowledge about improving writing ability through collaborative writing strategy. The other researchers also can try to find the weakness of the present study for the future research. In addition, they can use the present study in developing improving writing ability through collaborative writing strategy.

1.6. Definition of Key Term

To clarify and explain the terms of the title in this research, the definition is as below:

1) Improving Students Writing Ability

The definition the word improving it is mean that the process to make better in quality or make more productive to become better. While the word student means a person who is follow a process of study in a college or university. The writing ability means capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning. From the explanation above, improving

students' writing ability can be operationally defined as a process to help students' ability to improve skills in learning to write.

2) Collaborative Writing Strategy

Collaborative Writing Strategy is a group work where the students write a text based on what teacher asked and then they correct it one another. Collaborative Writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product. It is meaningful interaction and shared decision making between members of a group using a common set of tools; and thus, the combination of techniques is effective in promoting improved students writing.
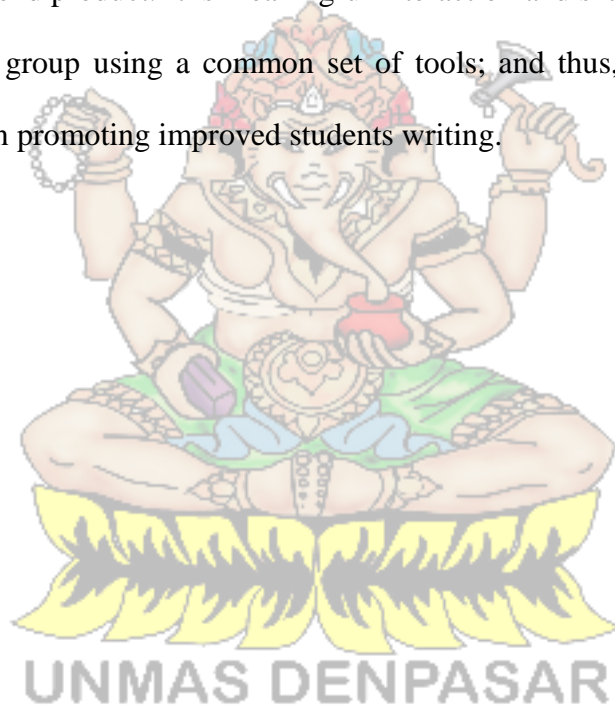
CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

In this chapter, the researcher discusses the theories related to the research. It is divided into two main parts. Those are theoretical review and empirical review. In the theoretical review, the researcher discusses some theories. Meanwhile, in the empirical review, is the way to get the information and theories about previous researcher that are relevant with the present study. The researcher describes some theoretical reviews that are related and necessary with this research, such as (1) Writing, (2) Descriptive Text, (3) Collaborative Writing, (4)Assessing Writing. Each of them will be presented in the discussion below.

2.1.1. Writing

According to Troyka in Rahardian (2003: 11), writing is a way of communicating a message to a reader for a purpose. Meanwhile, Spratt, Pulverness, and Williams (2005: 26) define writing as communicating a message(something to say) by making signs on a page. Those two definitions mention two important elements of writing, i.e. communicating and a message. Communicating is sharing information. It means that in the writing activity, it needs a communicator and a receiver to share the information. In this case, there should be a writer and a reader. Meanwhile, a message is the content that is delivered in the written form.

Writing is also known as a productive skill, like speaking, because it involves producing language rather than receiving it (Spratt, Pulverness, &Williams, 2005: 26). However, although both speaking and writing are productive skills, in the process of producing language, they are different. Spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004; Brown, 2001).

7

Furthermore, Richards and Renandya (2002: 303) state that writing is themost difficult skill because it is a complicated skill. It employs the process ofthinking, drafting, and revising procedures that require specialized skills (Brown,2001: 335). It needs the skills of organizing ideas, choosing the appropriatewords, joining those words into a good sentence, and joining sentences intoparagraphs. Moreover, to clarify meanings, a writer needs the knowledge oflanguage such as vocabulary, grammar, punctuation, and so on because it is impossible to use gestures and facial expressions in writing.

In line with Brown, Oshima and Hogue (1997: 2) state that writing is aprogressive activity and never a one-step action. It means that writing is a process that has several steps. When people write something down, they have to think about what they are going to write and how to say it. After they finish their writing, they have to reread what is written and correct the mistakes.

In conclusion, writing is one of the productive skills in English language which is the most difficult skill to be learned. It is because writing needs a long process and the mastery of English knowledge.

2.1.1.1.   The Process of Writing

According to Harmer (2004: 4) defines this process as the stages which a writer goes through in order to produce something in its final written form. He also proposes four main stages in writing; planning, drafting, editing (reflecting and revising), and final version. The four main stages such as:

8

1) Planning

In the first place the writers have to consider the purpose of their writing not only the type of text they wish to procedure, but also the language they use, and the information they choose to include. Secondly, experienced writers think of audience they are writing for, since this will influence not only the shape of the writing (how it 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 an argument which they have decides to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, 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 suggestion. 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.
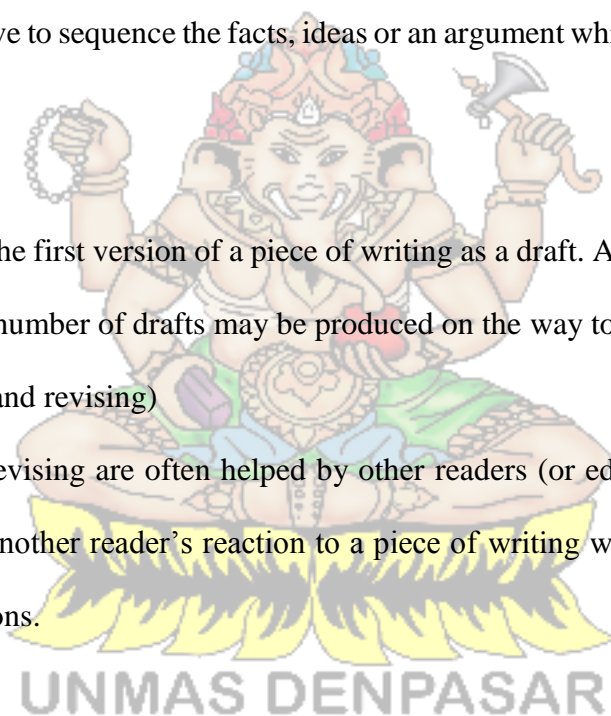
2.1.2. Descriptive Text

Knapp and Watkins (2005) define descriptive text as kind of text which purpose is two 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. Descriptive text commonly used in personal descriptions, commonsense, description, technical description, informal reports,and scientific reports. Descriptive can occur as a text and it also can be a part of a text in different genre. Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and narrative about the sense of place or character (Knapp and Watkins, 2005: 98).

According to Siahaan, (2008) Description is a text containing two components namely identification and description the identification is to identify the object to describe, while the description to describe parts, qualities, and the characteristic of the part of the object.

2.1.1.2.   The Types of Descriptive Text

According to Carrol (2001) there are four types in descriptive writing:

1) Physical description may focus on the appearances of the person, place or thing.

2) Descriptions of ideas use concrete images or analogies to help readers understand abstract or complicated concepts.

3) Functional description illustrates memorable parts of the writer's past by describing a person, place, thing or event.

4) Character sketches illustrate the appearance and personality of real character.

2.1.3. Collaborative Writing

Collaborative writing is a technique which comes from the concept of collaborative learning based on the work of Vygotsky. According to Vygotsky, human's development and

learning take place in a social context (Cameron, 2001:6). In other words, human beings learn something from the people around them. In line with this, collaborative writing refers to a situation in which students are put in groups to produce a text and it is hoped that they can learn from their peers in the groups.

Storch (2005) states that collaborative writing refers to joint responsibility over the creation of the text. It means that students work collaboratively in every stage of the writing process. Meanwhile, Fung (2006) states that collaborative writing is the sharing of responsibility over the production of a single piece of work in which everyone has a part to play in the whole process of writing. In other words, collaborative writing focuses on the whole process of writing a single text through shared endeavor.

From those definitions proposed by Storch (2005) and Fung (2006), it can be seen that collaborative writing has different meanings for different people. As a result, people also have different organizational patterns of collaborative writing. Then, Fung (2006: 21) also mentions four key concepts of collaborative writing; sharing responsibility, mutual interactions, sharing resources, and decision making. Sharing responsibility means that group members put their efforts together to produce a single text. Mutual interaction means active participation and involvement from members. Sharing resources means that members contribute their ideas, views, and expertise in all aspects of the writing process. Meanwhile, shared decision-making power means that all the group members have the right to suggest and make decisions.

All in all, collaborative writing refers to writing in groups in which group members have to contribute in every stage of the writing process. It also has four key elements, i.e. sharing responsibility, mutual interactions, sharing resources, and decision making. It can be assumed

that collaborative writing is a teaching writing method by involving students writing in groups, reading and talking about writing, and giving evaluation to the writing.

2.1.4. Collaborative Writing Process

2.1.4.1 Planning

Planning includes everything that is done before writing. In collaborative writing, this is a particularly important step since it's crucial that all members of a team agree about the basic elements of the project and the logistics that will govern the project's completion. Collaborative writing by its very definition requires more communication than individual work since almost all co-authored projects oblige participants to come to an agreement about what should be written and how to do this writing. And careful communication at the planning stage is usually critical to the creation of a strong collaborative paper. Assigning team members roles and ensure that you know who will be initially drafting each section, who will be revising and editing these sections, who will be responsible for confirming that all team members complete their jobs, and who will be submitting the finished project.

2.1.4.2 Drafting

Drafting refers to the process of actually writing the paper. We've called this part of the process drafting instead of writing to highlight the recursive nature of crafting a compelling paper since strong writing projects are often the product of several rounds of drafts. At this point in the writing process, you'll need to make a choice: will you write together, individually, or in some combination of these two modes?

2.1.4.2.1   Together

Drafting as a team involves crafting each sentence of your paper together—by either sitting in the same room or collaborating synchronously online. This may sound painstaking but may generate interesting conversations since you'll essentially need to agree about every word of the draft. It also may be comforting to have a partner's buy-in about the draft's minutia—especially if you're writing about something controversial or especially complicated. Drafting together is probably a good option if there are only a few co-authors since this can get unwieldy if the writing committee is too large.

2.1.4.2.2 Individually

Many collaborative projects are actually drafted individually. In this scenario, co-authors agree about the topics or sections in a writing project and then will draft these topics or sections individually. This is probably a good option for larger teams or those with members who have complicated schedules or dispositions unsuited for writing each word in collaboration with others.

2.1.4.3 Revising

Revising is the final stage in the writing process. It will occur after a draft (either of a particular section or the entire paper) has been written. Revising, for most writing projects, will need to go beyond making line-edits that revise at the sentence-level. Instead, you'll want to thoroughly consider all aspects of the draft in order to create a version of it that satisfies each member of the team. Revising together and making choices about how to improve the draft—either online or in-person— is a good way to build consensus among group members since you'll all need to agree on the changes you make. After discussed the revisions as a

group, you'll need to how you want to complete these revisions. Just like in the drafting stage above, you can choose to write together or individually.

2.1.4.3.1 Together

Revising together (in the same room or by editing the same online document) can be a good option because this will allow each member of your team to give suggestions about how the draft should be changed. Since you'll all need to agree about these changes, revising together can spark debates and conversation that may strengthen the final paper.

2.1.4.3.2 Individually

Revising individually can involve making suggestions about changes that should be made to a draft and/or actually altering the draft to take these suggestions into consideration. There are many permutations of individual revision within the context of collaborative writing. For example: Person A writes a section, Person B gives suggestions for revision on this section, Person A edits the section based on these suggestions or Person A writes a section, the entire team meets and gives suggestions for revision on this section. Person B edits the section based on these suggestions. Think through the strengths of your co-authoring team and choose a system that will work for your needs.

2.1.5. Advantages of Collaborative Writing

In general, working in a group during writing will produce better result than working individually. It is supported by Storch (2005) whose research shows that students working collaboratively produce better texts in terms of task fulfillment, grammatical accuracy, and complexity. In line with this, Clifford in Hill (2003) states that students who write collaboratively learn more from each other and produce better work than students who work

individually. It is because collaborative writing affords students the opportunity to give and receive immediate feedback on language. This immediate feedback will not be there when students work individually.

Although there are some advantages of using collaborative writing which are stated by researchers, those advantages are only from the view of students' writing products. On the contrary, Fung (2006: 5-7) categorizes the advantages of collaborative writing into three different views: social, cognitive, and practical.

In the social view, the most important benefit of collaborative writing is the group interaction. Students can learn more about writing by talking and listening to their peers. Besides that, during the collaboration, students are certainly faced by different opinions from the members of the group. This difference of opinions also improves students' problem-solving ability as they learn to reach consensus.

In the cognitive view, collaboration increases the awareness of audience. In the collaborative writing, peers become an immediate audience while the text is being constructed. It makes the students more alert to analytical and critical thinking.

Finally, in the practical view, collaborative writing generally improves individual writing. It also furthers the students' independence because they may learn about the knowledge of writing from their peers in the group. Besides that, Ede and Lunsford in Fung (2006) state that perhaps the most practical of all is that collaborative writing can prepare students for real-world applications. It is because the experience of collaborative writing improves teamwork which is essential in most professions.

In conclusion, collaborative writing gives many advantages for the students. It does not only benefit for the students' writing product, but it also gives advantages for the students in social, cognitive, and practical contexts.

2.1.6. Assessing Writing

Teachers who recognize the importance of writing as a tool for learning understand that writing helps students connect their thoughts and communicate with others. Regarding to that point, the researcher realizes that the most important part to know the students' writing ability is from their product, i.e. their writings. It can be assumed that if the students have a good writing ability, their writing also will be good and vice versa. Therefore, teachers have to be able to assess students' writing in an appropriate way. However, to assess students' writing product is not a simple thing to do. Urquhart and McIver (2005: 26) argue that the most time-intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005: 27) defines that assessment as gathering information to meet the particular needs of a student.

2.1.7. How to Assess

A teacher has some responsibilities to the success of the students' writing. The first responsibility is to provide opportunities for writing and encouragement for students who attempt to writing. The second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

2.1.8. Rubrics

Teachers need to use an appropriate tool which helps them in assessing students' writing performance. Rubric is an important tool to be prepared by the teachers in order to

give an objective score. Urquhart and McIver (2005: 31) argue that rubrics are very effective assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also supports using rubrics because they clearly communicate expectations for both teaching and learning. There are four main types of rubrics, i.e. holistic rubrics, analytic rubrics, primary trait rubrics, and multi-trait rubrics. However, in this study the researcher only presents one of them, i.e. analytic rubrics.

2.1.9. Analytic Rubrics

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, and then dimension scores are added to determine an overall score. Weigle (2002: 114) states that "in analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score depending on the purpose of the assessment. Analytic rubrics provide more detailed information about students' ability. It is because when using analytic scoring, teachers use different aspects of writing such as content, organization, mechanics, or grammar that can give more information about students' writing ability.

2.2. Empirical Review

There are some studies that relevant with this study. The first, is Supiani (2016) in her title research "Improving the Students' Ability in Writing Descriptive Texts Through Collaborative Writing Technique". This study was done in SMP Negeri 1 Tabanan in the Academic Year of 2015/2016. And the result of the research could be drawn into three points as follows: first, collaborative writing technique could improve the students' writing ability; second, collaborative writing technique could improve the students' behavior and motivation;

third, collaborative writing technique could improve the class situation. Based on the result of the research, the researcher (Supiani: 2016) concludes teaching writing through collaborative writing is a suitable technique to improve the students' writing ability. This research can be used as a reference for the teacher in improving the students' writing ability because every step of writing process can be followed easier and more flexible by the students. In this case, the teacher can be more creative and innovative in teaching and learning especially writing lesson. Besides, it is also hoped that the products of writing have the good quality.

Second is Fatimah Mulyani (2017) in her title research about "The Effect of Using Collaborative Writing Approach Toward Writing Ability on Descriptive Text of the Third Year Students' at State Junior High School 2 Kuta" and the conclusion are, first there is no significant difference of the students' writing ability on descriptive text before being taught by using collaborative writing approach and conventional teaching. Second, there is a significant difference of the students' writing ability on descriptive text after being taught by using collaborative writing approach and conventional teaching. Third, there is a significant effect of the students' writing ability on descriptive text by using collaborative writing approach at the third year students' of State Junior High School 2 Kuta. Based on the result of research above, it is known that the use of collaborative writing approach in the classroom can improve students' writing ability. So that, teaching by using collaborative writing approach is one of the solutions for the teacher of English in order to increase students' writing ability.

Referring to the relevance of this research with the researches which were conducted above, the writer found that they have the similarity in their variable and objectives of the study. The variable of the first study is collaborative writing. Moreover, its objective is to find

out the ability in writing descriptive text. Meanwhile, the relevance of the second research is investigated about the writing descriptive text.