

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.2. Writing

Writing is one of the essential language skills to learn. According to Harmer (2004), writing encourages students to focus on correctly using language. Because students think when they write, it can stimulate language development when they answer the difficulties they think about writing. Therefore, it can also be interpreted that students can learn to use the language by writing. According to Duma is (in Fitri 2013), writing in English is intended to bridge the gap between the ability to express thoughts, feelings, and opinions and that taught in the ability to express the same in English writing. This signifies that writing is a consequence of thinking.

According to Cahyono and Widiati (2011) in Almirawti (Inez E.A & C. Nur, 2018), writing is one of the more complex language skills to learn compared to other language skills such as reading, listening and speaking. Writing is one of the skills that are very difficult to understand if we do not understand what we want to write. In writing, students must also master the components of compensatory writing, such as spelling, grammar, vocabulary and punctuation. According to Dewi (2021), several variables affect students' ability to write, including students' lack of ability to translate words in context, lack of common vocabulary, lack of approaches, strategies, and procedures used by teachers and students, and lack of student enthusiasm. According to Graham (2006), as referred to in Parmawati, Santoso, and Yana (2020), students must fight hard in writing. If a student does not write well, he will experience problems in the learning process, when pursuing educational education, and at work.

Writing English in this situation is complicated because English is not our native language. It took us a long time and much effort to write like natives. In

addition, we rarely find a supportive environment that encourages us to write about what is exciting and essential to us in good times.

According to Mustafa (2008), writing requires deviations in presenting our ideas so that the person who teaches them can understand them. According to Johnsin Yi (2009), Iftanti (2016), writing has several purposes. The first is to communicate the feelings and thoughts of the author, the second is to entertain, the third is to explain to the reader what the author's purpose is, and the fourth is to convince the reader. Writing is a medium of communication that represents language the inscription of signs and symbol based on Dalimunte, Daulay & Habibah. According to Nation (2009), in Kareviati, Yugafiati, and Rasmini (2020), students need help pouring their ideas into written form. Some students need more confidence and are more active in writing. They should also consider learning vocabulary, diction, punctuation, and finally, grammar, which are the most important aspects of writing.

Students' grammatical structures, idioms, and vocabulary can all be forced through writing. Writing has many purposes, including communicating with readers, expressing ideas without the stress of face-to-face conversation, researching problems, recording experiences, and getting acquainted with the rules of written English discourse (text). Writing, according to Raimes, is instrumental in our lives because it allows us to communicate and express ideas to the reader. Whether we have thoughts, feelings, or ideas, we can convey them through writing. So from the definition above, writing is expressing all ideas or thoughts by choosing the right words to express and with the correct sentence arrangement to make the writing meaningful.

A. The Process of Writing

According to Faraj (2015), the process of writing has five elements as follow:

1. Prewriting

Everything happens before the author writes the first draft during the pre-authorship stage. In addition, writers focus on their writing, setting, and audience because they have a complete concept and strategy for what they will write before they start writing.

2. Drafting

After collecting ideas, the next step is to begin rough drafting with the notions obtained in the previous stage. As a result, the first draft may have flaws and errors. There is no need to worry about typos in the initial draft because the critical goal is to get all the concepts into the phrase.

3. Revising

The next stage is revision, during which the writer revises and improves the manuscript. At this point, the author must concentrate on the content of his work, such as eliminating, changing, and rearranging content to fit the reader's needs. Then, it is an excellent moment to fix any flaws in the first draft.

4. Editing

This step follows the revision stage. At this stage, the writer changes his material for punctuation, spelling, capitalization, and grammar. The writer should now make their words as readable as feasible.

5. Publishing

Students complete their drafts and publish their papers after modifying and editing them at this stage.

In holy Al-qur'an, writing also be the one of important skills that should be learned and there are verses that stated the existence of writing. In Q.S Al-Baqarah: 282

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۚ فَلْيَكْتُبْ

Meaning: O you who believe, if you don't do mu'amalah in cash for a specified

time, you should write it down. And let a writer among you write it correctly.

And let the writer not be reluctant to write it as Allah teaches it.

Besides the verse above, Surah Al-Ankabut:48

وَمَا كُنْتَ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكَ إِذًا لِأَنْ تَابَ الْمُبِطُونَ

Meaning:

And you (Muhammad) have never read a book before (the Qur'an) and you have not (ever) written a book with your right hand; if (you have read and written), doubtless those who deny it.

And in the Hadith it say:

ثَنَا وَكَيْعٌ، عَنْ أَبِي كَيْرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ، قَالَ: إِذَا سَمِعْتَ شَيْئًا فَارْتَبِطْهُ وَلَوْ فِي الْحَائِطِ

Meaning : Ash-Sya'bi said, "When you hear something (knowledge), then write it down even on a wall" (Abu Khaitamah in Al-'Ilmu no. 146; authentic. Also narrated by Ad-Dulabi in Al-Kuna no. 1632).

Therefore, writing is a very important skill in the learning process. From writing people can share the knowledge gained and can help them to remember about that knowledge.

2.1.2. Collaborative Writing Technique

A. Definition of Collaborative Writing Technique

Collaborative writing is a teaching strategy where students are asked to work together in pairs or groups to produce good writing. Sukirman (2016) explains that this strategy facilitates students to write specific texts with their peers. In other words, students will work together to produce good writing. It is generally regarded as two or more people writing. "collaborative writing" refers to projects in which written works are created by many people together (collaboratively) rather than individually. This is supported by Bosley (1989), who states that collaborative writing deals with two or more people working together to produce documents with

a group responsible for the final product. In other words, collaborative writing offers an opportunity to practice literature review, academic reading and writing, stimulating reflection, knowledge sharing, and critical thinking (Hadjerrouit, 2011).

Pham (2021) explains that collaborative writing is seen as an effective teaching method and is highly recommended to be applied in writing classes. Collaborative writing can be defined as a written product consisting of pairs or groups of students working together to produce one standard product (Inglehart et al., 2003).

The collaborative technique is a technique that is carried out with friends or groups, in particular, to help in improving better student achievement. Collaborative learning is a social practice in which all group members work together to uncover and develop knowledge (Rbuiiae et al., 2015).

Storch (2005) explains that using small and paired group work in the classroom, particularly in second-language classrooms, rests on a solid theoretical and pedagogical foundation. From a theoretical perspective, using small groups/couples corresponds to the social constructivist view of learning. He also added that from a pedagogical perspective, the use of small groups and subsequent paired work is supported by a communicative approach to teaching the second language and its emphasis on giving learners the opportunity to use the second language. However, the use of small/paired group work in writing classes is quite limited. This is limited to the initial stage (brainstorming) or, more generally, the peer review stage in the late stages of writing. At this final stage, students review the written text of each of them and make suggestions on how it can be improved.

From the explanation above, the researcher concluded that teachers teaching writing use collaborative techniques to improve students' writing skills in a second language. Collaborative means students who are formed into small groups of several people to work together to produce good writing.

B. The Step of Collaborative Writing Technique

Based on Mulligan & Garofalo (2011) the steps in collaboration techniques are as follows:

- 1) Students take their partnerships and exchange contact information to communicate outside the classroom.
- 2) In class students brainstorm ideas about the purpose of the topic and organize the information into logical categories.
- 3) Students in pairs intend to meet outside the classroom to conduct research and gather information for their reports.
- 4) In class, pairs of students work together on planning, organizing, and preliminary drafting. Students are asked to present a developed plan before submitting the first draft.
- 5) The teacher returns the outline with constructive criticism.
- 6) Work on the first draft has begun. Student A typed the first page and followed the teacher's careful checklist. The manuscript was then sent as an email attachment to Student B, who was tasked with modifying it. To highlight the update, editing should be done with different colored inks. After this, Student B goes through another checklist to ensure everything has been thoroughly fixed. Students are given a detailed checklist to help them write and correct. They assist students in eliminating simple grammar, spelling, and typographic problems, ensure proper formatting, the order of ideas in each paragraph, and a good essay structure. The first draft and the second checklist are then submitted to the class.
- 7) Instructors read papers, point out structural and organizational deficiencies, and offer criticism and ideas.
- 8) The second draft has begun. Students A and B swapped roles for this section. This time, Student B is in charge of making mistakes, while Student A is in charge of editing them. The second draft was then submitted.
- 9) Students receive a single grade for their overall performance and essay quality.
- 10) To ensure fairness, if a student is placed in position A for the next writing project, they must work on part B, and vice versa.

C. The Advantages of Collaborative Writing Technique

Lunsford (1991) says that there are several advantages to implementing collaborative

methods:

- 1) Collaboration helps in the discovery and resolution of problems.
- 2) Collaboration can help in abstraction learning.
- 3) Collaboration also helps in the transfer and assimilation to encourage any thought of disciplinaries.
- 4) Collaboration not only leads to sharper, more critical thinking (students must be able to explain, maintain, and adapt), and students also gain a greater understanding of others.
- 5) Collaboration also leads to generally higher achievements.
- 6) Collaboration also promotes the superiority of elaboration.
- 7) Collaboration always involves the whole student and strongly encourages students to active learning such as reading, speaking, writing and thinking, all of which provide good practice in synthetic and analytical skills.

2.1.3. Descriptive Text

A. Definition of Descriptive Text

Descriptive text is defined as an article or text that describes the inherent features of something, be it humans, animals, plants, or inanimate objects such as buildings, cars, etc. Descriptive writing is the kind of text we use to convey how something looks, smells, feels, acts, feels, sounds, and so on, based on Gerot and Wignell (1994). In other words, descriptive texts describe experiences related to the five senses, such as how something is seen, heard, and tasted. Most descriptive texts are visual experiences, although experiences other than sight can also be used in descriptive texts.

A descriptive text is a text that describes an object, place, image, person, or anything based explicitly on Daulay, Damanik & Annisa (2023). According to Kane (2000), a descriptive text is a text that describes how a person or object is. The purpose of a descriptive text is to describe and express something specific about a person, location, or thing. A descriptive text is a text that describes and describes

anything based on an actual scene so that the reader can imagine (hear, see, smell, and feel) what the author describes. As also explained by Ataç (2015) that descriptive writing is a simple thing. According to Oshima and Hogue (2007, p. 16), descriptive writing appeals to the senses by describing how something looks, smells, feels, and/or sounds.

Descriptive texts usually have two main parts: first, Identification is about how the introduction of a person, place, animal or thing would be explained, moreover, secondly about the description of something like an animal, thing, place or person by describing a feature, shape, color, or anything related to what the author describes.

Descriptive texts also have linguistic features or traits such as adjectives and compound adjectives that are predominantly used and use simple present tense (Sadiah, Royani: 2019).

Descriptive text is necessary so students can describe the objects they perceive around them in detail. Rahmadani (2022) adds that a descriptive text is a text consisting of a description of the features of the object so that the reader feels as if he can see, hear, or feel what is conveyed in the text.

Based on the explanation above, the researcher can conclude that descriptive text is a text that clearly describes an object. This implies that visual images and sensory impressions are created through words used to tell the audience how something or someone sees the descriptive text. Descriptive text is a detailed description of a specific person, location or item consisting of specific words that appeal to the senses (sight, sound, taste, smell, touch, etc.).

B. The Types of Descriptive Text

According to Carol (2001) there are also several types of descriptive text:

1. Physical descriptions may focus on the appearance of people, places, or things.
2. Idea descriptions use concrete images or analogies to help the reader understand

abstract or complex concepts.

3. The functional description illustrates parts of the author's past memories by describing a person, place, thing or event.
4. Character sketches depict the character's actual appearance and personality.

C. The Structure of Descriptive Text

According to Wardiman (2008) the generic structure of the description is as follows:

1. Identification: identifying the phenomenon to be described
2. Feature description: describes the features in order of importance:
 - A. Parts/objects (physical appearance)
 - B. Quality (level of beauty, excellence, or value/value)
 - C. Other features (prominent aspects of a unique nature).

D. Generic Structure of Descriptive Text

According to Hammond (1992), the generic structure of descriptive text are:

1. Identification: Identifies Phenomenon to described
2. Description: Describe parts, qualities, characteristics, etc.

E. Language Feature of Descriptive Text

According to Kemendikbud (2013), the language features of descriptive text are:

a. Using simple present tense

In descriptive text, this will be the most essential linguistic element. To write well, students should understand the use of the simple present tense, particularly in descriptive text writing. According to Murphy (1994), we employ the present simple to talk about things in general. We are not merely considering the present. We use it to say that something happens frequently or that something is true in general.

b. Utilizing nouns that are related to persons, places, and important historical structures.

c. Utilizing adjectives associated with individuals, places, and important historical structures.

- d. Utilizing spelling and penmanship in a clear and ordered manner.
- e. When students are asked to show their work, they should use utterances, emphasizing, and intonation.
- f. Lexical reference

F. Example of Descriptive Text

The Amazing Taj Mahal in India

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

FAMILY

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

2.2. Conceptual Framework

Writing is a very important and necessary thing for students because the success of their studies depends to a large extent on their ability to write. If students have poor writing skills, they will most likely fail to learn or struggle to make progress. On the contrary, if they have good writing skills, they will have a better chance of succeeding in their studies.

Collaborative writing provides a true learning environment where students not only develop their writing talents, but also their critical thinking and decision-making

abilities. Therefore, the collaborative writing approach was chosen because it is considered capable of motivating students to be more active in writing activities and helping students in understanding readings. And it can reduce their weaknesses while increasing their strengths because they often share with their collaborative writing teams to acquire the knowledge needed for future work, particularly final exams, and those who work alone rather than in groups.

Furthermore, collaborative writing techniques make it easier for students to generate descriptive texts. As a result, the use of collaborative writing techniques is expected to improve students' ability to write descriptive texts.

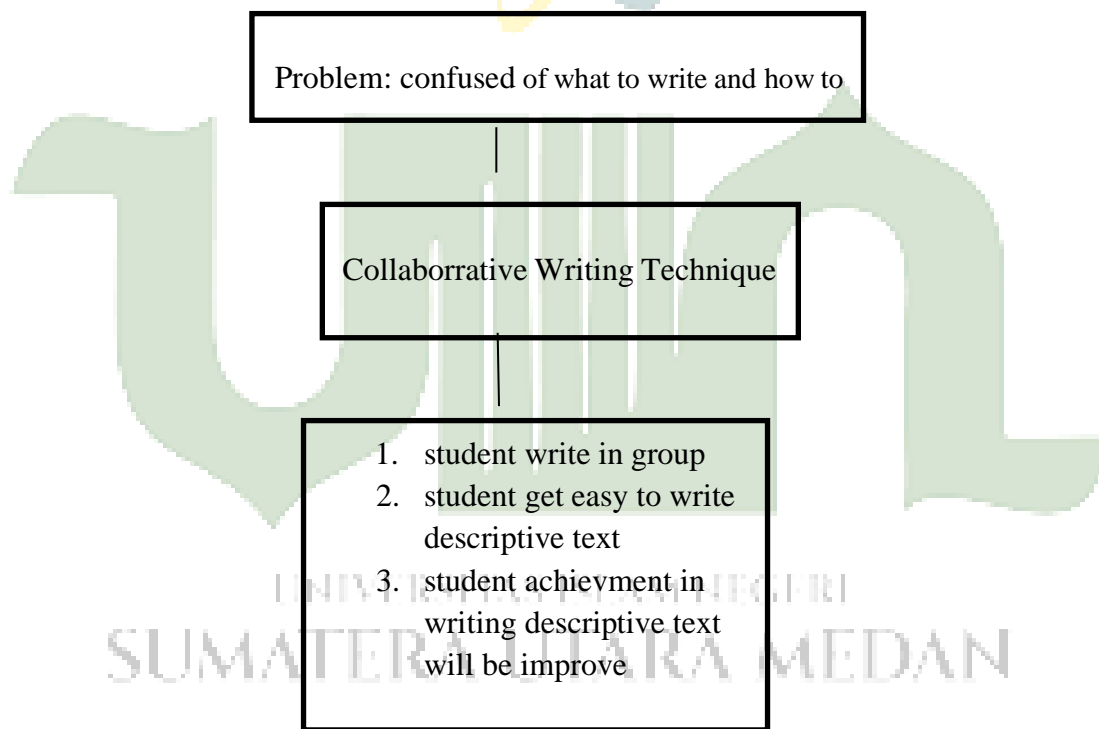


Figure 2.1 Conceptual Framework

2.3. The Previous Studies

In this study there are several reviews of previous research writings and found

some important lessons in writing.

1. Research by the Dewi and Ayunisa (2020) “The Effect of Using Clustering Technique on Students’ Achievement in Writing Descriptive Text”. His research focused on the use of clustering techniques on student achievement in writing descriptive texts. The design of this study is a quantitative study in which the total population in this study is 91 students for the 2019/2020 school year and as a sample the researcher took one class where the sampling was selected by means of a cluster random sampling technique, consisting of 30 students in class VIII-1. In this study, researchers divided into experimental and non-experimental groups. In this study, data collection was taken from pre-test and post-test written test. After all the data is collected, then the data is analyzed using the t-test formula. And the results showed that to observe (5.215) was higher than the t-table (1.701) with a significant degree of $\alpha = 0.05$. Therefore, using clustering techniques on student achievement in writing descriptive texts gives good results.

2. Maru, Nur and Lengkoan (2020) in their journal publication entitled “Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition” His research focuses on applying videos to write descriptive text in high school in the Covid-19 situation. This research uses quantitative methods and uses pre-experimental design. The sample from this study was grade 1 students of one of the leading high schools in Manado, Indonesia, namely 26 language class students. The results of this study showed that the average post-test score was significantly higher than the pre-test. The conclusion is that even during a pandemic, the use of video to write descriptive text shows higher results.

3. Yusuf and Hasanudin (2020) entitled “The Implementation Of Make A Match Method To Improve Writing Descriptive Text At Tenth Grade Students In SMK Jabir Al-Hayyan” In this study, researchers used quantitative methods, namely with one group pretest posttest design. Researchers took samples from two classes, namely class X students of SMK Jabir Al-Hayyan for the 2019/2020 school year. The data

obtained in the post-test of the experimental class are: the highest score of 96, the lowest score of 62, and the average score of 80.50. The control class posts test are: the by highest score is 89, the lowest score is 60, and the average score is 71.54. Then this data shows that the scores of the students in the experimental class are higher than those of the control class. The conclusion is that the make a match method in writing descriptive text is very effective and efficient to be applied in the teaching and learning process.

4. Syahputri and Masita (2018) entitled “An analysis of the Students’ Error in Writing Descriptive Text” Researchers conducted this research at Budi Setia SUNGGAL PRIVATE JUNIOR HIGH SCHOOL by taking a population of 175 class VIII students. Researchers divided them into five classes. Researchers used random sampling to take samples from the study. The number of samples taken by researchers was 35 students from eighth grade students. The researcher used a written test as an instrument in this study. The research method chosen by the researcher is a quantitative descriptive method. Researchers only used a week in this study. The test results from this study indicate that there are four types of errors in writing, namely additions, omissions, mis orders and mis formations. The dominant type of error in writing descriptive text is omission with 86 or 43% error, then mis formation with 45 or 22.5%. Subsequent ordering error by 39 or 19.5%. And error the last sum by 30 or 15%. The conclusion of this study is to show that the cause of students in the error of writing descriptive text is interference, interlingual interference and carelessness.

5. Suminar and Putri (2015) the title “The Effectiveness of TTW (Think- Talk- Write) Strategy in Teaching Writing Descriptive Text” In this study, the researcher took the population from class II students at UNSWAGATI CIREBON. Researchers took two classes, namely class II students as samples from this study which were divided into two groups, namely the experimental group (7AB) and the control group (7CD). In collecting data, researchers used test instruments, namely the pre-test and post-test. And to analyze the data, the researcher used a quasi-experimental design.

Researchers gave written tests to students to collect data. The formula used by researchers to analyze data is the t-test used to determine whether there is a significant difference between the scores of students in the experimental group and the control group. In conclusion, the researchers stated that using the TTW (THINK-TALK-WRITE) strategy can increase students' skills in writing descriptive texts and be very effective in the teaching and learning process.

2.4. Hypothesis of Research

Ha : There is significant effect on students between collaborative writing technique on student's ability in writing descriptive text.

H0 : There is no significant effect on students between collaborative writing technique on student's ability in writing descriptive text.



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