

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Nature of Writing**

Writing is the process to deliver our ideas or our thought, it means that writing is encoding of our message to the others. In writing the written can give information to the readers. So it can be called that writing is tool of communication.

Based on Heaton (1975) states that writing are complex and difficult to teach, requiring, and judgment element. Writing always has become difficult to teach or to learn because it involves a different kind of mental process which includes the sub skill like drafting, editing, revising, organizing etc.

In writing skill, we need to know the concepts of writing and the function of these concepts is to make a good sentence and the reader can get a message clearly and easy to understand from the writer. So, the writer must mastery in content, organization, grammar, mechanic, and vocabulary. It is important think to become mastery of writing. To increase writing ability the students should get writing practice enough. Practice is very important in developing this skill, because without practice it is impossible to write English well. Writing does not only explain our thought, feeling, plans, and experiment but also make us communicate with others and explain our selves.

From those definitions, writing is a skill which can be learnt. This activity is expected to make someone becomes a good writer. Since writing is a means of thinking, writers are able to record and process their own thought into writing product, so that, they can convey their thinking through their product to the readers.

### **2.1.1 Aspects of Writing**

The aspects of writing are:

#### **1. Content**

It is the factor to know the student's writing ability that depend on whether the information is relevant with the topic or not, the text is understandable or not and the students can confirm their written through supporting details or not.

#### **2. Organization**

Heaton (1975) stated organization is criteria to score the students' writing ability that depends on how well, logic, fluent and cohesive they organize the text. On the other hand,

#### **3. Vocabulary**

According to Heaton (1975) Vocabulary is criterion to score students' writing ability that depend on effective and appropriate word/idiom choice and usage. Word from mastery, logical expression of ideas, and the variety of arrangement and interrelationship the words.

#### **4. Language use**

Language use is criteria to score students' writing ability that depends on how well the use of the right grammar. Effective complex construction, understanding agreement, preposition, articles, pronouns, and the like,

## 5. Mechanics

According to Heaton (1975) the mechanic refers to spelling and punctuation.

### **2.1.2 The importance of writing**

English an international language is very needed by many people for communication. One of the tools of communication is writing. Writing is very important by many people. Writing can help students learn. By writing the students can reinforce the grammatical structure, idioms, and vocabulary that have been though them. From writing, the students can develop their own power of thinking and convey the result of their thinking to reader as clearly and completely as possible.

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries, etc.

### **2.1.3 The Process of Writing**

#### 1. Pre-writing

According to Oshima and Hogue (1991) in pre-writing stage, the researcher has to choose and narrow the topic to a specific focus so that the researcher can write clearly and completely. After doing this, the writer has to generate the ideas. This can be done in several ways, such as: making a list of whatever word or phrases which come into mind;

writing freely about the topic to generate as many ideas as possible which relate to the topic without worrying about appropriateness, grammar, spelling, logic or organization; making an outline with the main points and sub points.

## 2. Writing

In the writing stage, the researcher begins to write the first draft from what the researcher has planned in the pre-writing stage. The writer can write down the topic sentence and underline it. This is done in order to remind him about the focus of paragraph. This is also the stage where the researcher can add more details information. Then the writer can write the paragraph which follows an outline as closely as possible and relevant to the topic in the pre-writing stage. Finally the writer can add new ideas or delete the original ones at any time, but still have to relevant to the topic (Oshima and Hogue, 1991).

## 3. Post Writing

In the post writing, the writer revises the first draft on the composition which has been already written in the writing stage. Here the researcher can change what she or he written in order to improve the contents of the composition. At this stage, the writer can also check over for content and organization include unity, coherence and logic, grammar, sentence structure, spelling and punctuation. Finally, after the writer makes all the correction in the composition, the researcher can write the final draft or final copy of the composition as final product of the process of writing (Oshima and Hogue, 1991).

### **2.1.3 Types of Writing**

#### **1. Narrative**

One way of developing a paragraph is by presenting ideas or fact in chronology order, that is the sequence of time in which the events happened. It called as narrative writing. This kind of writing is very suitable for recounting the daily routines and historical events. It is usually used by the people to present story in the past. All events are developed based on the time of sequence, the first thing first, second thing next and so on. The use of sequence expression are needed in this writing, such as first, second, then, next, afterward and so on.

#### **2. Descriptive**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So descriptive text is a paragraph which describes something, people, animal and other. The generic structure of descriptive are: Identification (identifies phenomenon to be describe). Description (describe parts, qualities, characteristics).

#### **3. Argumentative**

An argument is not just summing up what other has said about an issue. We need to research the issue, evaluate the evidence, reach a conclusion, figure of the best way to support it and arrange our thought effectively writing a good argumentative paper is probably the most difficult of all types of writing assignment. The purpose of argumentative is to improve the validity of an idea or point of view by presenting sound reasoning, discussion and argument that thoroughly convince the reader.

#### 4. Expository

This is a fancy way of saying explain or inform. So, this is writing that explains something. You may be writing how to make a peanut butter and jelly sandwich if you are asked to write an Expository essay. In Social Studies, you may be asked to inform readers of how a war began or about how pyramids ever came to be. You are informing readers. Like Descriptive writing, you see Expository writing in books, magazines, and newspaper articles.

## 2.2 Narrative Text

### 2.2.1 Definition of Narrative Text

This is the kind of writing where you get to tell a story. Everyone loves to hear story, especially about themselves, which would be a Personal Narrative. A story will use literary elements like characters, a setting, a plot and a theme. From novels to screenplays to plays, they are all narratives because they tell a story. This kind of writing is very suitable for recounting the daily routines and historical events. It is usually used by the people to present story in the past. All events are developed based on the time of sequence, the first thing first, second thing next and so on. The use of sequence expression are needed in this writing, such as first, second, then, next, afterward and so on. The purpose from this text is to amuse, entertain and to deal with actual or vicarious experience in different ways.

The generic structures of narrative text are: orientation, complication, and resolution. Orientation is explain about introduction of character and showed the time and place. Complication is explain about a crisis arises or problem. Resolution is explain about problem solving.

### 2.2.2. The example of Narrative Text

#### **Rabbit and Bear**

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

## **2.3 Collaborative Writing**

### 2.3.1 Definition of Collaborative Writing

Wati (2011), states that collaborative writing is as a collaborator producing a shared document, engaging in substantive interaction about that document, and sharing decision making power and responsibility for it. Collaborative writing allows for students to undertake different roles with which they feel comfortable to make one document. Collaborative writing assignments and peer editing, as done in pairs or small group, can have numerous

effective benefits for the learners. Collaborative writing is the process of producing a written work as a group where all team members contributed to the content and the decision about how the group will function.

Collaborative writing is one of methods to teach writing that gives the opportunity for students to develop oral and aural skill, such as negotiation, discussion, and turn-taking in written communication. Collaborative writing method support students to involve actively in learning. It can also involve several groups working on part of a text each and then creating the whole from the parts, such as a class working together to write the report.

### **2.3.2 The Procedure of Collaborative Writing**

Collaborative writing is a useful method for creating document, if a specific plan to collaborate with other is not outlined, but it is difficult to produce quality product. When introducing collaborative writing to students, teacher should approach the social aspects of the assignment with them in a cognitive manner. According to barkley, et al, (2005:256) in Wati (2011) there are seven guidelines for teacher in collaborative writing process. The following guidelines for teachers to keep in mind:

1. Students form pairs or triads at your direction or by choosing partners and then generate ideas by brainstorming together or conducting preliminary research.
2. Together, students organize their ideas and create an outline.
3. Students divide up the outline, selecting or assigning sections for each student to write initial drafts individually.
4. Teams read first drafts and discuss and resolve any significant disparities in voice, content, and style.



5. Teams combine individual section into a single document.
6. Teams revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation.
7. After the final edit, teams submit their papers to the teacher for assessment and evaluation.

### **2.3.3 Advantages and Disadvantages of Collaborative Writing**

#### **1. Advantages of Collaborative Writing**

The most obvious advantage of the collaborative writing process is summed up well in the old saying, "two heads are better than one." Having more than one person working on a writing project increases the amount of combined knowledge of the authors. In areas of intelligence where one person is weak, others may be strong, and vice versa. If utilized properly, the collective intelligence of a group of writers can be a powerful resource.

Another advantage of the collaborative process is having multiple pairs of eyes to proofread the writing. Having a fresh perspective is vital when proofreading, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made.

Creativity can be fueled when multiple writers brainstorm with each other. That is another great advantage to the collaborative writing process. One writer can propose an idea, and another can expand on it and complement it.

## 2. Disadvantages of Collaborative Writing

Disadvantages of using collaborative writing those are: first, Collaborative Writing requires contributions of skills from each and every member of the group. Whether the collaborative method used is a shared one (one in which various group members can have access and control on the document simultaneously), or a method that involves for each individual to work on a separate part of the document and control only one's own part; a single member's incapability to contribute in time can adversely affect the entire group/team. Second, the possibility of opposing opinions on how best to represent the given information. If some members of the collaborative process are unwilling to compromise, this can be a serious obstacle. Additionally, conflicting schedules of a writing team can make it hard for a project to be completed.