

**TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY
USING COLLABORATIVE WRITING TECHNIQUE AT
THE SECOND SEMESTER OF EIGHTH
GRADE OF SMPN 4 PAKUAN RATU
IN ACADEMIC YEAR 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

MIA OKTAVIA

NPM: 1511040275



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF RADEN INTAN
LAMPUNG
1442/2021 M**

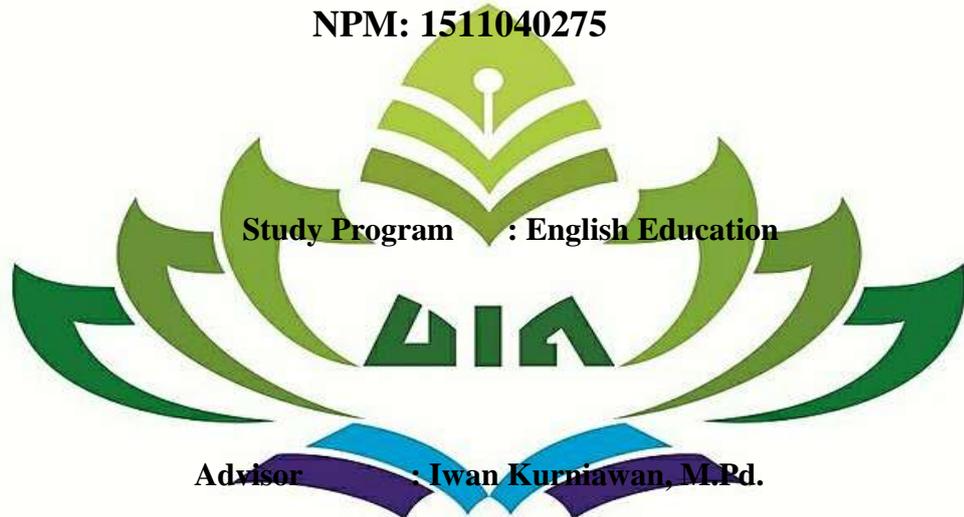
**TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY
USING COLLABORATIVE WRITING TECHNIQUE AT
THE SECOND SEMESTER OF EIGHTH
GRADE OF SMPN 4 PAKUAN RATU
IN ACADEMIC YEAR 2019/2020**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

**MIA OKTAVIA
NPM: 1511040275**



Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd.

Co-Advisor : Septa Aryanika, M.Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF RADEN INTAN LAMPUNG**

1442 H/2021 M

ABSTRACT

This research was about teaching and learning writing descriptive text by using collaborative writing to the second semester of the eighth grade of SMPN 4 Pakuan Ratu in the academic year of 2019/2020. The objectives of the research were to know the teaching and learning writing descriptive text by using collaborative writing, the teacher's problem in teaching writing descriptive text by using collaborative writing, and the students' problem in learning writing descriptive text by using collaborative writing.

This research was qualitative research. It used purposive sampling technique to determine the sample. The sample of this research was VIII A class, because VIII A class had the lowest score from descriptive paragraph writing. The data were gained by doing observation, interview and questionnaire. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion.

After analyzing the data, there were three points of the result. The first, there were two steps in teaching writing descriptive text by using collaborative writing that were skipped by the teacher. The second, the problems faced by the teacher were the teacher's difficulty with the topics in textbook were not attractive because there were no pictures in the textbook, time management, there were many students in that class, giving intensive writing exercise and explaining the steps and material. Third, the students had problem in teamwork because they only focused on their own paragraph, the effecting of teamwork idea, technique in writing descriptive text in a group because they had different way in writing, completing result of writing and organizing, arranging, and matching the all paragraphs when it should be combining in one text.

Keywords : Qualitative Research, Teaching and Learning, Writing, Descriptive Text, Collaborative Writing

DECLARATION

Hereby, i state this thesis entitled “Teaching and Learning Writing Descriptive Paragraph by using Collaborative Writing to the second semester of the eighth grade of SMPN 4 Pakuan Ratu in academic year 2019/2020” is completely my own work. I am fully aware that i have quoted some statements and theories from various souces and there are properly acknowledged in the text.





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : **TEACHING AND LEARNING WRITING
DESCRIPTIVE TEXT BY USING COLLABORATIVE
WRITING TECHNIQUE AT THE SECOND
SEMESTER OF EIGHTH GRAD OF SMPN 4
PAKUAN RATU IN ACADEMIC YEAR 2019/2020**

Students' Name : Mia Oktavia

Students' Number : 1511040275

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, Raden Intan State Islamic University Lampung

Advisor,

Iwan Kurniawan, M.Pd
NIP. 19740520200000002

Co-Advisor,

Septa Arvanika, M.Pd
NIP.

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP: 1980051 5200312 2004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A thesis entitled: **TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY USING COLLABORATIVE WRITING TECHNIQUE AT THE SECOND SEMESTER OF EIGHTH GRADE OF SMPN 4 PAKUAN RATU IN ACADEMIC YEAR 2019/2020**, By: **MIA OKTAVIA**, NPM: 1511040275,
Study Program: English Education, was tested and defended in the examination session held on: Wednesday, Dec 16th 2020.

Board of Examiner:

The Chairperson : Dr. Melinda Roza, M.Pd

The Secretary : Istiqomah Nur Rahmawati, M.Pd

The Primary Examiner : Satria Adi Pradana, M.Pd

The First Co-Examiner : Iwan Kurniawan, M.Pd

The Second Co-Examiner : Septa Aryanika, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nitya Diana, M.Pd
NIP. 196408231988032002

MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“Who taught by the pen. He has taught human what he did not know.”¹(QS.Al-Alaq: 4-5)



¹Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Jaipur: New Johar Offset Printers, 2006), p.323

DEDICATION

From the depth of my heart, This thesis is dedicated to:

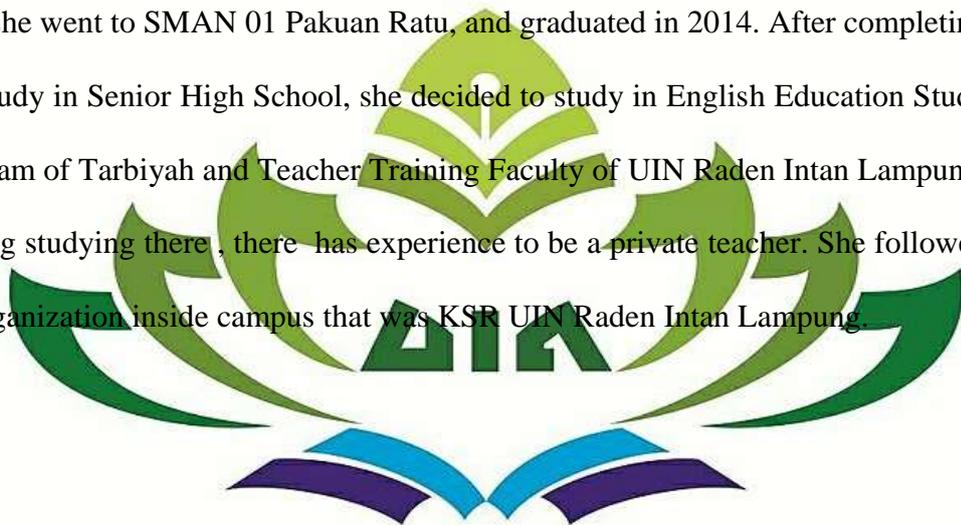
1. The greatest inspirations in my life are my beloved parents, my late old man, Mr. Miswan and my mother, Ms. Juwina who have always prayed, supported and advised me for my success.
2. My beloved sisters, Eva Sonetasari, Novita Sari, my beloved brothers, Roni Ibrahim and Hendri, who always support and cheer me up until the completion of this thesis.
3. My best partner, Wanda Kusuma Ibrahim who always support me to finish my thesis.
4. My beloved lecturers and UIN Raden Intan Lampung which contributed a lot for my development.



CURRICULUM VITAE

Mia Oktavia was born in Tanjung Ratu on November 4th 1996. Mia is the fifth child of the late old man, Mr. Miswan and mother, Ms. Juwina. She has two beloved sisters and two beloved brothers. Their names are Eva Sonetasari, Novita Sari, Roni, Ibrahim and Hendri. She lives in Tanjung Ratu, Way kanan.

Mia began her study at SDN 01 Tanjung Ratu, in 2002 and graduated in 2008. She continued her study at SMPN 01 Pakuan Ratu and graduated in 2011 . After that, she went to SMAN 01 Pakuan Ratu, and graduated in 2014. After completing her study in Senior High School, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung. During studying there , there has experience to be a private teacher. She followed an organization inside campus that was KSR UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

This thesis could not be finished without help from others. This thesis writing obtained a lot of help from many people. The sincerest gratitude and appreciation would be given to to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her staff, who have given and opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, as the chairperson of English Education study program UIN RadenIntan Lampung.
3. Iwan Kurniawan, M.Pd, as first advisor, who always patiently guided the researcher until the completion of this thesis.
4. Septa Aryanika, M.Pd, as the Co-Advisor, for the patience in giving guidance and support for the finalization of the thesis.

5. Satria Adi Pradana, M.Pd, as primary examiner, who guides and gives advices for the completion.
6. Meijayadi, M.Pd, the headmaster of SMPN 4 Pakuan Ratu. Nana Diana, S.Pd, the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction and for giving contribution while she was conducting the research there.
7. All the students of the second semester of the eighth grade of SMPN 4 Pakuan Ratu in the academic year of 2019/2020. For giving nice participation and great attention during the process in this research.
8. All lecturers of the English Department of UIN Raden Intan Lampung who have guided the researcher since the first year of her study.
9. My friends especially, class E'15 and others who cannot be mentioned individually here.

Finally, it is aware that there are still a lot of weaknesses in this thesis. For this, it is expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2021
The Researcher,

MIA OKTAVIA
NPM. 1511040275

TABLE OF CONTENTS

	Page
COVER	
ABSTRACT	iii
DECLARATION	iv
DEDICATION	v
MOTTO	vi
CURRICULUM VITAE	vii
ACKNOWLEDMENT	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of Problem	1
B. Identification of Problem	9
C. Limitation of Problem	10
D. Formulation of Problem	10
E. Objective of the research	11
F. Significance of the research	11
G. Scope of the research	12
CHAPTER II REVIEW OF LITERATURE	
A. Concept of Teaching and Learning.....	13
1. Concept of Teaching	13
2. Concept of Learning	14
B. Writing	15
1. Definition of Writing	15
2. Types of Writing	18

3. Process of Writing	19
4. Teaching Writing	21
C. Text	24
1. Definition of Text	24
2. Kinds of Text	25
3. Descriptive Text	27
D. Concept of approach, method, strategy, and technique.....	32
E. Collaborative Writing	34
1. Definition of Collaborative Writing	34
2. Advantages of Collaborative Writing	35
3. Disadvantages of Collaborative Writing	36
4. Procedure of Collaborative Writing.....	37
F. Problem in Teaching and Learning Writing	39
1. Problem in Teaching Writing	39
2. Problem in Learning Writing	42
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	45
B. Research Subject	46
C. Data Collection Technique	47
1. Observation.....	48
2. Interview	49
3. Questionnaire.....	52
D. Research Procedure	54
E. Trustworthiness of the Data	55
F. Data Analysis	57

CHAPTER IV RESEARCH AND DISCUSSION

A. Research Finding60

 1. Data Reduction 62

 2. Data Display 71

 3. Conclusion Drawing/Verification..... 98

B. Discussion..... 101

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....108

B. Suggestion109

 1. For the English Teacher.....109

 2. For the Students110

 3. For the Researcher111

REFERENCES.....112

APPENDICES.....116



LIST OF THE TABLES

Table		Page
1	Students' Writing Descriptive Text Score	5
2	The Average of Students; Writing score.....	44
3	Observation Guideline	46
4	Observation Note	47
5	Interview Guideline for Teacher	48
6	Questionnaire Guideline.....	50
7	Observation Report 1	68
8	Observation Report 2	71
9	Student's Interview Result	79



LIST OF THE APPENDICES

Appendix	Page
1 Preliminary Research's Interview Result	120
2 The Syllabus	121
3 Lesson Plan.....	129
4 Students' Writing Descriptive score.....	136
5 Observation Checklist.....	138
6 Interview	142
7 Questionnaire.....	144
8 Questionnaire Report.....	149
9 Documentation of Photograph	173



CHAPTER I

INTRODUCTION

A. Background of the problem

There are many languages used by people in this world, one of them is English. English is the language which is considered as an international language because it is most widely used by all people in the world. Patel says “English is the international language”. International English is the concept of the English language as global means of communication in numerous dialects and also the movement towards an international standard for the language. It is spoken all over the world.¹

According to Harmer, English as a foreign language is generally taken to apply to the students who are studying general English at the school and institution in their own country or as transitory visitor in a target language country.² It could be concluded that, English is the first foreign language and one of compulsory subjects starting from elementary school, junior high school, senior high school and up to university level, or other education institution. It means that, students only have chance to practice English in the schools and institutions. In this case, the teacher were also demanded to

¹M.F Patel, Praveen M.Jain, *English Language Teaching Method (Method, Tool, Tehnicque)*,(Jaipur: Sunrise Publisher and Distributors, 2008), p.6

²Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004) ,p.39

encourage students to practice in teaching and learning English every time in their daily activities.

In Indonesia, English as a foreign language which has never been used as daily language. Indonesians learn English from the elementary school, junior high school, senior high school and in university. In teaching and learning process of English s, students are required to master four English skills: they are listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills.³ It means that the students must mastered all the skills of English to have a good ability in English .

From the four skills, one of the important skills that should by the students is writing. Based on Raimes theories, Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentences, paragraphs by using eyes, brain and hand.⁴ Hyland also said, students are expected to convey the ideas, feelings, and knowledge in written language. 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.⁵ It means that writing is on of the important skills to be mastered because writing is activity of transferring the written idea or the written information. So the reader can understand what information we want to convey.

³Jeremy Harmer, *Op.Cit*, p.3.

⁴Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.2.

⁵Ken Hyland, *Second Language Writing* (NewYork: Cambridge University press, 2003), p.9.

Besides, there are many kinds of writing genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.⁶ In this research, the research only focused on descriptive text because this text available in syllabus at the second semester of the eighth grade of SMPN 4 Pakuan Ratu. According to Siahaan that description is a text containing two components, identification and description by which a researcher describes a person, place, or a thing.⁷ It means that descriptive text is a text that describes about something such as: an object such as things, places, animals or people specifically and to give specific information to reader.

In this case, English teacher needs to teach students effectively, especially the students writing skill in descriptive text. The teacher can do the one of some ways in improving students writing ability especially in descriptive text. It is through Collaborative writing technique.

One of technique which is suitable for students in teaching writing descriptive text is Collaborative Writing Technique. According to Elizabeth, Collaborative writing technique is the technique that student pairs or triads

⁶Ken Hyland, *Teaching and Researching Writing*, (2nd Ed) (London: Longman, 2009), p.15.

⁷Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.89

write a formal paper together.⁸ It means that Collaborative Writing Technique is a technique that suitable to teach writing especially writing descriptive text because this technique will increase the students' writing ability by writing a text together with the teacher. Based on Dale, he also suggest that Collaborative Writing Technique involves meaningful interaction and shared decision between group members in the writing of shared document.⁹ It means that Collaborative Writing Technique can help students in writing process because they interact with their members while they are working together.

After doing preliminary research, which was conducted at SMPN 4 Pakuan Ratu, the result found that teaching writing ability in descriptive text through Collaborative writing technique was applied there. On the contrast, the students' descriptive writing ability was still low although the teacher has used Collaborative writing technique. By interviewing an English teacher there, Mrs. Nana Diana, S.Pd, she said that she used Collaborative writing technique in teaching and learning writing descriptive text, but the students were still confused to write a descriptive text because lack vocabulary mastery and also low in grammatical. Sometimes the students did not focus in writing descriptive text because many students had difficulties in

⁸Elizabeth F Barkley., K Patricia Cross., & Claire Howell Major. *Collaborative Learning Technique* (1st ed) (San Fransisco: Jossey Bass,2005), p. 256.

⁹Helen Dale, Co-Authoring in the Classroom: *Creating an Environment for Effective Collaboration*. Theory & Practice Research into Practice. (Illinois: Viewpoints 1997),p.11

transforming ideas into written text. She added that the students' ability in writing descriptive text was still low.¹⁰

This case showed that applying collaborative writing technique still cannot improve the students' writing ability especially in descriptive text. It can be seen as the following table of the students' score of writing descriptive text. It is described with the data. Here is the detail of the data:

Table 1.

The Students' Writing Score of Descriptive Text at the Eighth Grade SMPN 4 Pakuan Ratu in the Academic Year of 2019/2020

No	Class	Criteria of the Score				Number Of Student
		Excellent (91-100)	Good (81-90)	Enough (71-80)	Low (61-70)	
1	VIIIA	-	3	6	11	20
2	VIIIB	-	4	10	6	20
	Total	0	7	16	17	40
	Percentage	0	17.5%	40%	42.5%	100%

Source: the data of English teacher of SMPN 4 Pakuan Ratu

Based on the table above, there were 40 students of eighth grade of SMPN 4 Pakuan Ratu. In the data, 7 students (17.5%) got a score above 71-

¹⁰Nana Diana, English Teacher of SMPN 4 Pakuan Ratu, *an interview*, 22th July 2019, Unpublished.

80 (criteria of the score) and 17 students (42.5%) got the score under 71-80. It means that the total students who get difficult in writing were so many because the students who got the score under criteria of the score more than the students who got the score above criteria of the score from 40 students. Moreover, Mrs. Nana Diana, S.Pd, as the English teacher said that the students got low score in writing test, especially in writing descriptive text. The students were asked to write a descriptive text based on the topic that the teacher had given. The score of students' writing test was below the criteria of minimum mastery.

Based on interview from the students, there were some factors of students' problem in learning English especially writing descriptive text. The students said that writing is a skill more difficult the other skills. Sometimes they also did not focus on their lesson because they lazy and lost motivation in learning and they felt so difficult to learn English especially to write a descriptive text.¹¹

There were two older that were relevant to resent research as following: the first research was done by Astuti. She said that after the treatment, the experimental class's test score is better than control class's score. There were significant effect between the students' writing ability of the experimental class which received collaborative writing technique and the students' writing ability of the control class which received conventional technique. The

¹¹Students of SMPN 4 Pakuan Ratu, *an interview*, July 20th 2019.

statistical computation shows that in the post test, the mean score of experimental class was 60.07 while in control class was 71.29. This computation reflects that the mean of experimental class score is higher than the mean of the control class score. It indicates that collaborative writing technique on students' writing achievement better than students' writing in control class.¹²

The second research was done by Supiani from State Islamic University Kalimantan MAAB Banjarmasin entitled Improving the student's ability in writing descriptive text through Collaborative Writing Technique. She said that the students' writing ability before given the treatment (Collaborative Writing Technique) was very low which the score was 63.64, that means score under the standard. Meanwhile, the students' writing ability improved after applying collaborative Writing Technique. The Mean while after gave treatment (Collaborative Writing Technique) in post test is 72.64.¹³

The results of previous researches showed that collaborative writing technique could improve the students' achievement in writing ability. But in this case the teacher had used Collaborative Writing Technique to teach her students in writing descriptive text but the students' writing descriptive text score was still low. Therefore, this research would be a research to know the

¹²Neni Astuti, *The Influencet Of Collaborative Writing Technique Toward Student's Descriptive Writing at the First Semester of Eight Grade Of MTS Al-Hikmah Bandar Lampung*. S-1 Thesis. (State Islamic University Raden Intan Lampung, 2018), p.74.

¹³ Supiani, *Improving the student's ability in writing descriptive text through Collaborative Writing Technique*. Journal. (State Islamic University Kalimantan MAAB Banjarmasin, 2012), p.17.

proses of teaching and learning writing descriptive text by using Collaborative Writing Technique.

The third research was done by Ikawati from Sebelas Maret University entitled Improving students' writing skill through Collaborative Writing Technique at SMAN 2 Karang Anyar. From the research, she concluded that (1) the implementation of Collaborative Writing Technique method can be achieved effectively by applying three main stages of Collaborative Writing Technique; making an outline, discussing the draft, and peer editing. By applying those stages, it can also improve students' writing skill which consisted of mechanics, vocabulary, grammar, organization, and content; and (2) there are two main problems found in implementing Collaborative Writing Technique; the implementation of Collaborative Writing Technique spent so much time and students' contribution was not optimal since the groups distribution was decided.¹⁴

The results of the third previous research showed that Collaborative Writing Technique could not improve the students' achievement in writing ability because of some problems like the implementation of Collaborative Writing Technique spent so much time and students' contribution was not optimal since the groups distribution was decided.

¹⁴Herinda Ikawati, *Improving Students Writing skill Through Collaborative Writing at SMAN 2 Karang Anyar*. S-1 Thesis. (Sebelas Maret University, 2018), p.2

There are some differences between the previous researches and the current research. The first and second previous researches, Collaborative Writing Technique have been done to teach writing descriptive text b Meanwhile the current research, Collaborative Writing Technique will be conducted to teach writing descriptive text by the teacher. And it was only observed the teaching and learning process. The purpose of previous researches were to know effect of using interactive writing technique towards students' writing ability. While, the purpose of current research is to know the process and also the problem of teaching and learning writing descriptive text by using interactive writing. And the differences from the third previous research and the current research is the third previous research focused on writing for general but in current research there search focused on writing descriptive text only.

Based on the explanation above, it could be conducted the research entitle “Teaching and Learning Writing Descriptive Text By Using Collaborative Writing Technique at the second Semester of the Eighth Grade of SMPN 4 Pakuan Ratu in the Academic Year of 2019/2020”

B. Identification of the Problem

Based on the background of the problem, it could be identified the problem as follows:

1. The students' ability in writing descriptive text was still low.
2. The students still got difficulties in writing descriptive text.

3. The English teacher had used Collaborative Writing Technique in teaching writing descriptive text but it is not effective and not maximal yet.

C. Limitation of the Problem

Based on the identification of the problem and identification above, this research would be focused on teaching and learning writing descriptive text by using Collaborative Writing Technique at the second semester of the eighth grade of SMPN 4 Pakuan Ratu. Based on Elizabeth F Barkley theory.

D. Formulation of the Problem

Based on the background and limitation explanation above, the problems were formulated as follows :

1. How was the process of teaching and learning writing descriptive text by using collaborative writing technique at the second semester of the eighth grade of SMPN 4 Pakuan Ratu?
2. What were the teacher's problems in applying collaborative writing technique in teaching writing descriptive text?
3. What were the students' problems in learning writing descriptive text by using collaborative writing technique?

E. Objectives of the Research

The objectives of the research were:

1. To know the teaching and learning writing descriptive text by using collaborative writing technique at SMPN 4 Pakuan Ratu Way Kanan.
2. To know the teacher's problems in applying collaborative writing technique in teaching writing descriptive text.
3. To know the students' problems in learning writing descriptive text by using collaborative writing technique.

F. Significance of the Research

The significance of the research were as follows:

1. Theoretically

The results of the research were expected to contribute to the development of education, especially in students' learning style in writing skill

2. Practically

- a. Teacher : giving information to the English teacher of SMPN 4 Pakuan Ratu about the teacher's problems and students' problem in teaching and learning writing descriptive text by using collaborative writing technique.

- b. Students : By understanding their problems in learning writing descriptive text by using collaborative writing technique, can try to find the best solution to help the students.

G. Scope of the Research

1. Subject of the Research

The research subjects were the English teacher and the student at the second semester of eighth grade of SMPN 4 Pakuan Ratu in academic year 2019/2020.

2. Object of the Research

The object of the research was to know the process and the problem of teaching and learning writing descriptive text by using collaborative writing technique.

3. Time of the Research

The research was conducted at the second semester of eighth grade of SMPN 4 Pakuan Ratu in academic year 2019/2020.

4. Place of the Research

The research was conducted at SMPN 4 Pakuan Ratu in academic year 2019/2020.

CHAPTER II

REVIEW OF THE LITERATURE

A. Concept of Teaching and Learning

1. Concept of Teaching

Teaching is a kind of activity to transfer knowledge to other. Harmer states that “teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning.”¹⁵ Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. It is supported by Brown that states that teaching is facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁶ Based on those experts, it could be concluded that teaching is an activity to giving knowledge by facilitating learning, helping the learner to learn and guiding them to learn material easily.

Moreover, Wilson and Peterson state that teaching is shared work between students and teachers (teacher still have responsibility for making sure that student learn).¹⁷ It could be concluded that teaching English is used by the teacher gives and shared their knowledge about English to the students

¹⁵Jeremy Harmer, *English Language Teaching*, (New York :Longman, 2004), p.57

¹⁶H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed),(San Francisco : Pearson Education, 2006) , p.8

¹⁷Suzzane M.Wilson, Penelope L. Peterson ,*Theories of Learning and Teaching What DoThey Mean for Educators?* (Washington DC: NEA, 2006), p.11

so they can understand and expected to master English. Teaching is not only sharing and giving knowledge, teachers as the main idea in educating is expected to use wisely the way teacher teach the students and how teacher gives knowledge about English to students. Determining the right approach, method, technique or strategy based on the needs of students in teaching English is important.

In short, the way of teaching and assessing will depend on the level and the goal and the technique or method of the teacher select before. It means that teaching giving transmitting knowledge to the students is not only concern in giving knowledge, but also teachers need notice how to build a good relationship with the students to make students' receive what the teacher taught easier.

2. Concept of Learning

Based on Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.¹⁸ It means that learning that not only transfers knowledge, but also more than that, such as by learning people can change our habitual. Moreover, Wilson and Peterson state that learning is a process of active construction: that learning is a social phenomenon, as well as an individual

¹⁸ H Douglas Brown, *Op.Cit*, p.18

experience: and that learner differences are resources, not obstacles.¹⁹ It means that learning is an active process that done by students' individual experience in the social community. Based on those experts, it could be concluded that learning is an activity of getting knowledge from differenced resources like study, experience, or instruction.

Learning is process from not know to know. According to Richards et.al learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a specific process.²⁰ It means that learning is process getting new information from other person.

Based on those theories, it could be concluded that learning is a process for getting knowledge, subject or else from the study, experience and instruction. By this process, students are acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. It means that learning will give influence to the students, the more students learn it makes more open possibilities to change their mindset and attitude in their behavior.

B. Writing

¹⁹SuzzaneM.Wilson, Penelope L. Peterson, *Op.Cit*, p.1.

²⁰J. C. Richard, et al, H. *Longman Dictionary of Applied Linguistics* , (Hong Kong: Longman Group, 1990), p. 312

1. Definition of Writing

Ur Said that writing is an expression of ideas that convey messages to readers. On the other hand, written text conforms more to conventional rules of grammar and careful selection vocabulary. That is why some of students judge that writing is difficult skill to learn.²¹ It could be concluded that writing is an effective way to communicate and express the ideas to readers. The writers express what they want, what they feel, what they opinion about something, and what they experiences that have in their life.

Writing is an action-a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.²² Moreover, Brown states that writing is the nature of composing process. Written products are often the result of thinking, drafting, and revising procedures that required specialized skills that it is not naturally.²³ Based on those experts it could be concluded that writing is about nature process of organizing ideas in a paper. It needs take times and practice, because a good writing depend on process in taking ideas into paper, organized them coherently and revised them for clearer meaning.

²¹PennyUr, *A Course in Language Teaching Practice and Theory*. (United Kingdom: Cambridge University Press,1991),p163

²²Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*,(New York: Longman, 2005), p.5.

²³H.Douglas Brown, *Teaching by Principles. An Collaborative Approach to Language Pedagogy. Second edition*, (New York: Addison Wesley Longman,inc:2000),p.334

Nunan said that writing can be viewed as involving a number of thinking processes which are done upon in varied complex ways an individual composes, transcribes, evaluates, and revises. Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.²⁴ Based on Reza Biria, writing is no longer an individual activity but an interactive process through which social abilities of the learners are reinforced.²⁵ From those experts we can conclude that writing is an interactive process which most students actually need in order to successfully.

According to Raimes that writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.²⁶ Moreover Pramono adds that writing is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write.²⁷ It could be concluded that, in writing we can organize our an idea and express the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or told the reader about their ideas.

²⁴David Nunan, *Language Teaching Methodology* (New York: Prentic Hall, 1991), p. 84.

²⁵ Reza Biria, *The Impact of Collaborative Writing on the Writing Fluency of Iranian EFL Learners*, (Isfahan : Islamic Azad University, 2013), p.164

²⁶Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p. 3

²⁷ Juang Eko Pramono, *The Effectiveness of Collaboration Writing in Teaching Writing at MTS Assyafi'yah Gondang*, (Tulung Agung: Islamic State Institute Tulung Agung, 2014).p.1

Based on the explanation above, it can be concluded that writing is a form of communication that allows students to put their feelings and ideas on the paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In line words, writing is the process of thinking deeply and transfer it into the form of written text by considering the reader and also the components of writing itself, in order to make it understandable. By writing, we can share our idea, feeling or anything that exists in our mind, and then it is written on a paper.

2. Types of Writing

Types of writing activities to perform writing should be based on the students level and capacity. Brown states that there are types of writing class performance they are:

1. Imitative, or writing down

This type is at the beginning level of learning to write. Students will. Simply write down English letter, words, and possibly sentences in order to the conventions of the orthographic code.

2. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much

creativity on the part of the writer. A controlled writing is to present in which the students have to alter a give structure throughout.

3. Self-writing

The most silent instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4. Display writing

For all language students, short answer exercises, essay examinations and research report will involve an element of display. One of the academic skills of ESL student that they need to master is a whole array of display writing techniques.

5. Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.²⁸

²⁸H. Douglas Brown, *Teaching by Principle: An Collaborative Approach to Language Pedagogy, Second Edition, Op. Cit,* pp. 343-346.

Based on the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that would be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the students of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill. Writing processes always deal with texts as the products.

3. Process of Writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:²⁹

A. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the

²⁹Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.4-6

writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

B. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

C. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

D. Final Version

In this stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading(extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing Instruction.³⁰

4. Teaching Writing

Teaching writing is not about transferring knowledge from the teacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and to select the word that appropriate the use in paragraph of a text. Teaching how to write is one of the most important skills that teacher impart to their students. According to Harmer that by far the most important reason for teaching writing of course is that a basic of language skills. Therefore, teaching writing to student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and

³⁰H. Douglas Brown, *Teaching by Principle: An Collaborative Approach to Language Pedagogy, Second Edition, Op. Cit, p.348.*

students.³¹ However, many teachers agree that in the classroom, writing should be given much attention as reading, speaking, and listening. In addition, Brown states that there are types of writing class performance:

1) Imitative, or Writing Down

Beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive, or Controlled

Writing is sometimes used as production made for learning, reinforcing or testing grammatical; concept. The intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

3) Self-Writing

A significant a proportion of class room writing may be devoted to self-writing or writing which only the self in mind as audience.

³¹Jeremy Harmer, *How to Teach Writing, Op.Cit*, p.1.

4) Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.

5) Real Writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those messages.³²



Based on the explanation above, it can be concluded that teaching writing should be well constructed. When the teacher teaches writing in the classroom, it has many activities that the students do in learning. The teacher not only teaches how to write, but also guide the students to know first kinds of writing they are going to write, the purpose of their writing, and who will be the readers. These all should in interesting ways.

C. Text

1. Definition Text

³²H. Douglas Brown, *Teaching by Principles An Collaborative Approach to Language Pedagogy*(Second Edition)*Op.Cit* pp. 343-346

A text is any completed act of communication such as greeting friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.³³ Furthermore, Anderson states that text is when these words are put together to communicate a meaning, a piece a text is created.³⁴ It means that text is arranging of words in written or spoken that should provide appropriate true information based on kinds of text written.

A text is a meaningful linguistic unit in a context. A text both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse.³⁵ It means that text is a arranging of words to give a message to somebody in written or spoken.

From the explanation above, it can be concluded that text is arranging of word in sentences to create a paragraph of a text. The text is one of the ways that the people do to communicate with the other people in order to share information, knowledge in written or spoken. It has function to give information or information about something to readers.

³³Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd,2005), p.29.

³⁴Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Macmillan, 1997), p.1

³⁵Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakata: Graha Ilmu,2008), p.1

2. Kinds of Text

According to English Syllabus for junior high school there are many kinds of the text taught in junior school. The examples genre of texts are follows:

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3) Report

Report is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

4) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9) Description

Description text is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

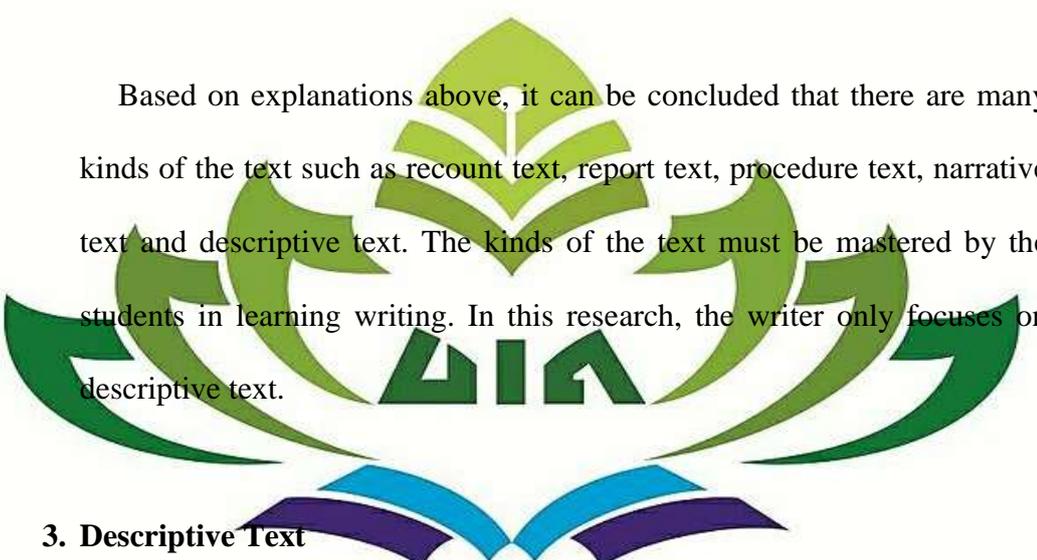
Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Reviews

Reviews is a text to critique an art work or event for a public audience.³⁶



Based on explanations above, it can be concluded that there are many kinds of the text such as recount text, report text, procedure text, narrative text and descriptive text. The kinds of the text must be mastered by the students in learning writing. In this research, the writer only focuses on descriptive text.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that has purpose to describe a particular person, place or thing.³⁷ Descriptive text is a kind of text with a purpose to give information. Descriptive text is a text to describe a particular

³⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Queensland: Antipadean Educational Enterprises Publishing, 1994, pp.192-220.

³⁷Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Queensland: Antipadean Educational Enterprises Publishing, 1994), p. 208.

person, place, animal or thing.³⁸ It means that 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.

Siahaan stated that description is a text containing two components, identification and description by which a writer describes a person, place, or a thing.³⁹ In line word Kane states that description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.⁴⁰ It means that descriptive text is a type of writing that describes about something such as: an object such as things, places, animals or people specifically and to give specific information to reader.

Below is the purpose, generic structure, language features and the example of descriptive text:

a) The purpose of descriptive text

To describe about a particular person, thing or place in the specific.

b) Generic structure of descriptive text

³⁸Otong Setiawan Djuharie, *Genre, Ragam Teks dan Peruntukannya* (Bandung: Graha Ilmu, 2009), p. 15.

³⁹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), P.81

⁴⁰Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000), p. 351.

- Identification :

in this part introduces to the subject of the description (contains about the introduction of a person, place, animal or object will be described).

- Description :

In this part gives detail of characteristic features of the subject. (contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe).

- Conclusion (Optional)

c) Language Features of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, My house, Borobudur temple, Uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

- Action verb: verbs that show an activity. For example, run, sleep, walk, cut etc.⁴¹

d) Example of descriptive text

My House

(Identification)

My house is a brick house with a small garden in front of it. Its paint is white and green. It is very nice and comfortable house My house has a living room, three bedrooms, a kitchen and bathroom.

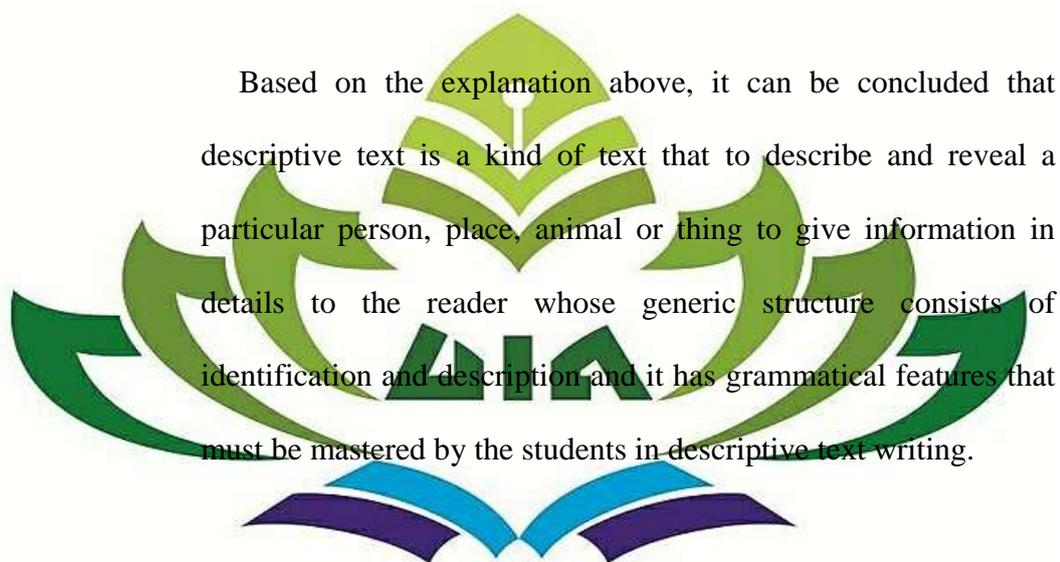
(Description)

There is a verandah with three wooden chairs and wooden table in front of the verandah. The living room is big enough. In the middle of the living room, there is a big sofa and some comfortable chairs. At the end of the living room there is a cabinet with a TV set on it. My

⁴¹Yuniar Bestiana and Machis Achyani, *Big Book Bahasa Inggris: Metode Terbaik Meraih Nilai 10* (Jakarta Selatan: Penerbit Cmedia Imprint Kawan Pustaka,2017), pp.275-277.

bedroom is quite small. There is a writing desk and a chair next to the window. The bed is small. It is in the left side opposite to the window. There are few books on the top of the desk. The kitchen is in the back part of the house. It is next to the bathroom.

Source: Yuniar Bestiana and Machis Achyani, *Big Book Bahasa Inggris: Metode Terbaik Meraih Nilai 10*, p.279.



b. Descriptive Text Writing Ability

Writing ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey. Further writing ability means the person uses words as coins and the rules of grammar, punctuation and to some extent use acceptable composition ways and methods. Besides, the writer must be understand and ability to

write types of text. The one type of writing is descriptive text. Descriptive text is type of the text to describe a particular person, place or thing.⁴²

Oshima and Hogue argue that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.⁴³ In descriptive paragraph, the writer can describe an object, a place, a person, or event to the readers.

In writing, the writer must give writing clearly, so it can be understood by the reader. The ability of writing must be considered to get good writing. According to Blanka, there are five component of writing include content, organization, vocabulary, language use and mechanics.⁴⁴ It means that in writing has component must be mastered by the writer to get good writing. In descriptive text writing ability, the writer expresses the idea or topic of the text not only keep attention about generic structure and grammatical features of descriptive text, but the writer also has to keep attention about five aspects of writing including content, organization, vocabulary, language use and mechanic that will be the assessment of writing.

⁴²Sanggam Siahaan, *Loc. Cit.*

⁴³A. Oshima and , A. Hogue, *Introduction to Academic Writing*. New York: Pearson Education Limited , 2007, p.34

⁴⁴ Blanka Frydrychova Klimova, *Evaluating Writing in English as a Second Language, Op.Cit* p.392.

Based on the explanation above, it can be concluded that descriptive text writing ability is the students ability to describe or express ideas and thoughts about a specific object in details in written form whose generic structure consists of identification and description to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use, and mechanics.

D. Concept of Approach, Method, and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.⁴⁵

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.⁴⁶ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the

⁴⁵Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), , p.78

⁴⁶H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*(4th ed) (New York: Longman, 2001), p.16

classroom and which provide the reasons for doing them.⁴⁷ It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.⁴⁸

Bambang Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.⁴⁹ It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well.

E. Collaborative Writing

1. Definition of Collaborative Writing

⁴⁷ Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 1991), p.62

⁴⁸ *Ibid*

⁴⁹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

According to Elizabeth, Collaborative writing technique is the technique that student pairs or triads write a formal paper together.⁵⁰ Each student contributes at each stage of the writing process, brainstorming ideas, gathering and organizing information, and drafting, revising and editing the writing. Working together can help students to learn and perform the stages of writing more effectively. Moreover Poh lin said that implementing a collaborative environment in the writing classroom (as opposed to mere group work) is not without its challenges. Factors such as class size, time constraints, and teachers' ability to facilitate and guide students in the process of collaborative summary writing are some of the concerns that would need to be addressed.⁵¹ So, this technique help students stay focused on the goal, which is to work together to produce a good writing.

Based on Dale, he also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of shared document.⁵² It means that collaborative writing can help students in writing process because they interact with their members while they are working together. In addition, collaborative writing technique students can share information and together students organize their ideas and create an outline. Collaborative writing is a technique to make teaching

⁵⁰ Elizabeth F Barkley., K Patricia Cross., & Claire Howell Major. *Collaborative Learning Technique* (1sted) (San Fransisco: Jossey Bass,2005), p. 256.

⁵¹ Ong Poh Lin, *Collaborative Writing in Summary Writing: Student Perceptions and Problems*, (kuala Lumpur : Universiti Kebangsaan Malaysia, 2013), p.605

⁵²Helen Dale, Co-Authoring in the Classroom: *Creating an Environtment for effective Collaboration*. Theory & Practice Research into Practice. (Illinois: Viewpoints 1997), p.11

learning more effective and it makes the students active in teaching learning process.

According to Tarmizi Thalib, collaborative writing allows for a large number of participants to contribute and work together, sharing ideas and clarifying thoughts.⁵³ It means that this technique refers to the process which provides participants the opportunity to explore, discuss, cooperate and develop learning capabilities so it can make the students study together to make a written text.

From the explanation above, it can be concluded that collaborative writing is a technique in teaching writing that divide the students pairs or triads and they work together to organize and develop their ideas.

2. Advantages of Collaborative Writing

Additionally, Tarmizi adds some advantages of collaborative writing which are as follows:

- a. Technology has facilitated collaborative writing tasks.
- b. Most students are motivated by an improvement in their writing competencies in collaborative writing tasks.

⁵³Tarmizi Talib, Yin Ling Cheung, *Collaborative writing in classroom instruction: A synthesis of recent research. The English Teacher*, 46(2), (Singapore: National Institute of Education, Nanyang Technological University,2017).p.50

- c. Collaborative writing is effective in improving accuracy of student writing and critical thinking.
- d. collaborative writing have helped students improve in academic achievement and test scores, higher-level thinking skills, and critical thinking⁵⁴

According to Deveci, There is overwhelming agreement that collaborative writing offers a variety of cognitive and social benefits to students. In terms of the former, it enables students to assume responsibility for their own learning, learn how to learn, and develop critical thinking skills when analyzing texts, arguments and composing their own papers.⁵⁵

3. Disadvantages of Collaborative Writing

There are some disadvantages in using collaborative writing as follows:

- a. In parallel collaboration, the project gets delayed even if the work of one writer gets delayed.
- b. In sequential collaboration, the tasks are depended on the previous writers. If a writer does not complete the work on time, the subsequent writers will have to start their work later than scheduled

⁵⁴ *Ibid*, p. 46-48

⁵⁵ Tanju Deveci, Universal Journal of Educational Research : *Student Perceptions on Collaborative Writing in a Project-based Course*, (Abu Dhabi, Petroleum Institute, Khalifa University of Science and Technology, 2018), p.722

and hence will have a tough time. The problem becomes intensified if writer 1 or writer 2 delay their share of activities and take more time than planned or required because they are the initial writers and the others will have lesser time to complete their tasks.

- c. Even if one writer does not follow the styles and guidelines and produces a document that is not of acceptable quality, the entire project will suffer.
- d. Identifying and acknowledging the contributors to the project is a complex process.⁵⁶

The disadvantages of collaborative writing according to Sukirman as follows :

- a. May not clearly represent group's intentions and less consensus produced
- b. Lose sense of group, subsequent writers may invalidate previous work,
- c. Writers can be blind to each other's work.⁵⁷

4. Procedures of Collaborative Writing Technique

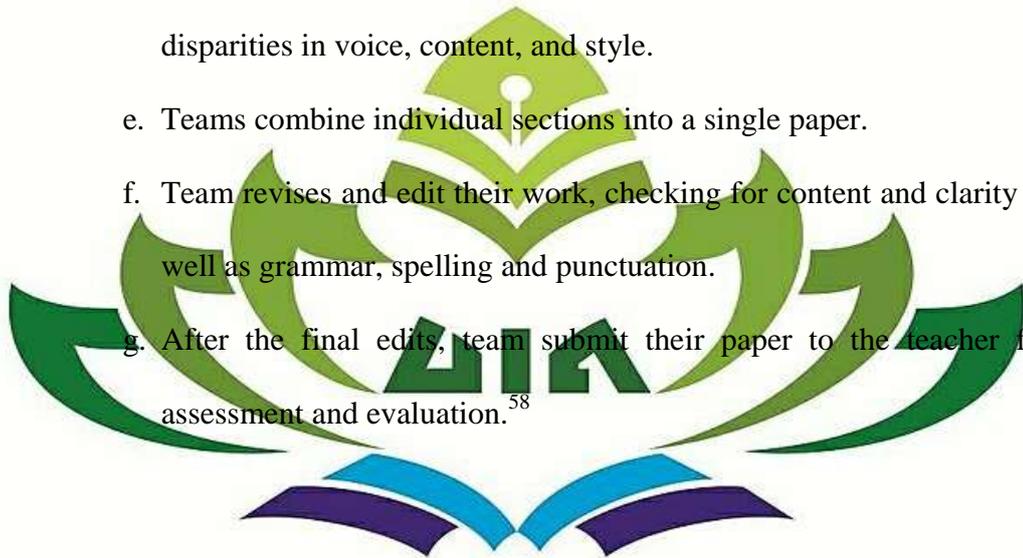
According to Elizabeth, there are several procedures that should be

⁵⁶Sajithajayaprakash, "Disadvantages of Collaborative Writing", (Online), Available at <https://sajithajayaprakash.wordpress.com/2013/02/20/disadvantages-of-collaborative-writing/>, (Accessed on September 15th, 2019)

⁵⁷Sukirman, *Using Collaborative Writing in Teaching Writing*, (Langkawi : Faculty of Tarbiyah and Teaching Science, IAIN Palopo,2016)

done to implement collaborative writing technique in teaching writing. The procedures of teaching writing are as follows:

- a. The teacher divides the students into pairs or triads and generate ideas by brainstorming together or conducting preliminary research.
- b. Together, Students organize their ideas and create an outline.
- c. Students divide up the outline, selecting or assigning sections for each student to write initial drafts individually.
- d. Teams read first drafts and discuss and resolve any significant disparities in voice, content, and style.
- e. Teams combine individual sections into a single paper.
- f. Team revises and edit their work, checking for content and clarity as well as grammar, spelling and punctuation.
- g. After the final edits, team submit their paper to the teacher for assessment and evaluation.⁵⁸



Based on the explanation above, it can be concluded that the procedures of collaborative writing to teach descriptive text writing have seven phases. Starting from the teacher divides the students into pairs or triads until the students submit their paper to the teacher for assessment and evaluation.

⁵⁸Elizabeth F Barkley., K Patricia Cross., & Claire Howell Major, *Op.Cit*, p.256-257

F. Problem in Teaching and Learning Writing

Teaching and learning writing have many challenges. At present the challenges visible before the English language teachers are diverse and it is necessary for them to shape up accordingly to meet the demands of the day. If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. Whereas many students are able to understand the language, but most of the students face the problem of communicating their ideas. Some of the problems in teaching and learning writing are :

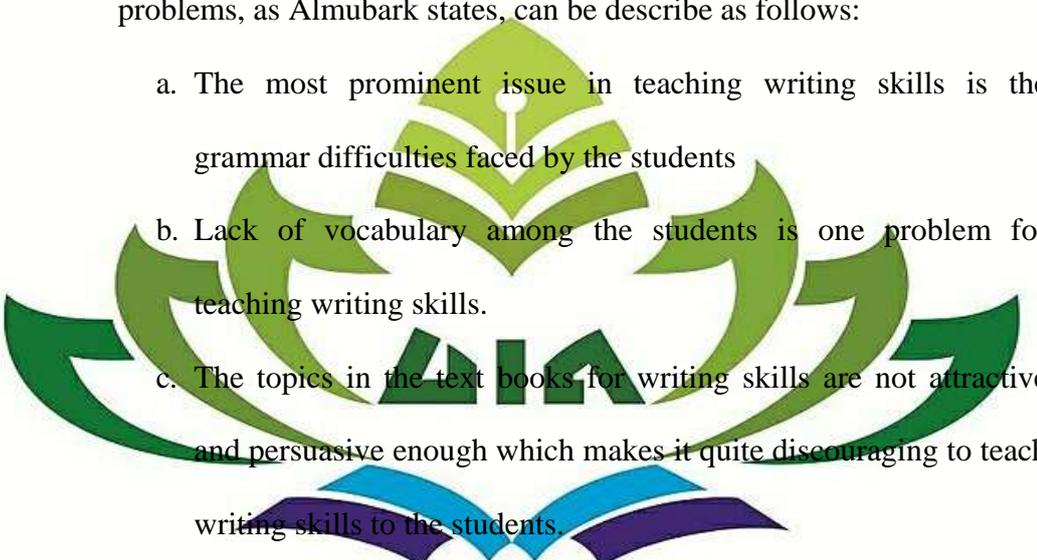
1. Teacher's Problem in Teaching Writing
2. Students' Problem in Learning Writing

1. Teacher's Problems in Teaching Writing

Teaching and learning how to write successfully gets even more complicated and challenged for both language teacher and students. Students do not write very often and most of what they write is classroom-bound. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher

can then proceed to focus on what topic can be employed to ensure student participation.⁵⁹

Teacher and students need to know how it talks about language at various points during learning and teaching.⁶⁰ It means that the teacher should know to make students easily understand writing well. However, there are some problems faced by teacher in teaching writing which affect the outcomes of teaching writing in the class. Some of those problems, as Alzubair states, can be describe as follows:

- 
- a. The most prominent issue in teaching writing skills is the grammar difficulties faced by the students
 - b. Lack of vocabulary among the students is one problem for teaching writing skills.
 - c. The topics in the text books for writing skills are not attractive and persuasive enough which makes it quite discouraging to teach writing skills to the students.
 - d. The lack of motivation among the students to improve their writing skills is a problematic factors in teaching process.
 - e. Collaborative strategy among the students in the classroom can overcome difficulties as it encourages mistake corrections and the restructuring of ideas that may help to improve teaching

⁵⁹ Danna Adas and AydaBakir, *Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities International Journal of Humanities and Social Science*, (An Najah National University Nablus, 2013), p.254

⁶⁰ Jeremy Harmer, *How to Teach Writing, Loc.Cit*, p.34

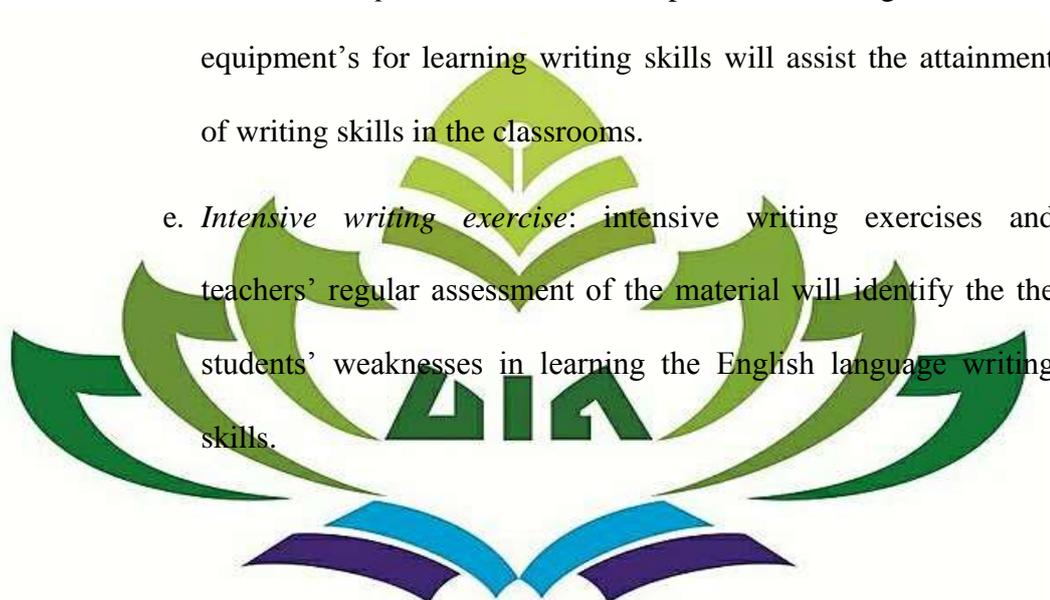
- f. More credit hours should be added to teaching writing skills so that the problem of writing skills in classrooms can be eradicated.
- g. The higher number of students in each class is a barrier for lecturers to achieve their teaching goals for teaching writing skill.
- h. Mother tongue interference among students is a disruptive factor in teaching the English language writing skills.
- i. Previous knowledge about the English language writing skills among the students from their level of education will support further development of students' writing ability at the university level.⁶¹

From the explanation above, it can be concluded that only several problems match for teacher's problem in teaching writing. Some statement match with students' problems. The problems match for teacher's problem in teaching writing that are :

- a. *The topics in text books are not attractive*: the topics in the text books for writing skills are not attractive and persuasive enough which makes it quite discouraging to teach writing skills to the students.

⁶¹ Amin Ali Alzubair, *Exploring the Problems Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia*, (Saudi Arabia: Department of English language Jazan University, 2016), p.15-19

- b. *Credit hours*: more credit hours should be added to teaching writing skills so that the problem of writing skills in classrooms can be eradicated.
- c. *The higher number of students*: the higher number of students in each class is a barrier for lecturers to achieve their teaching goals for teaching writing skill.
- d. *Teacher competence*: teacher competence in using devices or equipment's for learning writing skills will assist the attainment of writing skills in the classrooms.
- e. *Intensive writing exercise*: intensive writing exercises and teachers' regular assessment of the material will identify the the students' weaknesses in learning the English language writing skills.



2. Students' Problems in Learning Writing

In learning a foreign language, writing plays an important role. It is one component that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how use them accurately in context.⁶² However in

⁶² Jeremy Harmer, *Op.Cit*, p.153

practice of learning writing in the class, there are some obstacles which often happen in process of learning writing. Students may experience difficulties in writing for a variety reasons. These difficulties may vary in cause, nature, intensity and duration. According to Msanjila, there are some problems faced by the students in learning writing such as:

a. Capitalization problem, the misuse of capital letters is the most common writing problem noted in this study. Using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical problem which can be handled appropriately by professional teachers in schools.

b. Punctuation problem may also be the result of inadequate learning or poor teaching. Their writings seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.

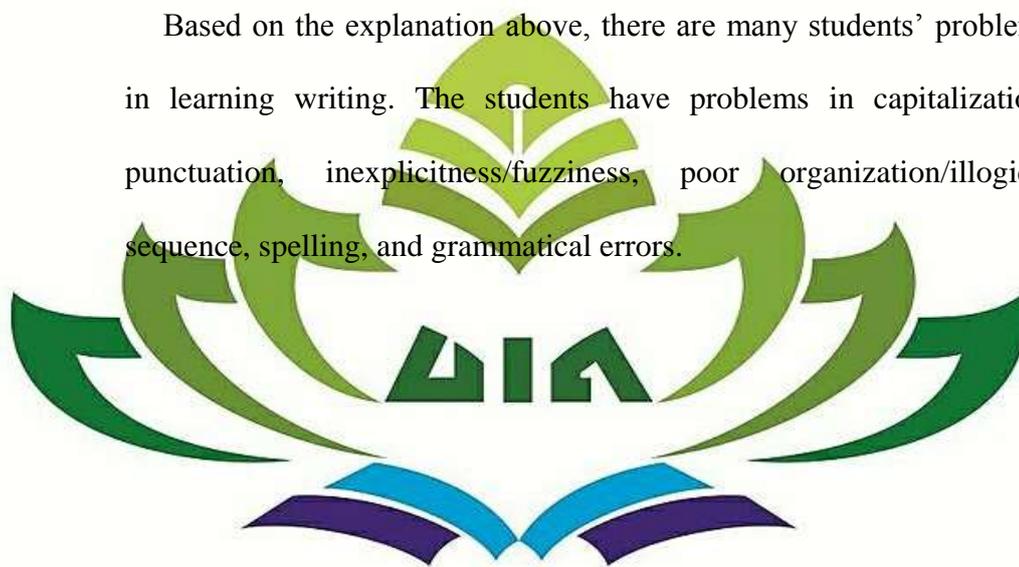
c. Inexplicitness or fuzziness, the problem of inexplicitness or fuzziness can argue that it is one of the serious problems facing students in schools and colleges.

d. Poor organization / illogical sequence, this problem is as serious as the problem of inexplicitness or fuzziness. If this problem is not addressed seriously, the conveyed messages would be totally distorted.

e. Spelling problem, using wrong spelling is another serious problem. This problem may be said to arise as a result of mother tongue interferences realized through phonological manifestations.

f. Grammatical errors, like other writing problems, grammatical errors seem to result from inadequate learning and poor teaching.⁶³

Based on the explanation above, there are many students' problems in learning writing. The students have problems in capitalization, punctuation, inexplicitness/fuzziness, poor organization/illogical sequence, spelling, and grammatical errors.



⁶³ Yohana P. Msanjila , *Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*, (Tanzania: University Dar Es Salaam: 2005), pp.18-22

REFERENCES

- Adas, Danna, Etc. *Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities International Journal of Humanities and Social Science*, Nablus : An Najah National University Nablus, 2013
- Almubark, Amin Ali. *Exploring the Problems Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia*. Riyadh : Departement of English language Jazan University, 2016.
- Anderson , Mark and Kathy Anderson. 1997.*Text Type in English*. SouthYara: Macmillan.
- Astuti, Neni. 2018. *The Influence of Collaborative Writing Technique Toward Student's Descriptive Writing At Eight Grade Of MTS Al-Hikmah*. S-1 Thesis. State Islamic University Raden Intan Lampung.
- Barkley, F Elizabeth ., K Patricia Cross., & Claire Howell Major. *Collaborative Learning Technique* (1st ed). San Fransisco: Jossey Bass, 2005
- Best, John W. and James V. Kahn. 1995. *Research in Education* (7th Ed.) New Delhi: Prentice-Hall.
- Biria, Reza. 2013. *The Impact of Collaborative Writing on the Writing Fluency of Iranian EFL Learners*. Isfahan : Islamic Azad University
- Blanka Frydrychova Klimova, *Evaluating Writing in English as a Second Language* (Hradec Kralove: Procedia- Social and Behavioral Sciences, 2011), p.392, available at [Error! Hyperlink reference not valid.](#)
- Brown, H. Douglas. 2000.*Teaching by Principles. An Interactive Approach to Language Pedagogy. Second Edition*, New York: Addison Wesley Longman.
- Dale, Helen. *Co-Authoring in the Classroom: Creating an Environtment for Effective Collaboration*. Theory & Practice Research into Practice. Illinois: Viewpoints, 1997
- Denscombe, Martyn. 2007. *Good Research Guide*. (3rd Ed). Sidney: EBSCO Publishing.
- Deveci, Tanju. 2018. *Universal Journal of Educational Research : Student Perceptions on Collaborative Writing in a Project-based Course*. Abu Dhabi : Petroleum Institute, Khalifa University of Science and Technology

- Djuharie, Otong Setiawan. 2009. *Genre, Ragam Teks dan Peruntukannya*. Bandung: Graha Ilmu.
- Esterberg, Kristin G. *Qualitative Methods in Social Research*. New York: Mc.Graw Hill, 2002.
- Fraenkel, Jack R and Wallen. 1990. *How to Design and Evaluation Research in Education* (6thed). San Francisco: State University.
- Gerot, Linda and Peter Wignell. 1994. *Making Sense of Functional Grammar*. Queensland: Antipadean Educational Enterprises Publising.
- Gurpreet Kaur. 2011. Vol 1 No1 "Study and Analysis of Lecture Model of Teaching". *International Journal of Education Planing and Administration*.
- Handayani, Dyah Indri Fitriani. 2017. *Teaching English Pronunciation Using Film*. Depok : Indonesia University
- Harmer, Jeremy. 2001. *How to Teach English*. London: Longman.
- _____. 2004. *How to Teach Writing*. New York: Longman.
- _____. 2001. *The Practice of English Language Teaching*, London: Longman.
- Hyland, Ken. 2003. *Second Language Writing*. New York: Cambridge University Press.
- _____. 2009. *Teaching and Researching Writing*, (2nd Ed). London: Longman.
- Ikawati, Herinda. 2018. *Improving Students Writing skill Through Collaborative Writing at SMAN 2 Karang Anyar*. Surakarta: Sebelas Maret University
- Isnaeni, Ulfi. 2016. *The Influence Of Using Interactive Writing Technique On Students' Writing At The Second Grade Of SMPN 1 Awangpone*. S-1 Thesis. State Islamic University of Alauddin Makasar.
- Kane, Thomas S. 2000. *The Oxford Essential Guide to Writing*. New York: Berkley Books.

- Knapp , Peter and Megan Watkins. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Sydney: University of New South Wales Press Ltd.
- Kouamé, Julien B. 2010. *Using Readability Test to Improve the Accuracy of evaluation Documents Intended For Low Literature Participant*, *Journal Of Disciplinary Evaluation*.Michigan: Western Michigan University.
- Lin, Ong Poh. 2013. *Collaborative Writing in Summary Writing: Student Perceptions and Problems*. kuala Lumpur : Universiti Kebangsaan Malaysia
- Longhofer, Jeffrey, Etc. *Qualitative Methods for Practice Research*. New York: Oxford University Press, 2013.
- Meyers, Alan. 2005. *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*,New York: Longman.
- Miles , Matthew B. and A. Michael Huberman. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications, 1994.
- Msanjila, Yohana P. *Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*. Tanzania: University Dar Es Salaam, 2005.
- Nunan. David. 1991.*Language Teaching Methodology*. New York: Prentic Hall.
- Oshima, A. and , A. Hogue. 2007. *Introduction to Academic Writing*. New York: Pearson Education Limited.
- Oxford. 2008. *Oxford Learner's Pocket Dictionary* 4th Ed. New York: Oxford University Press.
- Patel, MF and Praveen M.Jain. 2008. *English Language Teaching Method (Method, Tool, Tehnicque)*. Jaipur: Sunrise Publisher and Distributors.
- Pramono, Juang Eko. 2014. *The Effectiveness of Collaboration Writing in Teaching Writing at MTS Assyafi'yah Gondang*. Tulung Agung: Islamic State Institute Tulung Agung.
- Raimes, Ann. 1983.*Technique in Teaching Writing*. New York: Oxford University Press.
- Sanjaya, Wina. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Edisi Pertama). Jakarta: Kencana.
- Setiyadi, A.g Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta : Graha Ilmu

Siahan , Sanggam. 2008. *Issues in Linguistic*. Yogyakarta: GrahaIlmu.

_____, and Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta: GrahaIlmu.

Sukirman. 2016. *Using Collaborative Writing in Teaching Writing*. Langkawi : Faculty of Tarbiyah and Teaching Science IAIN Palopo

Supiani. 2012. *Improving the student's ability in writing descriptive text through Collaborative Writing Technique*. Journal. Banjarmasin : State Islamic University Kalimantan MAAB Banjarmasin

Talib, Tarmizi, Yin Ling Cheung. 2017. *Collaborative writing in classroom instruction: A synthesis of recent research*. *The English Teacher*, 46(2). Singapore: National Institute of Education, Nanyang Technological University

Tribble, Cristopher. 1996. *Language Teaching Writing*. London: Oxford University Press

Ur, Penny. 1991. *A Course in Language Teaching Practice and Theory*. United Kingdom: Cambridge University Press.

Wagstaff , Janiel M. 1994. *Teaching Reading and Writing with Word Walls*. New York: Grafica Inc.



Prakash, Sajitha jaya. 2013. "Disadvantages of Collaborative Writing", (Online), <https://sajithajayaprakash.wordpress.com/2013/02/20/disadvantages-of-collaborative-writing/>, (Accessed on September 15th, 2019)