

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher present literature review, theoretical framework, and hypotheses. The researcher also discusses several theories and research studies that are relevant to the topic in the literature review and the research relates the theories to be studied in a theoretical framework.

A. Writing Skill in Junior High School

Writing is one of the four language skills that many English as a Foreign Language (EFL) students have. According to Richards and Renandya (2002), Writing is often considered a difficult skill to master. Moreover, learning to write is an essential skill. In the past, most individuals learned to talk as their primary language form, and the only people who learned to write were scholars from educational institutions. Writing communication can be thought of as a linguistic skill that is used to communicate indirectly when people are unable to meet in person, it makes writing important.

There are reasons why writing is important. In the context of junior high school, honing writing skills is very important for students' overall language development (Suganda, 2022). First, mastery of writing at this stage lays the foundation for effective communication and understanding in a variety of subjects. As students study more complex topics, the ability to articulate thoughts coherently in writing becomes indispensable. Second, writing skills foster critical thinking by encouraging students to organize and analyze information systematically. This process not only improves their understanding of the subject but also sharpens their cognitive abilities. Additionally, developing strong writing skills early on will prepare students for the demands of higher education and the professional world, where effective written communication is often a

prerequisite. Additionally, it fosters creativity, allowing students to express themselves imaginatively through storytelling, essays, and other forms of written expression. Lastly, the challenges faced during the development of writing skills in middle school contribute to resilience and perseverance, instilling valuable life skills that extend beyond academics. In essence, developing writing skills in junior high school is more than just language proficiency, this is the basis for academic success, critical thinking, creativity, and resilience in facing challenges.

In summary, developing writing skills in junior high school has a major impact on student development. Apart from being a language skill, writing ability is the basis for academic success and effective communication in various subjects. The ability to organize thoughts not only helps to understand complex topics but also stimulates students' critical thinking. By facing the challenges of developing writing skills, students not only improve their understanding of the subject but also develop resilience and perseverance, valuable skills that are useful beyond the academic sphere. This investment also prepares them for the challenges of higher education and the professional world, where written communication skills are a fundamental requirement. In short, developing writing skills at the middle school level is an investment in a student's all-round growth, providing the tools necessary for intellectual, creative, and personal success.

The ability to articulate thoughts in coherent writing is important, especially for students studying more complex topics. In addition, students can easily organize and analyze information systematically with writing skills. The writing process can also improve their understanding and sharpen their cognitive abilities (Oktavia, 2023). Apart from that, written communication is very effective and prerequisite because of the high demands in the educational and professional world. Writing can foster students'

expressions of imaginative creativity through storytelling, essays, poetry, and other forms of written expression.

The problems faced in creating writing skills in schools highlight the importance of supporting resilience and perseverance as well as the value of a healthy lifestyle that goes beyond academic achievement. It also brings together historians, critical thinkers, creatives, and generally in the fields of education and more. As a result, writing skills programs in primary schools have a significant negative impact on student growth. Writing proficiency is not only a linguistic competency but also a prerequisite for success in the classroom and efficient communication on a variety of topics. Clear organization of thinking is detrimental to students' capacity to think critically as well as help in understanding complex subjects.

Students who take on challenges to improve their writing skills will gain knowledge of the subject matter as well as valuable tenacity and perseverance traits that can be applied outside the classroom. This investment also equips them to meet the demands of post-secondary education and the world of work, where proficiency in written communication is essential. For example, cultivating a culture of reading comprehension at the elementary school level is an investment in students' holistic development, providing the tools necessary for intellectual, creative, and personal success.

B. Teaching writing Descriptive texts using Collaborative Writing method

Students can work in pairs or groups to produce quality writing using a learning strategy called Collaborative Writing. Collaborative Writing is when two or more individuals work together to create, revise, and draft the whole text based on their ideas (Anggraini et. al., 2020). Yong (in Anshu & Yesuf, 2022) claims that Collaborative Writing is defined as writing that emphasizes the entire writing work through the shared and cooperative efforts of the writers. According to Suparto et al. (2021), in Collaborative

Writing, students write in teams, read their work, talk about it, and then review it. Apart from providing an opportunity to practice writing essays, Collaborative Writing also fosters introspection, sharing knowledge, critical thinking, and communication. Dobao and Blum (cited in Anisa & Fahri, 2020) highlight that Collaborative Writing enables students to share ideas, observe one another, and articulate their viewpoints during the writing process. This collaborative approach encourages interactive engagement among students, fostering a richer exchange of ideas and perspectives to enhance their writing skills. Writing produced by a pair of students or a group of students in which there is cooperation and contribution of group members plays a major role is known as Collaborative Writing.

Collaborative Writing not only enhances individual writing skills but also cultivates a sense of teamwork, as students learn to navigate diverse perspectives and combine their strengths. Additionally, this collaborative approach prepares students for real-world scenarios where effective communication and collective problem-solving are invaluable skills. Karyaatry (2018) emphasized that one of the reasons is that EFL students need to use appropriate language in their writing. Kusumawardhani (2019) also gave tips that students must master the rules related to grammar to reduce their writing errors. According to Utami (2012), writing is an activity that needs to be arranged in a certain order so that it is logical and connected. Therefore, it takes quite a long time to produce it. This is often challenging because students have difficulty in passive words, new vocabulary, and making phrases.

In this regard, Collaborative Writing may be one approach that language teachers can implement to foster the writing development of their EFL learners. According to McDonough (2018), Collaborative Writing provides opportunities for students to improve language use and writing quality by working together with friends. In addition,

Rezeki & Surmiyati (2021) added that students can discuss, share ideas, and even debate to reach mutual agreement when they write collaboratively. Of course, this can hone other skills such as communication, critical thinking, and creativity.

C. Assessing writing

Writing assessment is a method used to assess potential abilities and this can also be called a field of study that includes this theory to assess written assignments. Apart from that, writing assessment is also often referred to a method or technology used to examine writing written by students. There are various writing assessment methods, one of which is the Rubric assessment method. Rubrics are writing assessment tools that can be applied in various writing scenarios. The ESL writing assessment compiled by Jacobs contains 5 important components:

1. Content: ability to think creatively and develop thinking including relevant topics
2. Organization: The ability to write appropriately for a specific purpose with a specific audience in mind as well as the ability to select, organize, and other relevant information.
3. Vocabulary: The ability to write words effectively and appropriately for lists.
4. Use of language: Ability to write correct and precise sentences.
5. Mechanical skills: the ability to use conventions correctly for written language such as punctuation, spelling, and others. There are 5 aspects to this, namely:
 - a. Content (30 points)
 - b. Organization (20 points)
 - c. Vocabulary (20 points)
 - d. Use of language (25 points)
 - e. Mechanical skills (5 points)

Therefore, all components of the student's work will receive points. More detailed criteria will be explained as follows:

Table 2.1 Scoring rubric

Aspect	Score	Performance Descriptive
Content	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, thorough development of thesis, relevant to the assigned topic.
	26-22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, lack of detail, mostly relevant to the topic.
	21-17	FAIR TO POOR: Limited knowledge of the subject, little substance, inadequate development of the topic.
	16-13	VERY POOR: Does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected lack logical sequencing and development.
	9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
Grammar	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
	13-10	FAIR TO POOR: limited range, frequent errors of word/ idiom form, choice, usage, meaning, confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, words, form, OR not enough to evaluate.
Vocabulary	25-22	EXCELLENT TO VERY GOOD: effective complex construction, few errors in agreement, tense, number, word order/ function, articles, pronouns, and prepositions.
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, and prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling punctuation, and paragraphing but meaning is not obscured.

Mechanics	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

The indicator of success for students' descriptive writing scores is 70 which is graded using the criteria above considering the school standard competency.

The range of score is 100 max can be explained as follows:

Table 2.2 Scoring rubric

85-100	Excellent
70-84	Good
60-69	Fair
50-59	Poor
0-49	Fail

D. Theoretical framework

Writing is not only about constructing words into sentences and linking the sentence into the paragraph but also requires grammatical and lexical knowledge. Writing is strongly influenced by genre boundaries that can be present in learning activities. Genre-based methods assist learners in producing written works and interacting with members of the same discourse community by incorporating knowledge about a particular genre into written products for communicative purposes. Writing is more than just arranging words in sentences, attaching sentences to paragraphs, and forcing paragraphs into text.

Collaborative Writing is a method that can be used in writing techniques. Collaborative Writing is an activity in which two or more people work together to produce a document. In a learning process, students can help each other and share information with their learning partners. The goal of using Collaborative Writing as a learning method is to create a differentiated and enjoyable learning experience that supports student interaction learning.

Collaborative Writing was chosen to be applied in improving student's writing skills and their involvement in the teaching and learning process. Collaborative Writing is expected to provide opportunities for students to practice their writing skills while developing collaboration skills, as well as developing the 4C skills, namely critical thinking,

collaboration, creativity, and communication, structured and guided. It is hoped that the results and efforts carried out can be useful in improving students' writing skills in writing English teaching and learning process.

E. Hypothesis

The researcher's hypothesis is the answer to the research question, which may be true or false, based on the results of the study.

H0: There is no significant difference in the writing skills of students who are taught using Collaborative Writing.

H1: There is a significant difference in the writing skills of students who are taught using Collaborative Writing.