**CHAPTER II**

**REVIEW LITERATURE**

This chapter presents some terms. They are teaching English in Junior High School, the nature of writing, types of English text, strategy in teaching writing, assessing writing and peer assessment and review of previous study.

* 1. **Teaching English in Junior High School**

In many countries where English is a foreign language, the primary goal for children studying in the educational system is to pass English entrance exams to enter good high school and universities (Gebhard, 1996:3). English subject is given to all formal education levels. Therefore, English’s standard competency is needed to be sufficient and effective.

Teaching English at Junior high school is based on the school based curriculum. The curriculum is for junior high school level. It is stated that English is a mean of communication both orally and written. Communication means understanding and expressing thought, feeling, information, and developing knowledge, technology and culture. Competence for communication in the whole meaning is competence discourse that is competence to understand and produce some oral and written text. They are stated in four language skills namely, listening, speaking, reading, and writing. In junior high school, all of the skills have standard competencies. They are:

* + 1. **Listening**

Understanding the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report text are in the context of daily life.

* + 1. **Speaking**

Expressing the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report are in the context of daily life.

* + 1. **Reading**

Understanding the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report text are in the context of daily life.

* + 1. **Writing**

Undersatnding the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report text are in the context of daily life (Depag, 2009:17)

In teaching writing, there are two basic competencies that have to be reached by the students. There are (a) expressing the meaning in the form of a simple short functional text written using a variety of written language accurately, fluently and thankful to interact with the environment, (b) expressing the meaning and rhetorical steps in a short essay using a variety of simple written language accurately, fluently and thankful to interact with the environment in the form of descriptive text and recount (BNSP, 2006:132)

* 1. **The Nature of Writing**

Definition of writing is conveyed differently by some experts. They are; (a) Wikipedia (2009) states that writing is the representation of language in a textual medium through the use of a set of sign or symbols (know as a writing system); (b) Harmer (2007:113) says that writing is various stages (planning, drafting, editing, etc) that writers go through in a variety of sequences in order to compose written text. (c) Writing is considered a problem-solving process in which writers attempt to produce visible, legible, and understandable language reflecting knowledge of their topic or thoughts and feelings (Berninger, 1993). Graham (1982) states that writing is making their meaning known to others and that the endgame is conveying ideas and emotions to someone else, most likely an absent other.

The definitions above imply that writing is an activity of creating and composing written text of thoughts and feeling.

* + 1. **The Function of Writing**

There are four function of writing in the classroom. The following four function of writing are indentified in the classroom; (a) writing to participate in community; (b) writing to know oneself and others; (c) writing to occupy free time; (d) writing to demonstrate academic competence (Florio and Clark, 1982:15).

Understanding and awareness of functions of writing in the classroom can aid the acquisition of writing by helping teachers to furnish and take advantage of meaningful and diverse opportunities for students writing (Florio and Clark, 1982:15).

* + 1. **The Purpose of Writing**

When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. The writer may also have mixed and even contradictory, motivation for writing. For instance, a student writing an essay for a class may wish to please the teacher and to amuse his or her classmates. Unfortunately, what might amuse classmates the teacher could find unacceptable. In general, people write either because they are required to or because they choose to write for their own reasons. Required writing happens on the job and in school. Self-chosen writing happens in many circumstances. Both required and self-chosen writing can be of many kinds. In either case, reflection on different purposes for writing can help one produce the most effective piece of writing.

Based on Roman [Jakobson's](http://web.mst.edu/~gdoty/classes/concepts-practices/models.html%22%20%5Cl%20%22Jakobson) model of the communication situation provides a good framework for classifying the varied purposes of writing. Adapted to written communication, Jakobson's model, the purposes of writing can be seen as having general types of purpose focusing on one of the arts of the communication model.

1. Writer: Expressive purposes. One may write simply to express one’s feeling, attitudes, and ideas. This type of writing does not take the reader into consideration; instead, it focuses on the writer’s feeling, experience and needs. People use writing to explore who they are, to combat loneliness, to chronicle their experiences and to create alternative realities (Macarthur, 2006:1). Expressive writing may take the form of poetry, journals, letter and especially free writing. It can include a biography about well person or someone from writer’s life (O’Malley, 1996:137).
2. Reader: Conative purposes. Conative writing seeks to affect the reader. Persuasive writing is conative; so is writing intended to entertain the reader. In persuasive writing, writers attempt to influence others and initiate action or change. Writing intended to arouse the reader's feelings is conative. This type of writing is based on background information, facts, and examples the writer uses to support the view expressed (O’Malley, 1996: 138). This type of writing includes writing an application letter.
3. Context: Informative purposes. Informative writing refers to something external to the writing itself, with the purpose of informing the reader. For instance, this page is informative, as are the other components of this Map. In our times, informative writing is usually prose, although in earlier periods poetry was used for informative purposes. Writers use informative writing to share knowledge and give information, directions or ideas (O’Malley, 1996: 137). This type of writing could be writing an announcement.
4. Message: Poetic purposes. Poetic (or literary or stylistic) purposes focus on the message itself—on its language, on the way the elements of language are used, on structure and pattern both on the level of phrase and of the overall composition. Poetic writing can be in prose as well as in verse. Fiction has poetic purposes. Anytime one writes with an emphasis on the way the language is used, one has a poetic purpose.
5. Code: Metalinguistic purposes. Comments on a piece of writing are metalinguistic. If a student attaches a note to an essay to explain why the essay is late, the note is metalinguistic in relation to the essay. An author's preface to a book is another example of metalinguistic purpose in writing.
	* 1. **The Relationship between Writing with The Other Skills of Language**

Language skills consist of four aspects such as listening, speaking, reading and writing. All of them relate one another.

Table of four skills language relation

|  |  |  |
| --- | --- | --- |
| **Language skills** | **Oral** | **written** |
| Receptive | Listening | Reading |
| Productive | Speaking | Writing |

Musclich (2011:123) states that as written language skills, reading and writing are correlated: although there are exceptions, good readers tend to be a good writer and poor readers tend to be poor writers. Also, the act of reading is similar to the act of writing in that both processes involve the construction of meaning. Both readers and writers construct meaning by interpreting information in terms of their prior knowledge and experiences. Research by Tierney, Soter O’Flahavan and McGinley (1989) suggests reading and writing in combination are more likely to facilitate critical thinking (Eanes, 1993:448).

In writing skills, someone needs inspirations, idea and information for his writing. They can be got by many sources not only printed text but also non-printed text such as listen the information (Muslich, 2011:124). Meanwhile, writing and speaking are productive skills so that writers and readers are as deliverer.

* + 1. **Aspects in Teaching Writing Process**

The writing process actually begins at the very moment a paper is assigned. As the writer’s mind begins to think of a subject, certain idea and thoughts are already being formed (3). Here are some aspects that need in the teaching writing process;

* + - 1. **Organization**

**The definition of organization is** a key ingredient to a good story or essay. A well structured paper will be much more logical to the reader, as well as more effective in its goals. Information in a story, especially key information, should be delivered at just the right time, and with an inviting lead. An organized paper makes sure that ideas are linked together with smooth transitions.

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need.

Good organization is fundamental to effective legal writing. No matter how well the writers have stated the question and the significant facts, how thoughtfully the writers have analyzed the problem or how skillfully they have used language; their work will be wasted unless it is organized intelligently (Denbarch and Singleton II, 1994:107).

Good organization begins with advance planning and some writers find that advance planning requires a detailed outline. Outlining may help you think through a problem and avoid omitting important points. Outlining may also help to spot organizational deficiencies (Denbarch and Singleton II, 1994:107).

* + - 1. **Grammar**

English grammar consists of a set of rules or convention that helps to guide the use of correctly written and spoken English. Good grammar is like good table manners. It varies with circumstances but something about it always remains constant. If the same set of grammatical rules is understood by all individuals, then written and spoken expression became much easier. Knowledge of the English language is more than just the understanding of words and their meaning. Grammar is a technical vocabulary, which gives added meaning and functions to words (REA, 2003:1).

* + - 1. **Vocabulary**

Writing is a form of communication and simply enough, the most effective writing is clear and concise. That is why a writer must continually strive for precise expression and economy of language by finding the exact word to express a specific meaning (REA, 2003:8).

1. Similar forms and sound

The complex nature of language sometimes makes writing difficult. Words often become confusing when they have similar forms and sound. Indeed, an author may have a correct meaning in mind but an incorrect word choice can alter the meaning of a sentence or even make it totally illogical for example the word accent, ascent assent and accept, except (REA, 2003:8).

1. Correct meaning

Often a writer uses a word that seems correct in a particular context but that actually does not express the author’s true meaning for example, in the sentence ‘He had illusions of grandeur’ and ‘He had delusions of grandeur’. That is why it is always helpful to use the dictionary (REA, 2003:15).

1. Denotation and connotation

Language can become even more complicated. Not only can a single word have numerous definitions and subtle meanings, but it may also take on added meanings through implication. The denotation of a word is the direct explicit meaning. The connotation is the idea suggested by its place near or in association with other words of phrases (REA, 2003:15).

* + - 1. **Mechanics**

It used correct punctuation, spelling and capitalization in every sentence. Melanie Dawson (2010) defines Mechanics are conventional rules such as the one requiring capitalization for the first word of a sentence and the spelling of the words. The first latter of sentence should be capitalized.

* 1. **Recount Text**

There are many types of English text that taught in the level of junior high school such as descriptive, narrative, procedure and recount. In this study, the researcher focuses on recount text

* + 1. **Definition of Recount Text**

A recount is a piece of text that retells past events, usually in the order in what they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred (Mark and Kathy, 1998:24). Recount texts include experience, eyewitness, newspaper reports, letter, television interviews and speeches.

* + 1. **Features of Recount Text**

A recount text usually has three main sections. The first paragraph gives ground information about who, what, where and when (called an orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have concluding paragraphs; however this is not always necessary.

Recounts usually include the some grammatical features: they are (a) proper nouns to identify those involved in the text; (b) descriptive words to give details about who, what, when, where and how; (c) the use of the past tense to retell the events and (d) words that show the order of the events (for example, first, next, then).

* + 1. **Text Types of Recount Text**

Recount text tells the story that happened in the past. Examples of recount texts include eyewitness account, newspaper reports, letters, conversation, television interviews, diary, experiences and speeches.

1. Eyewitness account

Eyewitness account of a Robbery

I was walking along the main street about 10 a.m when I saw this blue car stop outside the bank. After a while, I saw this man with a mask on. He jumped out of the car and ran into the bank. I then walked up to the door of the bank and looked in. At that time the robber had everyone on the bank lying on the floor. At this point I hurried to the telephone box in Park Road and called the police.

(*Adopted from Teaching English by Using Various Text Types, 2011*)

1. Newspaper report

***31 October 2000***

**Six dead as storms sweep country**

The worst storm for a decade caused widespread chaos to road and rail, killed six and left thousands without shelter last night. Many are now asking if Britain is paying the price of unchecked global warming.

Torrential rain and winds of up to 90 mph uprooted trees, blocked roads and cut electricity supplies across southern England and Wales.

The coast of West Sussex was hit twice within 48 hours when a twister devastated parts of Bognor Regis and a tornado ripped through a caravan park in Selsey. Further along the coast thousands of ferry passengers were stranded in mid-channel when vessels were unable to dock at Dover.

Last night a tanker started leaking dangerous chemicals into the English Channel when the Italian ship *Levoli Sun* was overcome by high seas. The crew was airlifted to safety.

Shops, banks and schools were closed as people failed to get into work. A spokesman for the Environment Agency announced, “We have issued 25 severe flood warnings across Wales and southern England.” He went on to say that dozens of rivers had already burst their banks, making it necessary for lifeboats to be sent to rescue people from their flooded homes 30 miles inland.

In Yorkshire, the first blizzards of the winter coincided with flash floods. The severe weather this week comes at the end of a month of record rainfall and an exceptionally wet September. It is the recipe for disastrous flooding which scientists predicted two years ago when studying the possible effects of global warming on Britain.

Yesterday Mary Hodge, head of the UK Climate Programme, warned, “These events should be a wake-up call for everyone in Britain to consider how we are going to cope with climate change.”

Jenny Smith, from the Weather Centre, said, “We have had a 0.6 degree Celsius rise in temperature in the last century, and extreme events have now started to happen with greater frequency. How are we going to cope when it goes up 2 degrees Celsius?”

The government, which is becoming increasingly concerned at the number of flooded properties, is expected to issue a ban on new building on floodplains.

(*Adopted from Teaching English by Using Various Text Types, 2011*)

1. Letter

**A Postcard**

Dear Nan,

We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.

When we got up in the morning, it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie World.

The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride.

About one o’clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.

It was a top day. See you when we get back.

Love

Sam

(*Adopted from Text Types in English, 1998*)

1. Conversation

**Private Conversation**

Last week I went to the theatre. I had a very good seat. The play was very interesting.I did not enjoy it. A young man and a young woman were sitting behind me. They were talking very loudly.I got very angry. I could not hear the actors. I turned around. I looked at the man and the young woman angrily. They did not pay any attention.In the end, I could not bear it. I turned around again. “I could not hear a word” I said angrily.“It’s none of your business” the young man said rudely. “This is a private conversation”

 (*Adopted from Text Types in English, 1998*)

1. Television interviews

**An Interview with David Duchovny**

Interviewer : David can you tell us about your childhood?

Duchovny : I was born and raised in New York. There were three children in the family

Interviewer : Did you always want to be an actor?

Duchovny : Not really. I won a scholarship to Princeton University and thought that I might become an academic.

Interviewer : What did you do after Princeton?

Duchovny : I then went to Yale University and studied English literature. I was awarded a master’s degree and was going to do more study.

Interviewer : What did your mother think about that?

Duchovny : She was horrified at first. My first paying job was a beer commercial.

Interviewer : What other roles ddid you have before “The X Files”?

Duchovny : I had part in Chaplin, Beethoven, California, and Twin Peaks.

 (*Adopted from Text Types in English, 1998*)

1. Diary

**My Terrible Day**

When I was walking home from office at 6:00 p.m. yesterday, I got an accident. My car hit a motorcycle from behind. I could not control my car because I drove very fast. My car could not drive after the accident. It got a serious broken. The traffic was not so crowded. No people came to help me and the motorcycle’s rider. He was injured badly. I was so scared at that time.

Then, I called the police and tried to find help for the victim. Soon, the police came. The police asked me some questions. I told them what happened. After that I went home because it was already dark. It was really tragic.

(*Adopted from Text Types in English, 1998*)

1. Experience

**Unforgettable Experience**

The story happened when I was in elementary school. I was nine years old at that time. It was in August, the beginning of the wet season. The scout team went camping to the camp ground. And I was one of the team.

There were a lot of participants who want to join the camping activity. The camp area was located only 500 meters farther from my house. Then, we set up our tent in the camp area. As soon as this was done, we prepared everything and coked a meal over. Everything was all right in the afternoon. But at night, when we had to take a rest, suddenly we got a down pour and the camp area became flooded. As a result, we could not sleep because of flood. Then the teacher asked all of us to move to my house. I laughed because it was my first camping experience but I had to sleep at my own house. What a pity.

(*Adopted from Teaching English by Using Various Text Types, 2011*)

1. Speeches

**Ladies and gentlemen**

Thank you for presenting me with the award for best special effect at this year’s golden Awards.

When I began in the movies back in the early 1950s we had none of the technology that you have today. In my first movie, The Lizard That Ate Mexico, I had to wear a black rubber suit to play the lizard. A magnifying glass was placed in front of the camera to make the lizard look larger. After two hours in the rubber suit, under the studio lights, I was cooked.

By 1960 I was given my first speaking role. Before that I only got to crawl around the stage in rubber suits and grunt. I said. ’Hey, get off my wave,’ in Teenage Surf Zombies. That Scene was not filmed on a beach but in a studio that had a picture of a wave in the background and a stagehand that sprayed water in my face to make it look as though I was surfing. Those were the days.

Movie making today can use computer-generated images and all sorts of high-tech effects. Still, I prefer the good old-fashioned way of doing things. I am glad you liked my part as the flying cow in Twister and I thank you for coming to the hospital to give me this award.

(*Adopted from Teaching English by Using Various Text Types, 2011*)

* 1. **Strategy in Teaching Writing**

Writing is a process of creating, organizing, writing and polishing (Oshima and Hogue, 2006:265). Teaching writing provides opportunities for students to develop clear thinking skills. When students are granted time to write and process their thoughts, they develop a way to analyze their thinking. Through writing, they discover the channels of logic and the pitfalls of fallacies. In turn, writing makes students responsible for their learning; they cannot sit passively in the classroom. They must engage (Caswell and Mahler, 2004:3)

* + 1. **Writing Process**
1. Pre-writing

The first step in the writing process is to choose a topic. The first guide line for successfully writing is to select a topic you care about. The second is to narrow the topics so that you can focus the paper on one main idea and develop it well for your audience (Dietsch, 2003:6). The next prewriting step is to collect information and develop idea. These steps are often called prewriting because you do the step before you start writing. The importance of prewriting often is underestimated, but its function in the writing process is vital. For one, students need to discover what they already know about a given topic. This strategy helps student writers through the maze of knowledge they have about a particular topic, and it helps them see connections within that knowledge (Urquhart and Mclver, 2005:78). Pre-writing engages students in activities designed to help them generate or organize ideas for their composition (Graham and Perin, 2007:18).

Here are some techniques to get the topic:

1. Brainstorming

It is an excellent way to recall what is stored in your brain is to suspend critical judgment and simply list anything that comes into your head, whether it seems to relate to the subject or not. This exercise will stimulate your memory and you will find that you are remembering other things when you are away from the list and when you are writing (Murray, 1985:14).

1. Free writing

Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. It is designed to help you free ideas that you might not realize that you have. An important aspect of free writing is that you write without being concerned about spelling, punctuation or grammar (Brown, 2001:350).

1. Clustering

Clustering is another brainstorming activity you can use to generate ideas. To use this technique, first, write your topic in the center of your paper and draw “a balloon” around it. Then write whatever ideas come to you in balloons around the core (Oshima and Hogue, 2006:269).

1. Listing

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your propose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic (Oshima and Hogue, 2006:264).

1. Planning

Planning is a series of strategies designed to find and produce information in writing (McCrimmon, 1984:10). First good writers concentrate on the overall meaning and organization of a text, and engage in planning activities (Hedge, 2000:305).

1. Writing

The third writing process is writing the rough draft. A rough draft is not supposed to be perfect.

1. Polishing

Polishing is what you have written. This step is also called revising and editing.

1. Revising

It is to change what you have written to improve it. It includes content and organization, unity, coherence and logic.

1. Editing

Editing or proofreading is for possible errors in grammar, sentence structure, spelling and punctuation (Oshima and Hogue, 2006:275).

* + 1. **Writing Activities**
1. Imitative, or writing down

At the beginning level of learning to write, students will simply write down English letter, words and possibly sentences in order to learn the conventions of the orthographic code (Brown, 2001:343).

1. Intensive, or controlled

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter another time references in the paragraph.

1. Self-writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note taking, where the students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category (Brown, 2001:344).

* + 1. **The Strategy in Teaching Writing Recount Text**

We have five kinds of genres that should be taught in Junior High School, namely narrative, recount, procedure, descriptive and report. In learning genre, the students will learn a particular style of text which has different purposes. Learning a genre can be useful for al language learners as argued by Harmer (1998). Therefore, the teacher should apply a method, a strategy or a technique which can encourage the students to be more active in teaching and learning process.

Composing recount text is retelling the experience in the past. It presents the past experience in the series of events in detail. There are many kinds of recount text, for example newspaper report, conversations, speeches, television interviews, eyewitness account and letters. In fact, English teacher of junior high school usually focus the form of recount text based on students’ experience.

Rahmawati (2009) explained that in teaching recount texts to the students, the teacher should use a certain technique that can facilitate the students to reach the objective (Cahyono, 2011:14). There are three part scaffold as a guide for constructing recount text; they are (Anderson and Anderson, 1998:24)

1. Introductory paragraph that tells who, what, where and when (an orientation).
2. A sequence of events in the order in which they occurred
3. A conclusion (optional)
	* 1. **Writing Recount Text Used Peer Assessment**

Teaching recount text can be taught by using some methodology which can be chosen by the teacher. In this study, the research chooses peer assessment as the strategy to teach writing recount text. There are some teaching procedures that used peer assessment. It is to share what we have written with others, our readers, to see if we have been successful in conveying our intended meaning, so that we can use the information to improve what we have written. This strategy can be fascinating adventure. Not only you get feedback from your classmates, but you also give feedback to them. It is a two way street. You learn to be a better writer and better reader (Brown, 2001:353).

* 1. **Assessing Writing**

Language testing has long been an important area in applied linguistics, partly because construct such as language proficiency has to made explicit if they are serve as models for testing design and validation purposes (Allison, 1990:8). Testing is important for almost all the people involved in the education process. The learners want to know how well he is doing and want ‘the piece of’ at the end of the course that will help open professional doors. The teacher wants to know not only how the learners is progressing but also how he, the teacher, is succeeding in his job (Johnson, 2001:291).

Method of scoring which require a separate score for each of a number of aspects of a writing task is said to be analytic. The following is an example of analytic scoring provided by Cohen (1994:328-329).

|  |  |  |
| --- | --- | --- |
| **Aspects** | **Score** | **Criteria** |
| Content | 5 – Excellent4 – Good3 – Average2 – Poor1 – Very poor | Main ideas stated clearly and accurately, change of opinion very clear.Main ideas state fairly clearly and accurately, change opinion relatively clear.Main ideas somewhat unclear and inaccurate change of opinion somewhat weak.Main ideas not clear or accurate, change opinion weak.Main ideas not at all clear or accurate, change of opinion very weak |
| Organization | 5 – Excellent4 – Good3 – Average2 – Poor1 – Very poor | Well organized and perfectly coherentFairly well organized and generally coherentLoosely organized but main ideas clear, logical but incomplete sequencingIdeas disconnected, lacks logical sequencingNo organization, incoherent |
| Vocabulary | 5 – Excellent4 – Good3 – Average2 – Poor1 – Very poor | Very effective choice of words and use of idioms and words forms.Effective choice of words and use of idioms and word forms.Adequate choice of words but some misuse of vocabulary, idioms and word forms.Limited range, confused use of words, idioms and word forms.Very limited range, very poor knowledge of words, idioms and word forms. |
| Grammar | 5 – Excellent4 – Good3 – Average2 – Poor1 – Very poor | No errors, full control of complex structureAlmost no error, fair control of structureSome errors, fair control of structureMany errors, poor control of structureDominated by errors, no control of structure |
| Mechanics | 5 – Excellent4 – Good3 – Average2 – Poor1 – Very poor | Mastery of spelling and punctuationFew errors in spelling and punctuationFair number of spelling and punctuation errorsFrequent errors in spelling and punctuationNo control over spelling and punctuation |

In the content of the text will be excellent when the students write the main idea clearly and accurately. Clear means the main ideas are related to the topics. Accurately means the main ideas are written in a good sentence that uses S-V-O/S-V-C formation.

* 1. **Peer Assessment**

Many definitions exist about what constitutes peer assessment. Topping (1998:250) defines peer assessment as “an agreement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status.” Similarly, Van Den Berg, Admiraal and Pilot (2006:19) propose that “student assessment is understood to be an arrangement with students assessing the quality of their fellow students’ writings and giving feedback to each other”.

Peer assessment or editing is an interactive process of reading and commenting on a classmate’s writing (Oshima and Hogue, 2006:313). Meanwhile, Cathrine (2004:44) states that peer assessment is increasingly involved in providing opportunities for students to gain feedback on their work from sources other than academic staff time.

It is important to highlight that some of the recent hype about peer assessment is due, at least in some part, to the facilitation role of information technology as a major component in peer learning (Topping, 2005). Another fundamental concept proposed in the literature proposes that peer assessment is a skill that can, and should, be acquired through training (Sluijsmans et al, 2004), and as such many implementations could fail if the training component is neglected.

Peer assessment is a way for students to practice analyzing the work of others. Students learn to look critically at others’ work and analyze it for strengths and weaknesses. They also deepen their understanding of their understanding of the expectations of each particular writing genre because they must know what a good topic sentence is if they are going to determine if their peer’s work has an effective topic sentence (Clark, 2007:195).

By using peer assessment teachers can also ask students to reflect on what they saw in their partner’s work and choose an aspect that they might want to include in their own writing in the future. This should be a positive process, so provide explicit examples of feedback and constructive criticism so that students are clear on how they are to evaluate a classmate’s work (Clark, 2007:195).

* 1. **Review of Previous Study**

It is done in order to avoid any duplication, because the writer has found many colleague researchers have conducted their research on the same field, including the writer herself. Here the writer lets the readers know the previous study. The previous research was done by Ticha Rochwati (2007), entitled “Improving Students’ Ability in Writing Descriptive text through Group Work at The First Year of SMAN 8 Surakarta”

She used group work as the strategy to help the students to understand the meaning of the word easily, especially in improving the students’ ability in descriptive text. The result of this study showed that through group work strategy was able to improve the students’ ability in writing descriptive text at SMAN 8 Surakarta.

Based on the previous studies the writer tries to find the similarities and differentces of the research. The similarities of this research with previous research are : first, the research design used classroom action research (CAR). Second, the research uses group work as the strategy. The differences of this research with previous research are : first, the subject of this research is MTs Darunnajah Tanggunggunung. Second, this research uses peer assessment as the strategy to improve the students’ ability in writing recount text.

In previous study, the researcher tried to improve the students’ ability in writing other kinds of text, recount text. The researcher wanted to know how group work which was applied as peer assessment can improve the students’ ability in writing in other kinds of text, recount text.

In this previous study, the researcher had position as the reader and tried to modify the approach to improve writing skill. By reading the previous study, the researcher found many advantages of the study and wanted to apply to the different class by modifying the strategy. The researcher wanted to know whether the strategy of previous study effective or not in other class.