

CHAPTER II

LITERATURE REVIEW

This chapter presents some terms. They are teaching English in Junior High School, the concept of writing, Aspects in teaching writing, Recount Text, Assessing writing, Concept of motivation, Concept of peer review, Teaching Writing English with Peer Review, Review of relevant studies, and Conceptual framework.

A. Teaching Writing English in Junior High School

Teaching English at Junior high school is based on the school based curriculum. There are some kinds of curriculum that implemented in school of Indonesia, and the current curriculum is 2013 curriculum that used almost in school levels. The 2013 curriculum of English subject also has a similar basic with the basic competency of curriculum (curriculum before KTSP) which aims to be able to have communication both orally and written in English.

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 (Permendiknas, 2013). They are listening, speaking, reading and writing.

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.

2. 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.

3. 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.

4. Writing

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

In teaching writing, there are some main and basic competencies that have to be reached by junior high school students, one of the main

competencies that included recount text is taught in eight grade students. This main competency is comparing the social function, text structure, and language feature in personal recount text both written and orally by giving and asking the information that deal with personal experience in the past (Permendiknas, 2013).

Based on the explanation above, the students at junior high school level are expected to achieve the English writing based on the indicators that stated in syllabus (see appendix 8).

B. The Concept of Writing Ability

1. Definition of writing

Definition of writing is conveyed differently by some experts. They are; (a) Harmer (2007) states that writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system); (b) 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. Graham (1982) states that writing is making their meaning that known to others and 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.

a) 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 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.

a. 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). 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).

- b. 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). This type of writing includes writing an application letter.
- c. 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). This type of writing could be writing an announcement.

- d. 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.
- e. 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.

b) Process of Writing

Harmer suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version (Harmer, 2014).

a) Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the

writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

b) Drafting

Refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d) Final revisions

Final Once writers have edited their draft, making the changes they consider necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

c) Requirements of good writing

There are some characteristics of a good writing. A text or paragraph may be understood as a visible division of the

subject method. The deviation is initially a convenience to the reader; it prepares him turn attention to something new. In writing a good text or paragraph, it should have four qualities, e.g. completeness, unity, order, and coherences (Harmer, 2014).

a. Completeness

A complete text or paragraph contains details as fact such as name are specifics individual, data, figures, cost, location, signal or statistical detail. Completeness means the controlling idea thoroughly develop by the use of particular information.

b. Unity, Order

Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the ideas the written form.

c. Coherences

The last characteristic of the text or paragraph is coherence. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process. Whenever we think about object systematically we are compiled to realism, that certain things, come coherence is the clear and orderly presentation of ideas. Obviously, the ideas closely related with language matter. Usually to measure the students' writing ability teacher gives writing test. A good writer must have requirement to result in comprehensible and acceptable piece of writing.

2. Writing Ability

Writing ability often is a criterion dependent variable in many studies of writing motivation. Pajares and Valiante (1999) found that self-efficacy beliefs and prior writing achievement (using English/language arts grades) were the only significant predictors of teachers' ratings of students' writing competence; writing apprehension, self-concept, perceived task value, and self-efficacy for self-regulation did not contribute significantly to the prediction of writing competence. According to Bandura (1997), when prior achievement in writing is used as a predictor of current writing performance, the prior impact of motivational determinants of writing performance also are captured by the measure of prior writing achievement. This is an important consideration when examining factors that influence writing motivation and performance.

C. Aspects in Teaching Writing

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. Here are some aspects that need in the teaching writing process (Harris, 1979);

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 (Harris, 1979).

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 (Harris, 1979).

2. 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.

3. 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.

a) 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.

b) 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.

c) 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 or phrases.

4. Mechanics

It used correct punctuation, spelling and capitalization in every sentence. 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 letter of sentence should be capitalized.

D. 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. It can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the students' writing ability.

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 (Graham, 1982).

Recount texts include experience, eyewitness, newspaper reports, letter, television interviews and speeches.

2. 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).

In this study, the researcher only focused in one type of recount text that is personal recount text such as experience and eyewitnesses. Recount text writing ability is as the form of writing that will be investigated because this kind of writing form will be concluded as the material should be learned by the students for the eighth grade.

3. 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, personal experiences and speeches.

a. 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)

b. 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)

c. 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)

d. 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)

e. 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 did you have before "The X Files"?
 Duchovny : I had part in Chaplin, Beethoven, California, and Twin Peaks.

(Adopted from Text Types in English, 1998)

f. 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)

g. Personal 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,

h. 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)

E. Assessing Writing

Testing is important for almost all the people involved in the education process. 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). 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 (Harmer, 2007).

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 system provided by Tribble (1990).

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: Fails to address the task with any

		effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage;

		register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number,

		word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

F. Concept of Writing Motivation

1. Definition of Motivation

Motivation is defined as the process whereby goal-directed activities are instigated and sustained (Schunk, 2014). Motivation is a drive that influences how we learn. Students who believe they can

complete a skill or task is often more motivated to see it through. And, visa versa, students who feel they cannot complete a skill or task often lack motivation to persevere. For example, a student who does not value writing and views the tasks as just another assignment may not be motivated to finish the task or do his/her best work. The student may also avoid the task all together.

Moreover, motivation is what keeps students going when faced with challenging or, sometimes, unattractive work. This is especially important for writing instruction, as students are often faced with complex tasks. Schunk and colleagues (2014) noted that motivation might differ across subject areas and tasks. In fact, a student may be highly motivated to learn new skills related to science, but be unmotivated when learning new writing skills. Motivation, which is domain-specific, also changes as students advance through the grade levels (Troia, 2009).

Additionally, Gardner's motivation theory has been profoundly influential in the L2 motivation field for decades. According to Gardner (2001), motivation includes three elements effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). The role of orientations, which Gardner refers to as a "goal" aims to arouse motivation and direct it to reach the goals. Two orientations in particular integrative orientation and instrumental orientation were introduced by Gardner and his associates

and have been discussed and explored in L2 motivation research extensively.

According to Gardner (2001), integrative orientation refers to a positive attitude towards the L2 community and the desire to get close to the community and even become a member of that community. As a counterpart to integrative orientation, instrumental orientation is defined as learning an L2 for pragmatic reasons, such as getting a better job or a higher salary. There are three main influences of motivation including expectancy, incentive, and motive (Atkinson, 1957).

Expectancy is how the student believes she/he will perform on a given task. The attractiveness of the task is referred to as the incentive, and motive is related to the type of incentive the student will receive if successful. For example, students may believe they can earn an “A” grade (expectancy) on a writing assignment about a topic of interest (incentive or attractiveness) and thus are motivated to achieve (Atkinson, 1957).

2. Intrinsic and Extrinsic Motivation

Motivation can be intrinsic or extrinsic (Schunk, 2014). Students who are intrinsically motivated tend to work hard on a task because they want to, not because they are expecting a reward. These students may find the task meaningful and/or may really like the work and believe the effort and ability expended for the task is worthwhile.

Extrinsically motivated students work hard on a task because they do expect some kind of reward for their effort or performance

(Schunk, 2014). These students do not work on a task because they enjoy it or believe it is meaningful. Instead, they expect a reward or incentive (e.g., praise). It is important to note that a student can have high intrinsic and extrinsic motivation for the same task. For instance, a student may enjoy writing narrative essays and expects the teacher to post the best work on the classroom bulletin. This may enhance both types of motivation.

On the other hand, a student may have low intrinsic motivation to complete argumentative writing (perhaps she/he does not find it meaningful and does not enjoy it) but have high extrinsic motivation to do well because the teacher has promised a free homework pass or other type of reward. These two types of motivation seem to work independently from each other.

A major component of intrinsic motivation is perceived control of outcomes, which is comprised, in part, of locus of control (Schunk, 2014). Students can determine if outcomes were externally or internally controlled (Rotter & Mulray, 1965). If a student believes the outcome was, at least in part, determined based on chance, luck, fate, or others, the student will assign an external locus of control to that situation (Grolnick, 2001). On the other hand, a student who believes the outcome was due to his/her own ability or effort will assign an internal locus of control to that situation (Rotter, 1966). These assignments of control can impact motivation and persistence (Schunk, 2014.).

A student who believes she/he has little to control over a situation may not find it worthwhile to work hard or persist through a challenging task. Conversely, a student who believes the outcome is controllable may study harder and be willing to expend some effort to achieve the outcome goal.

3. Achievement Motivation

Achievement motivation refers to one's desire to perform competently in academic settings (Schunk, 2014). Much of the literature related to achievement motivation uses achievement and competence interchangeably (Elliot & Dweck, 2005). Although not exactly synonymous, in this literature review, I consider both terms in a similar manner. In other words, please consider similar meanings (IQ, aptitude, performance) for these two words.

Researchers in this field believe motivation impacts achievement and, in fact, believe these two phenomena have a reciprocal relation (Wigfield & Eccles, 2001). Competency beliefs relate strongly to achievement and predict effort and perseverance (Meece, 2014). Performance outcomes, or achievement, are influenced by many factors including ability, effort, task difficulty, and how much help was provided (Li & Lee, 2004). Li and Lee (2004) indicated that ability and effort influence a student's achievement more than the other factors

Student perceptions of ability and effort are important considerations when discussing achievement motivation (Dweck, 2001).

Specifically, how students view their own abilities is an important determinant for achievement. Students may believe their achievement is due solely to effort, solely to capacity (competence), or a combination of the two (Nicholls & Miller, 1984). There are four levels of conceptions of ability and effort. Some believe that the students who work the hardest in the class are the smartest, while others believe that effort is the sole determinant of performance.

Other students may believe both effort and ability play a role in outcomes, and some emphasize solely ability as the cause of an outcome (Nicholls & Miller, 1984). These perceptions can impact performance. Students who identify themselves as ability only may quit and give up before even trying the task because they believe they are incapable.

On the other hand, students who identify as effort-dependent may work much harder in order to receive the outcome they are expecting. These are important considerations for teachers because they have a direct role in deciding how motivated a student will be to complete a skill or task. Of course, these perceptions of ability and effort may differ across domains.

4. Writing Motivation

Self-efficacy, an individual's assessment of his or her competence to perform a future task, is perhaps the most well established and well researched aspect of human motivation (Bandura, 1997). He also said that self-efficacy beliefs comprise both outcome expectations, which are

beliefs that particular actions will lead to desired outcomes, and efficacy expectations, which are beliefs that one is capable of performing those actions to achieve goals. For instance, one might believe an action will yield a particular result revising a report several times for clarity and detail will produce a more polished and informative paper but not necessarily that one can successfully perform the requisite action.

In conjunction with self-efficacy beliefs, task interest and value influence the selection of goals and represent another core component of human motivation within expectancy-value theory (e.g., Hidi, Berndorff, & Ainley, 2002). Interest reflects, in part, the personal significance or value attached to a task (Wigfield & Eccles, 1992; Schiefele, 1999). Individuals with strong personal interest in a topic or activity will pay greater attention, persist longer, enjoy their involvement, and acquire more knowledge than those lacking interest (e.g., Schiefele, 1991).

Interest has been found to facilitate writing performance (Downey, & Khramtsova, 1995), though it may be harder to promote interest in writing because it is a relatively higher cost task than reading, for instance (e.g., Hidi & Anderson, 1992). Some Research suggests that values and self-efficacy beliefs initially may operate independently of each other and then gradually become related through operant conditioning and efforts to maintain positive self-beliefs (Wigfield & Eccles, 1992; & Schiefele, 1998). As an example, task value may be diminished if an individual's

self-efficacy beliefs for a task are low as the writer seeks to preserve self-concept and self-esteem (e.g., Eccles et al., 1993).

Shell et al. (1989) found that perceived confidence in writing (i.e., writing self-efficacy) and holistic essay scores were significantly correlated, but perceived value of writing and essay performance were not related. Attributions reflect the perceived causes of success and failure (Weiner, 1986). They are influenced by the perceived amount of personal control over the cause, its locus, and its stability (Schunk, 1994; Weiner, 1986). When individuals attribute success to factors under their personal control, such as effort, and failure to either insufficient effort or unrealistic expectations (Weiner, 1986), they are more likely to exhibit an adaptive motivational pattern. That is, these persons are motivated to perform well because they anticipate that their effort expenditure will facilitate their performance.

Conversely, when success is attributed to luck, task ease, or teacher assistance and failure is attributed to limited ability, all of which are factors not under personal control, a helpless motivational pattern is likely to emerge (Leggett & Dweck, 1987; Schunk, 1984). Persons exhibiting a helpless motivational pattern are less likely to be motivated to perform well because they believe their efforts have little impact on performance outcomes.

Adaptive attributions are related to, though conceptually distinct from, self efficacy beliefs, and have an impact on persistence, choice,

goals, strategic behavior, and achievement (Kalechstein & Nowicki, 1997; Weiner, 1986). Researchers have found that both effort and ability attributions are associated with high achievement (Schunk, 1984; Schunk & Cox, 1986) and that attributions become more rooted in ability than effort over time (Shell et al., 1995), as children's perspectives regarding the nature of ability and intelligence shift from incremental or malleable to more fixed and trait-oriented (Nicholls & Miller, 1984).

Unfortunately, our understanding of the impact of attributions on writing performance is limited because this component of human motivation has been omitted in the extant research. In the area of academic achievement, theory specifies two general kinds of goals: mastery and performance goals (Ames, 1992; Middleton & Midgley, 1997).

Mastery goals are associated with a focus on knowledge and skill attainment and achieving a sense of competence, whereas performance goals are associated with a focus on demonstrating relative ability, receiving public recognition, and surpassing others (Ames, 1992). More recently, performance goals have been separated into performance approach and performance avoidance goals (e.g., Senko, Hulleman, & Harackiewicz, 2011), reflecting the fact that one may desire to display competence to receive recognition, more positive evaluations, and a greater competitive edge (approach), or to avoid displaying incompetence (avoidance).

However, approach and avoidance goals have not been adequately distinguished in some research (Middleton & Midgley, 1997; Urdan, 1997). Mastery goals are associated with many positive learning attributes, such as higher self-efficacy, greater self-regulation, and better achievement (e.g., Ames, 1992; Schunk, 2002). Performance approach goals are not necessarily maladaptive (e.g., Pajares, Britner, & Valiante, 2000), though it is unclear under what circumstances and for which students this may be the case (Midgley, Kaplan, & Middleton, 2001).

In the domain of writing, goal orientations and their relationship with other motivation constructs have not been thoroughly explored. One exception found that performance approach goals were positively associated with self-efficacy beliefs in 7th and 8th graders (Pajares et al., 2000). However, Elliott (1999) has hypothesized that self-efficacy beliefs may exert a direct effect on individuals' achievement goals, with higher perceived competence associated with an inclination to adopt mastery and performance approach goals and lower self-efficacy associated with a tendency to adopt performance avoidance goals.

G. Concept of Peer Review

1. Definition of Peer Review

Peer reviewing is referred to as 'peer feedback', which is an assessment form performed by equal status learners (Hyland, 2003). In peer review a student does more than simply editing and evaluating

another student's essay. Students respond to what the essay says as well as how it says it (Mangelsdorf, 1992). Peer reviewing is a powerful learning tool which provides students with an authentic audience; increases their motivation to write; enables them to receive different views on their writing and read their own writing critically; and assists them in gaining confidence in their writing (Mittan, 1989).

For the purpose of this study, peer reviewing is meant to refer to the process where L2 writing students collaborate to assess one another's written composition, which, in this study, refers to essay writing as a replacement of teacher based feedback in L2 writing sessions. However, there are still some drawbacks for peer review. What comes from students are not necessarily correct and precise. Moreover, students criticize their enemies, and they praise their friends and thus in effect tend to be bias.

Lam (2010) stated that students have difficulty in making sincere and truthful judgments. Lam (2010) also mentioned that peers feel prejudiced emotionally against giving low grades to their classmates. They tend to help their friends by giving high marks. There are different levels of students and their responses may vary. During peer evaluation, students are said to overestimate and underestimate their peers. This was supported by Caulk (2002) who stated that peers tend to underestimate and overestimate their friends. Low achievers tend to overestimate high achievers and high achievers tend to underestimate low achievers.

According to Ricky Lam, peer review, one of the constructivist approaches to writing instruction, has been commonly adopted in both L1 and ESL/EFL teaching contexts since the early 1980s (Bartels, 2003). Peer review assumes that students play the role of trained peer reviewers whose task is to give a commentary on their partners initial draft in either written or spoken mode during composition lessons. It is popular mainly because such an approach to writing instruction is affectively, cognitively, and linguistically beneficial to students writing development (Lam, R, 2010).

The peer review activity has a number of goals. These features help students meet several goals: 1) this exercise helps students grasp the concept of collaborative peer review; 2) it helps them understand appropriate procedures; 3) it confronts them with realistic problems in a supportive environment-with built in risks and safety nets; 4) it gives practice in participating in an actual document review; and 5) it prepares them for engaging in collaborative peer review beyond the classroom and beyond the campus (Harmer, 2007)

Harmer (2007) states that the way the teacher gives feedback can enhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students' motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use the feedback to lead the students back to learning goals that are expected to be reached by the students.

Furthermore, Harmer (2007) adds that feedback can be defined as responding and correcting. Responding deals with the way teacher react on the students' work. The difference between responding and correcting is that in responding the students' work, the teacher is expected to give directional question rather than mentioning which one is correct or wrong. The directional comment is best used in the process of writing in the editing and revising step.

2. Procedure of Peer Review

According to Hyland (2003), peer review or response can take a number of different forms and occur at various stages in the writing process. Most typically it consists of assigning students to groups of two, three, or four who exchange completed first draft and give comments on each others' work before they revise them. In many peer group sessions students give their paper to another students for comment, although some teacher prefer writers to bring copies for each member of the group to read so that they get a range of responses (Hyland, 2003). Mc Morran (2015) states that the procedures of peer review technique are as follows:

- a. Introduce peer review in the class.
- b. Students submit papers and they are distributed for review.
- c. Assign students to groups of 3-4. Their assignment for next week is to read each other's' papers and answer question. The teacher can use the guidelines.

- d. Students' workshop papers. This face-to-face session is a good opportunity for writers to clarify confusing advice.
- e. Students submit a final draft. The teacher can look for evidence of how the author incorporated the reviewers' comments by comparing the first and final draft.

From the statements above, it can be concluded that the procedures in using peer review technique are arranged as follows:

- a) Students are given the procedure of peer review. In this step, how to do peer review are explained and ensure that the students understand it. This activity involves explaining, demonstrating and especially modeling on how to peer review.
- b) Students are asked to write the first draft of recount text based on the given topic.
- c) Students are asked to conduct peer review in pairs, exchanging their first draft with another.
- d) In this step, the students are asked to work in pairs. Each student read and reviews their classmates' draft by giving peer review guidelines and peer review sheet (see appendix 3 and 4). The researcher moves around to check whether the peer review technique is good applied or not.
- e) Students are asked to deliver feedback on a peer review. In this step, the students make comments and suggestions after reading their classmates' draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and Style of quality expression.

f) Students are asked to return the first draft and guideline sheets to the owner.

g) Students are asked to revise their recount text based on their peer feedback.

3. Advantages and disadvantages of using peer review

According to Rollinson (2005), there are several reasons why peer review should be used. First, it can provide good feedback to the students since it can give valid feedback to the students. Besides that, Caulk (1994) in Rollinson (2005) added that feedback from peer can give something which is not yet given by the teacher. Moreover, feedback given by peer can contain less bad advice. Furthermore, Rollinson added that the writers can revise more effectively when they get comment from their peers.

The feedback of the peer is more specific than that of the teacher which is more general. Hence, peer feedback can complement the teacher feedback. Moreover, doing peer feedback which can also mean as being critical reader to others' work can help the students to be more self-reliance and become the reviser of their own writing. There are some Advantages of why the teacher has to use peer review technique.

Harmer (2007) said that peer review technique is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we want to foster. It is also gets round the problem of students reacting too passively to teacher responses. Peer review technique, therefore, is less authoritarian

than teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluators.

It can be said that peer review technique can give benefits such as the students can learn how to give and get constructive comments and suggestions, so they can be active learner participation (Hyland, 2003). They will be more confidence when they submit their writing to their teacher because it has been improved by revising their first draft after exchanging one to each other with their classmates and get constructive feedbacks.

According to Hyland (2003), there are some disadvantages of using peer review technique. They are as students unconvinced of comments' value, weakness of readers' knowledge, students may not use feedback in revision, and students may prefer teacher's feedback. It can be concluded that the disadvantages of using peer review technique are when the reader have low knowledge; the students may prefer need teacher's feedback for their revision.

H. Teaching Writing English with Peer Review

The teaching of writing has been product-oriented for many years; however, in the past 25 years, the teaching of writing has become more process-oriented (Hedgecock, 2005). According to Hedgecock, a process-oriented approach to writing involves multiple steps including among others prewriting (thinking and planning), writing, editing, revising and rewriting

activities. The process oriented approach requires teachers to use various teaching techniques to teach writing in ESL classes. Included among the teaching strategies is a technique called peer response; it is also called peer review.

Peer review is a teaching strategy in which ESL writing students work together in small groups to give each other feedback on their written texts (Hedgecock, 2005). Writing feedback is important for English as Second Language (ESL) students because it boosts students' self confidence. It helps students become accountable for their own learning, it encourages students to work on their writing weaknesses and it ought to help students improve on their writing strengths. In addition, writing feedback helps students know if they have learned the material.

For instance, it helps students reflect on their own writing skills including their ability to engage in brainstorming, thesis development, sentence construction and paragraph development. Finally, feedback encourages students to interact with teachers and thus interaction can reduce students' misunderstanding of the material taught. There are different ways of giving students feedback on their written work including teacher feedback and peer feedback. Teacher feedback can be defined as a process through which a teacher communicates with students about how they responded to a task.

On the other hand, Van Den Berg, Admiraal and Pilot (2006) stated that peer feedback can be viewed as a process in which "students assess the

quality of their fellow students' work and provide one another with feedback. Peer review seems to be a venerable teaching strategy that has been used for centuries. Topping (2006) stated that peer review and peer tutoring have been used since the ancient Greek era. However, it has become a crucial feature of writing classrooms these days.

In the 21st century, teachers use peer review more frequently than before because some scholars and researchers report that peer review is very effective in improving students' writing performance. Carr (2008) refers to peer review as an important teaching technique in which students read and make comments about their peers' written work. She also stated that this technique gives students an opportunity to learn about their own weaknesses and strengths. In addition, she defined peer review as a way in which students provide feedback to their peers for future improvement.

Carr (2008) notes that teachers need to provide students with guidelines (reference list or checklist) that they can refer to as they consider and evaluate their peers' written work. Peer review is based on several important language learning theories, including cooperative learning and social interaction. Cooperative learning can also be referred to as collaborative learning. According to Jacobs et al. (1998), cooperative learning can be defined as "the instructional use of small groups. So the students work together to maximize their own and each other's learning".

Peer review requires students to work together in pairs or small groups depending on the kind of the task students are required to fulfill; therefore,

cooperative learning 6 serves as a pedagogical rationale for the use of peer review (or what some may refer to as peer feedback) in ESL writing classes. Since peer review is based upon the theory of social interaction amongst students in the class, it is theoretically justified on the basis of social interaction theory. Social interaction facilitates students' ability to make comments that are helpful for their peers' learning development.

I. Review of Relevant Studies

Some researchers had been interested in doing research using peer review technique to improve students' writing skill. There are several researchers that had been done by researchers in using peer review technique in writing to improve students' writing skill.

The first of previous study was conducted by Ma'rifatul Fadhilah (2017) from Journal of Journal for Language and Foreign Language Learning, with entitled, The Effectiveness of Written 'Peer Review' Towards English 3 Students Writing Skill. The subject of her study was university students in their first semester. Classroom action research was used in her research. There are some texts introduced to the FITK students. The students are expected to be able to write text. Through classroom action research implementing peer review, and the result showed that the students' writing ability had been improved well.

Moreover, Martin Tustanti and Yuhardi (2014) conducted the research in Journal of Study in English Language and Education, with the entitled, "The

effect of Peer Review Technique in Writing Ability”. The subject of their study was undergraduate students in English from the English Department at the Faculty of Education and Teacher Training in the State Institute for Islamic Studies. Based on their study, teaching writing using a Peer Review Technique strategy gives a significant improvement effect on the students writing ability by comparison with the Traditional Teacher Review Technique. In conclusion the Peer Review Technique has been proven to improve students’ writing ability.

The third previous study was conducted by Nahdi (2011) entitled “Improving Students’ Writing Ability by Using Peer Editing Technique at the Third Semester Students of English Study Program of STKIP Hamzan Wadi Selong in Academic Year of 2010/2011. The results of the study showed that: 1) Peer-Editing Technique can improve students’ ability in writing an expository paragraph 2) Peer Editing Technique can improve classroom situation, especially in writing class.

The fourth previous study was conducted by Dara Halmasena, Cucu Sutarsyah and Dedy Supriyadi (2010). In their research entitled “The correlation between the students’ motivation and their writing ability”, ex post facto design was used. The sample was the students of second grade at senior high school. The result of this study was the higher motivation, the higher writing ability will be.

The last previous study was conducted by Guntar (2013) that the thesis title was “Improving Students’ Writing Achievement on Recount Text through

Peer Response Technique”. Classroom action research was design of this research. The result showed that the student’ ability in writing recount text improved after the series of treatments given in the cycles.

The differences between several previous studies and the recent study are in the subject of the research are in the subject and design of the study. The recent study is used students’ of junior high school level as the subject of the study. There are several theories stated that Junior high school students are able to give comment to their peer works. Most of the previous research used university students who have high in their ability in English language as their subject of the study. Beside it, the quasi experimental research is used in the recent research to know how far the effects of peer review technique in writing ability. Additionally, this recent study also discusses how far the peer review influences their level of motivation in writing English.

In conclusion, there are not many researchers that discuss the effect of peer review technique in writing ability and their writing motivation to students’ of junior high school level. This present study is to know whether peer review technique in teaching writing will give significant effect to the students’ writing motivation and their writing ability. The summaries of comparing the previous studies and recent study can be seen in table 2.1.

Table 2.1
The Differences of the previous study with the current study

No.	Researcher	Title	Year	Differences	Present Research
1	Ma'rifatul Fadhilah	The Effectiveness of Written 'Peer Review' Towards English 3 Students Writing Skill	2007	- The subjects were university students - The design was classroom action research - Writing motivation of students was not discussed.	- The design was quasi experimental. - The subjects were the students in Junior High School - There were there variables, they were peer review, writing motivation and writing ability
2	Martin Tustanti and Yuhardi	The effect of Peer Review Technique in Writing Ability	2014	- The subjects were undergraduate students in English Department - The variables were peer review and writing ability - Writing motivation of students was not discussed.	
3	Nahdi	Improving Students'	2011	- The subjects were in	

		Writing Ability by Using Peer Editing Technique at the Third Semester Students of English Study Program of STKIP Hamzan Wadi Selong in Academic Year of 2010/2011		<ul style="list-style-type: none"> - university students - The design was classroom action research - Writing motivation of students was not discussed. 	
4	Guntar	Writing Achievement on Recount Text through Peer Response Technique	2013	<ul style="list-style-type: none"> - The design was classroom action research - Writing motivation of students was not discussed. 	
5	Dara Halmasena, Cucu Sutarsyah and Dedy Supriyadi	The Correlation between The Students' Motivation and Their Writing Ability	2010	<ul style="list-style-type: none"> - The design was correlation research. - Peer review was not discussed 	

J. Conceptual Framework

Writing is a complex process that consists of planning, drafting, revising, and editing. In the revising stage, feedback is needed by students to revise their writing because mistakes must appear in the students' writing. It is quite hard for the students to analyze and correct their own mistakes after finishing their writing. Since writing is important and it is one of the four skills that should be mastered, students must have writing ability. However, many students find the difficulties to write. There are many problems that they face. They are related to the ideas, organization, vocabulary, sentence structure, capitalization, punctuation and spelling. To deal with the problems, a peer review is a technique that provides solutions. That is why, peer review can be used as guidance for the students to correct their mistakes and make their writing better.

The primary motivation for learning a language is being able to communicate in the target. Thus writing motivation is needed in learning writing English. Having low writing motivation will give impact to their product of writing. As it has been know that there are two types of motivations that can affect students' willingness in learning English especially writing skill, namely intrinsic and extrinsic motivation. Intrinsic motivation is the students do much better in classroom activities, because they are willing and eager to learn new material. While, extrinsic motivation is external factor to the individual and unrelated to the task they are performing. The examples are

good grades and rewards. Thus, peer review technique can be engagement the students' writing motivation.

Peer review encourages students to work cooperatively with their partners to give comment on each other's papers or drafts instead of only depending on teachers' feedback. Being equal with their friends may lessen students' learning anxiety. Therefore, it motivates learners to explore and develop their writing skills through experiencing a process approach. This opportunity will create better achievement not only in students' writing performance but also they will have high motivation to write. Teaching learning of writing will be monotonous if the students lead to focus only on the product approach. Writing is more than creating a product but it is also a process. Focusing only on a product rather than process will not enable students to apply their writing skills optimally. The favorable situation of learning should be created to make students comfortable and get benefit from what is being learned.

Moreover, students can get involved in the activity and contribute something to their group. In their peer, as an example, students can work together, help each other, and solve problems related to writing. Through appropriate techniques in teaching writing with peer review, it will help students to get high motivation and get better in their writing ability.