

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

This chapter presents about some theories relate in this study. It explains about writing: definition of writing, micro and macro skills of writing, stages in writing, kinds of writing, recount text: definition of recount text, generic structures of recount text, language features of recount text, the examples of recount text, assessing writing, peer feedback: definition of peer feedback, advantages of peer feedback, procedures of using peer feedback, English core competence and basic competence, and review of previous study.

#### **A. WRITING**

##### **1. Definition of Writing**

As stated in the background of this research, writing is one of important skills in English language. Writing is considered as the productive skill. Spratt, Pulverness, and William (2005: 26), state writing is a productive skill which involves communicating a message in the form of letter and symbols. It means that in writing the students can produce and get the product rather than receive it. The definitions of writing are variously stated by some experts. According to Brown (2001: 335) states writing as a written product of thinking, drafting, and revising that requires specialized skill on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively

into a written text, how to revise a text for clear meanings, how to produce a final product. Moreover, Nunan (2003: 88) also defines that writing is the process of thinking to invent ideas, thinking how to express into good writing, and arranging the ideas into statement of paragraphs clearly. In writing the students can put their product on paper or computer screen.

Another definition of writing is also defined by Richards. Richards (2002: 309) states that written language is complex at the level of the clause. According to him, writing consists of many constituent parts: content, originality, organization, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. From his opinions, it can be known that writing skill is complex one. To get the good writing, the students don't only develop the thought and sentence, but they have to know some aspects of writing, such as grammar, spelling, punctuation, word choices and content. Writing is not one action only. It needs stages to get a good written. Anthony Seow cited by Richards and Renandya (2002: 315) states that there are four main stages of the process of writing, those are planning, drafting, revising, and editing.

## **2. Micro and Macro Skill of Writing**

Writing is not simple process because there are some aspects and stages in writing. To be a good writer, the students should master micro and macro skill of writing in order to they can produce a good writing. Micro skill is related to the smaller chunks of language, while macro skill deals with the wider elements (Fatoni: 2014). Micro skills relate with grammars,

punctuations, cohesive devices, vocabulary, and so on, while macro skills relate with the larger elements such as main idea, supporting idea, process of generating idea, and so on. Brown (2003: 220-221) distinguishes micro and macro skills of writing as follows:

**a. Micro skills of writing**

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g., tense, agreement, pluralization, patterns, and rules).
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive device in written discourse.

**b. Macro skills of writing**

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.

- 6) Develop and use a battery of writing strategy, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, there are two skills in writing, the first is micro skill and the second is macro skill. The students should master all of writing skills to be success in writing. But, in this research is not all of skills will be assessed relate with micro and macro skills. It is only some aspects that will be assessed, such as punctuations, grammars, spellings, word choices and contents.

### **3. Stages in Writing**

Writing is not quick activity. In writing, students need enough time to express their idea, thought, and feeling into written form. Sometimes, the students are still confused or difficult to write although the teacher gives them the topic relates their experiences. To get a good product of writing, the students need to go through several steps as parts of a process. Nation (2009: 114) states that in order to focus on the different aspects in writing, the best way is to face writing as a process. According to Richards and Renandya (2002: 315) state that there are four main stages of the process of writing, those are planning, drafting, revising, and editing. They define the process of writing as follows:

**a. Planning**

Planning can be called as pre-writing. Pre-writing is the first step of writing process. Pre-writing is an activity that the students do before they write. In pre-writing, the students can also make outlining and brainstorming. The teacher can help the students who have difficulties in determining the topic of free writing. It can help the students what they want to write in their writing.

**b. Drafting**

Drafting is the second process of writing. In this draft step, the students put what they have planned in the pre-writing stage on the paper into sentences or paragraph. The teacher can guide the students to write or to express their idea on the paper. But in this step, they can write without pay attention in correctness, spellings, grammars, punctuations, and so on.

**c. Revising**

Revising is an activity to look back what the writer has written in the drafting. According to Langan (2005: 33), revising means rewriting a paper, building on what has already been done, in order to make it stronger. The students can revise, reduce and add information which doesn't exist in drafting. The important thing in this step is checking the features of writing (organization, purpose, and content).

According to Boardman and Frydenberg (2008: 39), there are four questions that you have to ask to yourself like these:

1. Does the paragraph have unity?
2. Are there enough minor supporting ideas for the major supporting sentence?
3. Do the supporting sentences have good coherence?
4. Is there good cohesion?

It can be concluded that in revising, the teacher can guide the students to revise their writing in order to they will be easy to do it. They can revise about the features of writing, such as: its content and organization.

#### **d. Editing**

After the writers have revised their papers for content and style, they are ready to edit (check for and correct errors in grammar, punctuation, and spelling), (Langan, 2005: 34). Thus, editing is different from revising. Revising is talking about the features of writing (content, purpose, and organization), but editing is checking the mechanic elements (punctuations, spellings, capitalization and grammar).

### **4. Kinds of Writing**

According to Melly (2006: 1), there are five kinds of writing. They are expository, descriptive, narrative, persuasive, and also creative. Every kind has characteristics which different from the other kinds.

#### **a. Expository Writing**

Expository writing is one of the common kinds of writing. The purpose of this writing is to tell, inform, or explain the reader about the

subject or topic. Expository writing is not about the author's opinion, but it gives the facts about a topic, including statistic or the other evidence. The readers can find expository writing in newspaper, non-fiction book, recipes & cookbooks, instructional guides, scientific research, textbook, educational research, and journals.

b. Descriptive Writing

Descriptive writing is the second kind of writing. The purpose of this writing is to describe person, places, or things in great detail. Jeffrey (2015: 4) states the author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). The example of descriptive writing is poetry, diary writing, descriptions of nature, and fictional novels.

c. Narrative Writing

The next kind is narrative writing. Narrative writing has the purpose to tell a story. The author tells life stories and involves plots and storylines. It is also fun and interesting because the author can be changed with yourselves as the story is happening to you. Narrative writing is very common in poems, fables, biographies or autobiographies, novels, short stories, and many others.

d. Persuasive Writing

The main purpose of persuasive writing is to convince the reader. It is different from expository writing. In expository writing is not

about the author's opinion, but persuasive has the function to convince others to agree with the author's point of view. In persuasive writing contains justifications and reasons. The example of persuasive writing is company brochures, advertisements, letter of recommendation, and letter of complaint.

e. **Creative Writing**

Creative writing is the last kind of writing. Creative writing is writing where the authors use their creative idea to make the others or reader can get the inspiration or they can imagine as they include in the story. It is fun and interesting writing to read. Short stories, poetry, and novels include the examples of creative writing.

It can be concluded that writing has several kinds (expository, descriptive, persuasive, narrative, and also creative). Every kind has different purpose. Thus, the writers should know the purpose of every kind in order to what they write will relate with the purpose of they want. It also makes their writing will be good.

## **B. RECOUNT TEXT**

### **1. Definition of Recount Text**

In Junior High School recount text is one of English texts that must be mastered by the second language learners. There are some definitions about recount text. According to Knapp (2005: 223) explains that recount sequential texts which consists of series of events. It tells



about what happened, who was involved in the event, when it happened, where it happened, how it happened, and why it happened. From definition above, the researcher can conclude that recount text is a text which retells the reader about events or experiences in the past. The purposes of this text is to give information and entertain the readers. According to Derewianka (1990: 15-17), there are three types of recount text:

#### 1. Personal Recount

Personal recount is retelling about personal activities, events or experiences. It can be used to build the relationship between the writer and readers. In personal recount, the writer can be involved also (e.g. diary, personal letter). The language features that used are:

- a) Using the first pronoun (I and we).
- b) The writer can include personal pronoun in the end (Re-Orientation).
- c) Details are usually chosen to add interest and humor.

#### 2. Factual Recount

Factual recount is retelling true events or factual information (e.g. police report, news reports, report of science experiment). Factual recount is not about personal information. It can record the particulars of an accident. The language features that used are:

- a) Using the third person pronoun (He, She, It, and They).

- b) Details are selected to help the readers in reconstructing the incident accurately.
  - c) It is not appropriate to mention personal feelings.
  - d) It needs details of time, places, and manner to be precisely stated (e.g. 10 p.m, at Crown Street, the girl drove a motorcycle).
  - e) Using descriptive details to provide precise information (e.g. the girl with pink jacket, black jeans, red cap, weighing 45 kilos and approximately 160 cm tall).
  - f) The passive voice may be used (e.g. the boy's motorcycle was hit by bus).
  - g) Explanation and satisfaction may be included.
  - h) The ending sometimes describes the outcomes of the story.
3. Imaginative Recount

Imaginative recount is retelling about factual knowledge to imaginary role in order to interpret and recount events.

For examples: A Day in the Life of Roman Slave.

## **2. Generic Structures of Recount Text**

Every kind of text has generic structures, especially for recount text. Recount text has several generic structures or elements which may be different from another text. According to Anderson's theory (1997: 53) there are three parts of generic structures of recount text (Orientation, Event, Re-orientation). For detail, the researcher gives the explanation as follows:

a. Orientation

The first element in recount text is orientation. In orientation, the writer tells about the introduction or background of the story. In this part, the writer gives information about what happened, who or what was involved, and where and why the story happened or occurred.

b. Events

The second generic structure is series of event. In this part, the writer tells about the events chronologically. The event is started from the first event followed by the second event, the third event until the last event. The writer should give the explanation to the readers clearly and understandable in order to they can understand the event that happened well. The writer also should select the interesting and important event, so that it is not out from the topic.

c. Re-orientation

In this last part, the writer or speaker makes conclusion or summarization about the important story. It is personal comment of the writer about the story. But, not all of recount text has re-orientation. It is only optional. Table 2.1 shows the example of recount text with the part of its generic structures from British Course (2017).

**Table 2.1 An Example with Its Generic Structures of Recount Text**

No	Generic Structure	Example
1.	Orientation	Last Sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.
2.	Series of Event	Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton players. I saw Taufik Hidayat, Muhamad Ahsan, Hendra Setiawan, Hayam Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed the bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because he was my old friend when I was senior high school. He was Andre. After that, he let me in. Finally, I could meet Taufik Hidayat and got his signature.
3.	Re-orientation	Then, I went back to my seat at the Istora stadium to support Indonesia team. The supporters were very crowded. They shouted "IN-DO-NE-SI-A" during the match.

### 3. Language Features of Recount Text

According to Emilia (2011: 76) the language features of recount text are:

- a. Telling about specific participants: father, mother, sister, friends, etc.
- b. Using simple past
- c. Using action verb, such as: went, saw, fed, and returned.
- d. Using conjunction, such as: when, after, before, during.
- e. Using pronoun, such as: I and we.
- f. Event explanation with specific, usually text more interest.

It can be concluded that recount text has some language features that must be known by the writers in order to they will get good product of recount text writing.

#### **4. Examples of Recount Text**

After giving the explanation about definition and the language features of recount text, the researcher gives some examples of recount text in order to make more understand about what recount text it is.

##### **1. Vocation to London**

Mr. Richard's family was on vocation. They were Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This included travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane, the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigrations. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family

collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

(Taken from <https://freeenglishcourse.info/vocation-to-london-the-clear-example-of-recount-text/>. Accessed on November, 10<sup>th</sup> 2019. At 7.35 pm)

## **2. My Vocation with My Beloved People**

One day, my sister named Putri said to me that she really wanted to go to beach. So, I promised her that the next week we would go to Mutun Beach in Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water, and orange juice. Before going to the beach, I asked our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we

bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had bought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So, we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

(Taken from [britishcourse.com/recount-text-complete-explanation.php](http://britishcourse.com/recount-text-complete-explanation.php). Accessed on November, 10<sup>th</sup> 2019. At 8.15 pm)

### **C. ASSESSING WRITING**

Assessing writing is one of important parts in process of teaching writing. According to Hyland (2003: 211) assessment is used to collect information or a learner's language ability or achievement. He also states that assessment also provides data that can be used to measure students' progress, identify problems, suggest instructional solutions, and evaluate course effectiveness. Thus, by using assessing writing, the teacher can know the progress, ability, and the mistakes of the students in order to the teacher can know whether or she should do after that. According to Jacobs et al as cited (in Weigle, 2002), there are five aspects of writing: content,

organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points), language use (25 points), organization and vocabulary (20 points), and mechanics (5 point). For the more explanation, the researcher gives the scoring rubric of writing based on Jacobs et al as cited (in Weigle, 2002) table 2.2 as follows.

**Table 2.2 Scoring Rubric for Writing**

Aspects of Scoring Writing Ability	Score	Level	Criteria
Content	30-27	Excellent to very good	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Substantive</li> <li>- Thorough development of thesis</li> <li>- Relevant to assigned topic.</li> </ul>
	26-22	Good to Average	<ul style="list-style-type: none"> <li>- Some knowledge of subject</li> <li>- Adequate range</li> <li>- Limited development of thesis</li> <li>- Mostly relevant to topic but lacks detail</li> </ul>
	21-17	Fair to poor	<ul style="list-style-type: none"> <li>- Limited knowledge of subject</li> <li>- Little substance</li> <li>- Inadequate development of topic</li> </ul>
	16-13	Very poor	<ul style="list-style-type: none"> <li>- Doesn't show knowledge of subject</li> <li>- Not substantive</li> <li>- Not pertinent</li> <li>- Not enough to evaluate</li> </ul>
Organization	20-18	Excellent to very good	<ul style="list-style-type: none"> <li>- Fluent expression</li> <li>- Idea clearly stated/supported</li> <li>- Succinct</li> <li>- Well organized</li> <li>- Logical sequencing</li> <li>- Cohesive</li> </ul>

*Continued*



*Continuation*

	17-14	Good to Average	<ul style="list-style-type: none"> <li>- Somewhat choppy</li> <li>- Loosely organized but main ideas stand out</li> <li>- Limited support</li> <li>- Logical but incomplete sequencing</li> </ul>
	13-10	Fair to poor	<ul style="list-style-type: none"> <li>- Non fluent</li> <li>- Ideas confused or disconnected</li> <li>- Lack logical sequencing and development</li> </ul>
	9-7	Very poor	<ul style="list-style-type: none"> <li>- Does not communicate</li> <li>- Not organization</li> <li>- Not enough to evaluate</li> </ul>
Vocabulary	20-18	Excellent to very good	<ul style="list-style-type: none"> <li>- Sophisticated range</li> <li>- Effective word/idiom choice and usage</li> <li>- Word form mastery</li> <li>- Appropriate register</li> </ul>
	17-14	Good to Average	<ul style="list-style-type: none"> <li>- Adequate range</li> <li>- Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i></li> </ul>
	13-10	Fair to poor	<ul style="list-style-type: none"> <li>- Limited range</li> <li>- Frequent errors of word/idiom form, choice, usage</li> <li>- <i>Meaning confused or obscured</i></li> </ul>
	9-7	Very poor	<ul style="list-style-type: none"> <li>- Essentially translation</li> <li>- Little knowledge of English vocabulary, idioms, word form</li> <li>- Not enough to evaluate</li> </ul>
Language Use	25-22	Excellent to very good	<ul style="list-style-type: none"> <li>- Effective complex construction</li> <li>- Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</li> </ul>
	21-18	Good to Average	<ul style="list-style-type: none"> <li>- Effective but simple construction</li> <li>- Minor problems in complex constructions</li> <li>- Several errors of agreement, tense, articles, pronouns, and preposition <i>but meaning seldom obscured</i></li> </ul>

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*Continuation*

	17-11	Fair to poor	<ul style="list-style-type: none"> <li>- Major problem in simple/complex constructions</li> <li>- Frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition, but <i>meaning confused or obscured</i></li> </ul>
	10-5	Very poor	<ul style="list-style-type: none"> <li>- Virtually no mastery of sentence construction rules</li> <li>- Dominated by errors</li> <li>- Doesn't communicate</li> <li>- Not enough to evaluate</li> </ul>
Mechanics	5	Excellent to very good	<ul style="list-style-type: none"> <li>- Demonstrates mastery of conventions</li> <li>- Few errors of spelling, punctuation, capitalization, paragraphing</li> </ul>
	4	Good to Average	<ul style="list-style-type: none"> <li>- Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i></li> </ul>
	3	Fair to poor	<ul style="list-style-type: none"> <li>- Frequent error of spelling, punctuation, capitalization, and paragraphing</li> <li>- Poor handwriting</li> <li>- <i>Meaning confused or obscured</i></li> </ul>
	2	Very poor	<ul style="list-style-type: none"> <li>- No mastery of conventions</li> <li>- Dominated by errors of spelling, punctuation, capitalization, paragraphing</li> <li>- Handwriting illegible</li> <li>- Not enough to evaluate</li> </ul>

**D. PEER FEEDBACK****1. Definition of Peer Feedback**

Peer feedback is one of assessing techniques that can be used by the teachers to assess the students' writing work. It is very benefit for the students, because the students can be active in teaching learning process. Moreover, the students will get new experiences when they assess their

peer's writing work. There are some explanations about peer feedback from the experts as follows.

According to Rina (2007), peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. It has been getting popular in language teaching and also called peer review, peer response, and peer evaluation (Liu and Hansen, 2002). Peer feedback also refers to an interactive process of reading and commenting on a classmate's writing (Oshima and Hogue; 2007: 194). Liu and Hansen (2002) define it as "the use of learners as sources of information and interactions for each other in such a way that learners assume roles and responsibilities normally taken on by formally trainer teacher, tutor, and editor in commenting on and critiquing each other's draft in both written and oral formats in the process of writing" p (75).

Based on definitions from some experts about peer feedback, it can be concluded that peer feedback is evaluation of student's work by another student in the similar stage or lever in the studies. By using peer feedback, students can show their peer's mistakes and also they will know their mistakes. Moreover, they can improve their writing to be better. This activity is not called peer feedback only, but it can be called as peer response, peer review, and peer evaluation.

## **2. Advantages of Peer Feedback**

In English learning, peer feedback has some advantages for the students. According to Hyland (2000) mentions that peer feedback encourages student to participate in the classroom activity and make them less passively teacher-dependent. Yang et al., (2006) also add that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, peer feedback allows the students to gain confidence, critical thinking skill from being able to read text by peer writing on similar task. Moreover, peer feedback helps teach students how to identify the features of good and poor writing in the work of others. It will develop their critical evaluation skills that they can apply to their own language (Andianto, 2014).

Based on explanations above, it can be concluded that peer feedback has positive or advantages for the students. By using peer feedback, students can be more active in the classroom. It also gains the students' confidence and their critical thinking. The students can make collaboration with another students or their peer because the student will know their peer's mistakes of writing work and the other can know their mistakes because their peer gives correction. Finally, the students can improve their writing ability.

### **3. Procedures of Using Peer Feedback**

In using peer feedback, there are some procedures that must be known and done by the teacher and followed by the students. According to Ferris (2003: 175), there are seven procedures of using peer feedback in writing as follows:

- a) The teacher should let students know from the first day that is collaborative work and sharing of writing is going to be an integral part of the course.
- b) The teacher prepares the students for peer feedback by discussing its benefit and possible problem, showing them what to look for, and modeling the types of responses that are most appropriate and helpful.
- c) The teacher assigns set writing groups of two students and ask students to read group members' paper and provides written comments before any oral discussion take place.
- d) The teacher gives students peer feedback form with questions that are clear and specific that require students to be specific (not just answering "yes" or "no") and both positive and constructive.
- e) The students consider pairing peer feedback questions with evaluation checklist tied specifically to course grading criteria.
- f) The teacher designs accountability so that the importance of peer feedback is modeled and students take the process seriously.

- g) The teacher considers alternative forms of feedback (computer-based, self-evaluation) as needed and appropriate.

Based on previous explanation, it can be concluded that there are some procedures which should be done by the teacher and followed by the students when they use peer feedback to assess writing work. If they can do it well, the process of feedback will run well.

## E. ENGLISH CORE COMPETENCE AND BASIC COMPETENCE

In this research, the researcher focuses on the basic competence 4.15 about recount text writing. Table 2.3 shows the core competence and basic competence of the second grade students of Junior High School relate with recount text.

**Table 2.3 The Core Competence and Basic Competence of the Second Grade Students of Junior High School**

Core Competence	Basic Competence
<ol style="list-style-type: none"> <li>1. Appreciating and applying the students' religion norms and beliefs.</li> <li>2. Appreciating and applying the attitude of honest, discipline, responsible, aware (tolerate, cooperative), polite, confident, in having effective interactions with social environment and nature in the students' life and existence.</li> <li>3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosities for science, technology, art, and culture related to the phenomena and visible events.</li> <li>4. Experimenting, processing, presenting in concrete aspects (applying, synthesizing, arranging, modifying, and composing) and in abstract aspects (writing, reading, counting, drawing, and creating) based on what have been learned in school and other sources from the same perspectives.</li> </ol>	<p>4.15 Arranging oral and written of recount texts, short and simple about activities, events, phenomenon with due regard to social functions, structures of text, linguistic elements in a context correctly.</p>

From the table 2.3, it can be seen that basic competence 4.15 is appropriate with this research. It is about writing skill of recount text. The students are expected to write a simple and short of recount text about events, activities, and phenomenon with pay attention with the generic structure and language features of recount text.

## **F. REVIEW OF PREVIOUS STUDY**

Some previous studies show that peer feedback is effective in writing skill. The first previous study is from Risdiani (2018). Her research title is *The Effectiveness of Using Peer Feedback on the Students' Writing Skill in MAN 1 Tulungagung Academic Year 2017/2018*. She conducted research for the second grade students of MAN 1 Tulungagung. She specified in analytical text. The researcher used quasi-experimental research design. The sample of this research consisted of 67 students (XI 1 consisted of 35 students and XI 2 consisted of 32 students). The result of this research showed that there was significant difference on writing skill between students taught and without taught using peer feedback. It could be seen in the result of hypothesis testing through Independent-Sample of T-test. In this research, the significance value of 0.001 was less than significance level of 0.05. It means that null hypothesis was rejected and alternative hypothesis was accepted. So, it showed that peer feedback was effective in writing skill.

The second previous study is from Astuti (2013). Her research title is *The Effectiveness of Peer Feedback to Improve the Writing Ability of the*

*Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013.* This research was conducted for the tenth grade students of SMA Kanisius Harapan Tirtomoyo. The population of this research was all of students of tenth grade. The researcher used two classes as the sample that chosen by using random sampling technique. The sample of this research was X1 that consisted of 28 students and X2 that consisted of 29 students. The result showed that there was significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without using peer feedback. It could be seen in the result of hypothesis testing through Independent-Sample of T-Test. The significance value was 0.000. It meant that the result was less than the significance level of 0.05 ( $0.000 < 0.05$ ), which meant that the data of this study were considered to have a significant difference.

The similarities between those previous studies and this study are those studies focus on peer feedback to measure students' writing ability. Another similarity is those studies use quasi-experimental research design which involves two classes (experimental class and control class). Moreover, this study has some differences with those previous studies. The first difference is the sample or subject that chosen by the researcher. In the first previous study, she focuses on the second grade students of MAN 1 Tulungagung *Academic Year 2017/2018* and the second previous study focuses on the tenth grade students of *SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013*. And this study, the researcher focuses on



the second grade students of SMP Terpadu Al Anwar Durenan Trenggalek. Another difference is about the material that used by the researcher to measure students' writing ability. In the first study, she focuses on analytical text to measure students' writing ability by using peer feedback, but in second study, she focuses on descriptive text to measure it, while in this study the researcher uses recount text.