

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses writing, teaching writing, assessing writing, peer review, recount text and previous study.

A. Writing

According to Harmer (2004:11), writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that is influenced by the constraints of genres, and then these elements have to be presented in learning activities. O'Malley and Pierce (1996:136) define writing as a personal act in which writers take ideas or prompts and transform them into self-initiated topic. Yet, Salma (2016) gives the definition of writing wider, writing is an action, a process of discovering and organizing our ideas, putting them on the paper, reshaping and revising them. It means that the first thing that we do in starting our writing is thinking about what we are going to write or we can say the idea, then we write the selected idea which comes up in our mind in the form of written text.

From some definitions above it can be concluded that writing is a process of stating idea in the form of written text (graphemes and orthographic) consists of a coherent organization of each sentences which composes paragraph. Moreover, Brown (2003:220) is also categorized writing performance into four categories:

a. Imitative

To produce written language the learner must attain skills in the fundamental, basic tasks of writing to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

b. Intensive

Skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of sentence. The example of the assessment are short-answer and sentence completion tasks, grammatical transformation tasks, and vocabulary assessment tasks.

c. Responsive

Connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraph. Genres of writing include brief narratives, descriptions, short reports, lab reports, and summary.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

When it is deal with the senior high school level, in this case on writing recount text, the type of writing performance itself is responsive.

In academic world, writing has become central as a measure for academic success. Students attempt to get more control over the development of their English writing skill (Hamid, 2012). It has been reported that writing is one of the crucial ways to deliver information (Megawati & Anugrahwati, 2012, p.183). National

Centre for Education Statistics, U.S. Department of Education, as cited in Nagin (2006, p.70) explains that writing skill is very crucial in all stages of life, from early education to future employment. The Department adds that in school students must convey complex ideas and information clearly, and proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others. For foreign language learning, writing gives many positive impacts (Hancock & McDonald, 2000) such as:

- a. Writing gives learners the opportunity to find ways of expressing their ideas in a foreign language.
 - b. Writing gives learners the opportunity to try out the language with plenty of thinking time.
 - c. A learner's writing gives the teacher a good opportunity to diagnose grammar and vocabulary problems and to identify progress.
 - d. Writing allows learners to practice new structures in an extended context.
- Writing can provide more variety in classwork.

Unfortunately, usually students have many difficulties on making writing products. Richard and Renandya (2002: 303) also state that writing is the most difficult skill for second language and foreign language learners, because of various problems such as, vocabulary, expressions, grammatical constructions, writing mechanism, idea organization, and writing steps itself (Swansom, 2001). Another problems in writing usually also come from the differences between spoken and written form and memorizing the different language vocabulary. Those things mostly make the students are fail in writing test. Their problems get bigger when

they are asked to write a paragraph of story or text because besides thinking of the previous problems, they have to think about how to make a coherent sentence and also generic structure of the text.

That is why there are some steps that should be through to make a product of writing. Brown (2001:348) states that three main stages in writing process, they are pre-writing, drafting, and revising. Whether Grenville (2001:11-) in her book, mentions there are six steps in writing as follows:

1. Getting ideas

This part will determine how the whole story will be. There are four ways to generate an idea such as: making a list (brainstorming), making a cluster diagram, researching or independent investigation, free writing. By doing this step we also reducing a chance to get stuck in writing the whole text.

2. Choosing ideas

In this part a writer will look at all and assess their ideas. This is where we start to discriminate between the ideas we definitely can't use, and ones that have some potential. The writer should know what the purpose of the text is. In writing recount text the text is purposed to persuade or inform or both, so the test we'll use will be: can this idea be used as part of an argument, or as information about the topic? The answer will be yes if the idea would give the reader facts about the subject, a general concept about it, or an opinion about it, or if the idea could be used as supporting material or evidence.

3. Outlining (putting these ideas into the best order—making a plan).

One way to put your ideas into order so that your theme can emerge is to use the most basic kind of order, shared by all kinds of writing:

- a. **Beginning**—an introduction, telling the reader where they are and what kind of thing they're about to read.
- b. **Middle**—the main bit, where you say what you're there to say.
- c. **End**—some kind of winding-up part that lets the reader know that this is actually the end of the piece (rather than that someone lost the last page).

4. Drafting (doing a first draft from beginning to end, without going back)

In this part the writer will write the full version of their text by developing the ideas in the beginning, middle, and end. The writer have to write everything that he/she think relate to the idea and do not need to think about the correct grammar, verb, comma, etc. they just have to complete the text.

5. Revising (cutting, correcting, adding or moving parts of this draft where necessary).

After completing to make a full text, the writer should reread their work and revise anything necessary. The writer could delete unimportant word or sentences, add sentences (as long as having the correlation), moving some sentences that still have wrong position. Even the writer could revise the wrong spelling and punctuation. Not only by the writer itself, but his/her friend can help them to do this by giving advices.

6. Editing (proofreading for grammar, spelling and paragraphs).

Recheck the revision and make sure that the writing is readable and understandable. The writing product has to be successfully delivered the message. This is also the time for the writer considers the right use of English language includes the content and style.

B. Teaching Writing

Taking into account the importance of writing, however, many EFL teachers find teaching writing is difficult (Thuy, 2009). There are challenges of teaching writing to EFL (English as a Foreign Language) learners. Indeed, teaching English writing skills. Involves developing linguistic and communicative competence of the learner which makes it quite a challenging task (Bilal, Tariq, Din, Latif, & Anjum, 2013). That is why there are many activities that are used and developed to help students train their writing skill. The activities are:

a. Dialogue writing

In here students are asked to complete or answer such daily conversations

b. Diary writing

Diary is a personal record. Writing diary is the easiest way to train students' ability in writing. By practicing to write every moment even the unimportant thing but it is done every day it can train students' ability in writing.

c. Writing paragraph or essay

The activity itself is the students will be asked to write types of text such descriptive, narrative, recount, report and the others. It is also necessary to teach students how to make a good paragraph that has these characteristics:

1. Each paragraph deals with a specific idea
2. A paragraph is well-organized and has definite plan
3. A paragraph has coherence-each sentence.

According to Iranada Laraswati and Suhartono (2016: 38), there are three factors which affect the successful teaching and learning process in the classroom. The first factor is the teacher. He or she has to have ability to manage classroom well and bring classroom being interactive and interesting. Hyland (2003:4) emphasizes that the techniques used by the teacher can support the students to develop their writing skills such as producing fixed patterns, identifying and correcting problems in the student's control of the language system. Talking about teaching, there are two teaching methods, they are conventional/traditional and modern methods. The explanations are;

1. Conventional/Traditional Method

According to Richards (2008), traditional teaching method was explained as learning that was mostly seen as under teacher's control. In this regard, the traditional classrooms were seen like ceremonial places where students sat in rows like spectators, while the teacher sat in front of them as a mayor or a priest (Crawford et al., 2005). Another definition come from Balliu and Belshi (2017:20), traditional methods consider teachers as the center of the teaching

process; as well as managers and the main and referential source of the scientific information.

2. Modern Teaching Method

Different from traditional teaching method, the modern teaching method is much more student-centered and it is focusing on promoting critical thinking. According to Scrivener (2005), the main role of the teacher in modern teaching methodology is to help students by encouraging, involving and helping them in the process of learning. The student centered teaching methodology is focused more on student's interests and their learning (Tzuo, 2007).

Second factor, the learners or students are other factors affecting the implementation of successful teaching and learning process. If there are no learners or students, there will not be teaching and learning process because the teachers do not have students with whom can share the knowledge. The last factors are materials and media used in the teaching and learning process. The materials need to be understood by the students easily. The materials are contextual to the students' life. In delivering those materials, it is better to use appropriate method or strategy to improve the students' comprehension.

In the case of the use of media, nowadays, it is become a trend in teaching moreover in using technology multimedia. According to Iranada Laraswati and Suhartono (2016: 38), the use and choice of appropriate media is important things in reconditioning process of educational, because the use of media can make the students more interested in teaching and learning process. The teacher is also required more creative in giving explanation which theme of lesson with use of

appropriate media. One of the ways to make the students are interested in teaching English is by using media. It can help the students understand the materials the teacher easily in teaching English.

Media itself can be divided into three parts, audio, visual, and audiovisual. The example of audio is like hearing the radio, music or recording. Whether visual media is term used to include teaching aids which depend on the use visual communication channel. Simulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible as like re-remembering and knowing the material, according Levie and Lenzt in Nurul Jannah (2013: 192). Visual media are able to make easily understanding. The last type of media is audio visual, the examples are video and television channel. Usually students is more interested to learn something with the help of this media than the two previously. Many learning media created in the form of video nowadays.

From those explanations above it can be concluded that teaching writing for EFL learners is helping students in developing linguistic and communicative competence in another language in the form of written product by using any kind of media in teaching process. The way of teaching in writing can be divided into two, conventional/traditional method (teacher-centered) and modern teaching method (learner-centered).

C. Assessing Writing

Hughes (2003: 83) suggests that assessing writing involves three issues:

1. Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform.
2. The tasks should elicit writing that is truly representative of the students' writing ability.
3. The samples of writing can be appropriately scored.

If we want to assess the writing usually, we make a scoring rubric for the categories that we want to assess and how much the score that should be given or this can be defined as rating scale. A rating scale is a written list of performance criteria that permits the teacher more than two choices (e.g., good, fair, poor or excellent, good, fair, poor) to judge student performance of each criterion (International Encyclopedia of the Social & Behavioral Sciences, 2001).

In obtaining reliable score of writing, we can these two types of rating scale, holistic scoring and analytic scoring. The concept of holistic scoring is, a single score is assigned to writing samples, based on an overall impressionistic assessment of the student's performance on the test. Here is the example of holistic scoring (Weigle, 2002:113);

Table 2.1 holistic scoring rubric in ESL TOEFL writing test

essay at this level	
6	<ul style="list-style-type: none"> • Effectively addresses the writing task • Is well organized and well developed • Uses clearly appropriate details to support a thesis or illustrate ideas • Displays consistent facility in use of language • Demonstrates syntactic variety and appropriate word choice though it may have occasional errors.
essay at this level	

5	<ul style="list-style-type: none"> • May address some parts of the task more effectively than others • Is generally well organized and developed • Uses details to support a thesis or illustrate an idea • Displays facility in the use of language • Demonstrates some syntactic variety and range of vocabulary though it will probably have occasional errors
essay at this level	
4	<ul style="list-style-type: none"> • Addresses the writing topic adequately but may slight parts of the task • Is adequately organized and developed • Uses some details to support a thesis or illustrate an idea • Demonstrates adequate but possibly inconsistent facility with syntax and usage • May contains some errors that occasionally obscure meaning
essay at this level	
3	<ul style="list-style-type: none"> • Inadequate organization and development • Inappropriate or insufficient details to support or illustrate generalizations • A noticeably inappropriate choice of words or word forms • An accumulation of errors in sentence structure and/ or usage
essay at this level	
2	<ul style="list-style-type: none"> • Serious disorganization and development • Little or no deal, or irrelevant specifics • Serious and frequent errors in sentence structure or usage • Serious problems with focus
essay at this level	
1	<ul style="list-style-type: none"> • May be incoherent • May be undeveloped • May contain severe and persistent writing errors
essay at this level	
0	<p>aper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consist of only keystroke characters.</p>

The next scoring method is analytic scoring procedure; that is, a score is given for different aspects of a piece of writing, such as grammar, content and organization. The technique of scoring is based on five aspect, they are content, organization, vocabulary, grammar, and mechanic. Here are analytic scoring rubric by Cohen (1994:328-329).

Table 2.2 analytic scoring rubric

Aspect	Criteria	Score
Content	• Main ideas stated clearly and accurately, change of opinion very clear.	5
	• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	4
	• Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak.	3
	• Main ideas not clear or accurate, change of opinion weak.	2
	- Main ideas not all clear or accurate, change of opinion very weak	1
Organization	• Well organization and perfectly coherent.	5
	• Fairly well organized and generally coherent.	4
	• Loosely organized but main ideas clear, logical but incomplete sequencing.	3
	• Ideas disconnected, lacks logical sequencing.	2
	• No organization, incoherent.	1
Vocabulary	• Very effective choice of words and use of idioms and word forms.	5
	• Effective choice of words and use of idioms and word of forms.	4
	• Adequate choice of words but some misuse of vocabulary, idioms and word forms.	3
	• Limited range, confused use of words, idioms, and word of forms.	2
	• Very limited range, very poor knowledge of words, idioms, and word forms.	1
Grammar	• No errors, full control of complex structure.	5
	• Almost no errors, good control of structure.	4
	• Some errors, fair control of structure.	3
	• Many errors, poor control of structure.	2
	• Dominated by errors, no control of structure.	1
Mechanics	• Mastery of spelling and punctuation.	5
	• Few errors in spelling and punctuation.	4
	• Fair number of spelling and punctuation errors.	3
	• Frequent errors in spelling and punctuation.	2
	• No control over spelling and punctuation.	1

In the case if it needs a diagnostic information about the writing, then the usage this scoring rubric is needed. Like we can see on the picture that there are so many categories with detail descriptions and the suitable score of each description. In addition, analytic score is used when the scoring is conducted by heterogeneous in a big group, less well-trained people or in number of different places. So, in this research, the analytic scoring rubric is used, because the samples are big and there will be differences in each text which need many categories to describe their texts.

D. Peer Review

Peer review refers to peer feedback (Gielen, et al., 2010), peer response (Liu & Hansen, 2002), or peer editing in teaching writing. For learners, peer-Review is used as sources of information for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing (Hansen & Liu, 2005).

Another researcher defines peer review as a process that provides a method of assessing policies or performances in order to help each other to improve and to ensure compliance to standards (Blackmore, 2005). Previously Pagani (2002) has stated that peer review is a tool for change. It is a method of assessing policies or performances in order to help each other to improve and to ensure compliance to standards.

According to Osburne and Purkey (1995) in USA peer review itself has been used for long time in education to provide feedback for individuals on their

assessing strengths and weaknesses. Whether Cole (2003) defines peer review as an essential process for reviewing ideas, catching mistakes, and so improve the quality of a product. He adds that a “culture of criticism” is an important ingredient in successful peer review activity and also to give improvement on critical thinking culture. Peer review has been proved as an effective approach to improve the writing skill (Corbin, 2012), to increase motivation to writing, and to learn how to treat writing as a collaborative social activity (Farrah, 2012). Another positive impact of the practice is that a critical evaluation of peer review practice can be identified and shared. Not only the positive impact while practicing peer review activity, but Nicole and Macfarlane-Dick (2006) explain that there are seven positive feedback practices, such as;

1. helps clarify what good performance is (goal, criteria, expected standards),
 2. Facilitates the development of self-assessment (reflection) in learning,
 3. Delivers high-quality information to students about their learning;
 4. Encourages teacher and peer dialogue around learning;
 5. Encourages positive motivational beliefs and self-esteem;
 6. Provides opportunities to close the gap between current and desired performance;
 7. Provides information to students that can be used to help shape teaching.
- (p.205).

O’Muirheartaigh (1990) states that peer review can be employed in three forms; pre–peer review, while–peer review and post–peer review;

- a. Pre–peer review

In the pre training teacher clarifying the benefits of peer review and then grouping the students. Teacher shows how to give feedback/review by doing an example. It can help students to structure their papers more clearly.

b. While–peer review

In this section students begin their peer review and teacher is a monitor.

c. Post–peer review

Students reflect on what they did during peer review and they write about their experience.

Lundstrom & Baker (2009) based on their research, claims that that peer review has an effect on improving student writing abilities. More over Yang et al. (2006) found that peer feedback brings to far more self-corrections than teacher feedback. While Tsui and Ng (2000: 168) find that students realize that peer review has clear roles, such as “enhancing a sense of audience, raising awareness of their strengths and weaknesses in writing, encouraging collaborative learning, and fostering an ownership of text” in the secondary L2 context.

From those definitions above, it can be concluded that peer review is an activity for assessing other writing about the content, grammar, punctuation, the coherence of each sentences, and another categories in writing, and if it is possible the peer reviewer can give score on others work. Besides improving someone’s writing, the peer reviewer can also improve or deepen their knowledge in the certain topic or material that is learnt.

E. Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Grace (2007: 30) and Knapp (2005:223) defines recount text is a text that tells the reader or listener what happen in the past through a sequence of events.

It can be concluded that recount text is non-fiction story that is used to tell the past events for the example is historical event. The generic structures of recount text are orientation, event, and re-orientation. Miranti (2008:16) explains each parts of recount text structure as follows:

1. The Orientation

Provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to gives information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

2. Event or Series of Events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or

uninteresting. A recount, in most cases, is more than a „shopping list“ of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

F. Previous Study

Study about peer review has been conducted for long time. Even peer review in education in the USA has been traditionally used to provide feedback to individuals on their teaching strengths and weaknesses (Osburne and Purkey, 1995). Lundstrom and Baker (2009) on the previous chapter stated that peer review has an effect on improving student writing abilities. Before claiming that, they had conducted a study to know the effects of peer review on writing ability. Previously they divided students into a feedback receiver group and a feedback provider group. The feedback receiver group were trained to revise an essay based on peer feedback but did not have an opportunity to give feedback, while the feedback provider group were trained to give feedback but did not receive feedback. The two groups received their training four times during one semester, and pre- and posttests were conducted. From this research Lundstrom and Baker (2009) concluded that the act of feedback provider group had more effect on the writing abilities of the students than the act

of review receiving. Review feedback can positively impact EFL students. Al-Jamal (2009) also agreed that the impact of peer response on the writing skills of Jordanian EFL students is beneficial.

Similar research had been conducted by Husna (2017) by using peer review as the technique in practicing. The title of the research is “The Effect of Peer Review on EFL Students’ Writing Skill in Writing “Nursing Care Documentation””. This research involves 78 nursing students in the fourth semester of Cendekia Utama Health College. The aim of this research is to investigate the possible effectiveness of peer review technique to increase the quality of nursing students’ writing skill and to see whether this method motivates student to write. This research uses pre-experimental research design. The result of the research shows that the students’ ability is increased more after using peer review practice and could motivate students to write more and enjoy writing activity. The similarities between the previous study and this study are both of those studies use peer review. While the differences between the previous study and this study are, the sample which the previous study chose 78 nursing students in the fourth semester of Cendekia Utama Health College and this study chooses first grade students of MAN 1 Tulungagung, the type of text that was chosen by the previous study is Nursing Care Documentation and this study chooses recount text, the research design that was used in this previous study is pre-experimental and in this study is quasi-experimental research design.

Another research also had been conducted by Candra Arifiana (2015) under the title “Improving Students’ Skill in Writing Recount Text by Using Peer Review

Technique (A Classroom Action Research of the Eighth Grade Students of SMPN 4 Batang Year 2014/2015). The aim of this research is to find out how peer review technique can be implemented to improve students' skill in writing recount text. It uses classroom action research design. The result of the research shows that using peer review technique as a learning technique gives improvement to students' skill in writing recount text. The similarities between the previous study and this study is both of those studies use peer review on teaching recount text. While the differences between the previous study and this study are, the sample which is chosen by the previous study is eight/second grade students of SMPN 4 Batang year 2014/2015 and this study chooses the students of first grade at MAN 1 Tulungagung, and also the research design which the previous study chose Classroom Action Research (CAR) and this study chooses quasi-experimental research design.