

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of underlying literature, including definition of writing, stages of writing, definition of recount text, peer assessment technique, WhatsApp and review of previous studies.

A. Definition of Writing

Writing is one component of English language skill. In English there are four components such as listening, speaking, reading and also writing. Writing is one of the language skills that come out from our thought. By using writing form, we can share our idea to others who read our writing. It is written on a paper on computer screen. According to Gordon in McDonald (2002:7) writing is a process which different things happen at different stages in the process of putting thoughts into word and words onto paper. Another expert Brown (2001:335) states that writing is the written products of thinking, drafting, and revising that require specialized skill on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce final products.

From the definitions given above, it can be concluded that writing skill is a way to deliver the ideas to other in the writing form. In the process of

produce writing, the importance thing that writer considering is the content of writing. The use of appropriate grammar and clear meaning also needed to make a good of writing itself.

1. Stages of Writing

To make writing needs a long process from planning till producing it. Harmer (2004:4) argues that the process of writing consists of 4 steps: (a) planning, (b) drafting, (c) editing (reflecting and revising), and (d) final version. Those strides must be highlighted by the writer are:

a. Planning

Planning or pre-writing is a way of warming up your brand before writing. The goal of pre-writing is built up our ideas of the writer to write. There are two ways to gather ideas as follows:

a) Brain storming

Brain storming is the activity to record all the ideas about the topic that the writer can think. It often scattered all over the page. The writer may use single word or phrases to brain storming. In order to Brain storming, the writer can underline, star, or box important points.

b) Clustering

Clustering, sometimes called *Mapping*, is another strategy that can help to find ideas to write. It is visual way of showing how

the ideas are connected using circle or draw lines to connect the ideas to one another and to the topic at the center.

b. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing that is drafting may proceed quickly. At this stage, the writer focuses on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. Editing

In the strides of writing, editing is crucial part. To write a perfect paragraph writer have to revise and improve their writing, it called as editing. Editing is essential part of preparing piece of writing for public reading or publication. Richard and Willy in theirs book entitle Methodology in Language Teaching stated that in editing, writer check grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like.

d. Final Version

The final step is final version, once writer has edited their draft, making the changes they consider to be 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.

From those explanations, it can be concluded that to make writing needs a process from beginning until the end. Furthermore, each part in here is important in writing process aimed to produce complete one. Therefore, a writer cannot skip that phases of writing process when they want to write.

2. Aspects of Writing

According to Weight (2002:16), writing has several elements that must be contain in the product of written text such as contents, organization, vocabulary, grammar, and mechanic. The explanation of each element in writing as follows:

a. Content

The definition of content is about the material existed in the composition such as topic, explanations, discussions, and the core of the main topic. It means that the content should be consider clearly for a good text, story and also dialog.

b. Organization

The meaning of organization is during the composing of the writing text should be consider the sequence of each statement. In addition, the statement of the story, or dialogue should be organize well.

c. Vocabulary

Vocabulary means that the word that we used in writing the text, furthermore, the vocabulary should suitable, great, and clear for the

text. So, consider the vocabulary will make the result of the text in the story or dialogue better.

d. Grammar

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

e. Mechanic

Mechanics deals with the punctuation, spelling, capitalization as well as the type of handwriting whether it is clear or not. It is important to arrange the mechanics kindly since the effect to the writing result. Besides that, the students have to consider the rules of language, punctuation, and spelling. The story or dialogue which use the true and suitable mechanics will be readable and easy to understand.

As explanation in the earlier, writing has several aspects that have to contain in the product of writing. Each aspect has important role in writing text because, to make a good writing text as writer needs to complete all of the elements; contents, organization, vocabulary, grammar, and mechanic.

3. Assessing Writing

The process assessment is designed to prove how the students write, the decision they make as they write, and the strategies they use. Therefore, the aim of process assessment is to give information about the students'

performance such as how far the students' progress in writing is and whether any change is needed in the way of teaching strategy or not. There are some elements that should be attention by the teacher to assess student's writing, such as grammatical, vocabulary, continuity and others. They include choices of task type and genre, and decisions about weighting to be given to the following dimensions:

- a. Grammatical control and mechanical accuracy (spelling and punctuation).
- b. Appropriate level of grammatical complexity according to purpose audience.
- c. Organization and topic development.
- d. Range and appropriateness of vocabulary selection.
- e. Overall impression of text coherence, (Allison, 1999: 130)

Based on the theories above the scoring rubric, adapted by Cohen (1994: 328-329). The technique of scoring is based on five aspects, they are content, organization, vocabulary, grammar and mechanic.

It can be concluded that assessing writing is needed to know how far the progress of writing. There are several factors to assess writing such as grammar, vocab, and also mechanic. The way to assess writing is using scoring rubric to make sure the writing is good enough. Not only scoring rubric but also the criteria of students' score is needed after assessing writing to know our level in table of criteria students' score.

B. The Competence of Writing

Writing competency is the level of understanding you have achieved in regards to writing your own piece of text. To measure writing competency, teachers may ask students to write on a particular prompt. The prompts are often successful gauges of writing competency, but also a way to connect in the classroom material. An example of this would be to write about a similar experience or personality trait that you share with one of the characters said 'Huckleberry Finn'. Ann (2005: 112). It can be understood that writing competency will take into consideration how logically a subject construct their word, but will also deal with structural concepts such as grammar and punctuation.

C. Recount Text

1. Definition of Recount text

Recount text is one of genre of writing. This text talk about event or experience happened in the past. Djuharie (2008) states that recount is a reconstruction of something which happened in the past. It is unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. Another expert Anderson (2002: 3) recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the recount text is to retell events with the purpose of either informing or entertaining their audience

From the definition that was explain in the earlier, the writer concluded that recount text function sharing or telling the reader about the experience of the writer happened in the past and also have a function to entertain the reader.

2. **Types of Recount text**

According to UC High School Kaleen Writing Handbook (2011), recount text is classified into three types which include personal recount, factual recount, and imaginative recount.

a) **Personal Recount**

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of personal recount are to inform and to entertain the reader.

b) **Factual Recount**

A factual recount is a list of a certain event. It can be used to retell the particular incident or event such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

c) **Imaginative Recount**

An imaginative recount retells an imaginative story through the eyes of fiction character. It means, the event that happened in the text

do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook.

As a conclusion, from the statement earlier. Recount text has three kinds such as factual, personal and also imaginative recount. Each types has its own style and uniqueness. Factual recount functions to retell specific event such as newspaper report and science experience. Then, imaginative recount is one of the kinds of recount text that can be found in textbook. It only written about imaginative story. The last is personal recount, this is tell about personal experience of writer.

3. **Characteristics of Recount Text**

a) **Social function**

The social function of the recount text is to entertain the reader or informing about event or experience happened in the past.

b) **Generic Structure**

Recount text has structures, a shape or a pattern as follows:

- i. Orientation : it is the background information answering who, when, where and why the story happened.
- ii. Events : it is part of recount text tells the things that happened and identified and describe in chronological order.
- iii. Re-orientation : it is the last part of this structure that express a personal opinion regarding the events described.

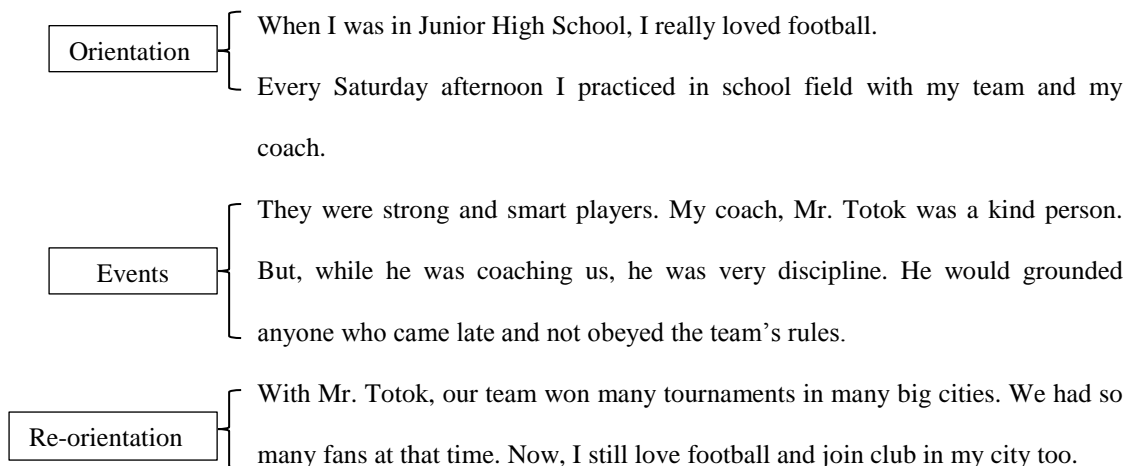
4. Language features in Recount text

Boardman (2008: 287) states that language features usually found in a recount are:

- a) Use of nouns and pronouns to identify people, animals or things involved.
- b) Use of past action verbs to refer the events.
- c) Use of past tense to located events in relation to speaker's or researcher's time.
- d) Use conjunctions and time connectives to sequence the event.
- e) Use of adverb and adverbial phrases to indicate place and time.
- f) Use of adjectives to describe nouns.

5. The example of recount text:

My Football Experience



D. Peer Assessment

1. Definition of Peer Assessment

Peer Assessment is a type of alternative assessment which involves the students' participation. By conducting peer assessment, the students will know the gap and also the quality of the work written by their pair. According to Topping (2008) suggest that in peer assessment, students have to determine the standard or quality of the work written by students of the same academic level, plan the learning process together, indicate peer's strengths and weaknesses and outline the scope of editing the writing. Similarly, Robert (2006: 80) declares peer assessment as the process of having the readers critically reflect upon, and perhaps suggest grades for the learning of their peers. The other expert Hylad (2004) said that in order to improve writing ability, the students should be able to assess and edit their own and peer's work.

Students who receive feedback from their peers can get a wider of ideas about their work to promote develop and improvement. Brown, Rust and Gibbs (1994), Race (1998) they have described some potential advantages of peer assessment for students as discussed below:

- a) Giving a sense of ownership of the assessment process, improving motivation. It means that students will try to produce their original writing which is different from their friends and motivating their self to make the better writing product than others.

- b) Encouraging students to take responsibility for their own learning, developing them as autonomous learners. When the students have their own responsibility to judge their own work, they are automatically developing their ability and will try to do the same thing when they judge their peer work.
- c) Treating assessment as part of learning, so that mistakes are opportunities rather than failures. The students who do assessment are used to reflect their work. Therefore, when they meet some mistakes, they take it as a motivation to be better on the next task.
- d) Practicing the transferable skills needed for life-long learning, especially evaluation skills. It means, the students who use peer assessment may have open minded behavior in their life, they try to accept their peer judgement and use it to be self-reminder.
- e) Using external evaluation to provide a model for internal self-assessment of a student's own learning (metacognition), and encouraging deep rather than surface learning. Every judgment from students' peer will make each student have self-orientation for their writing product when they will start the new one.

From the statements above, it can be concluded that peer assessment is one of assessment that can be used to improve the quality of students' writing product. Further, by implementing peer assessment students know how far their ability in writing.

E. WhatsApp Application

WhatsApp is the application that downloaded by people around the world 5 Million based on the data in google play store. Through WhatsApp the users allow to exchange images, videos, and audios or written messages using internet connection. Jisha-K (2014: 2) stated that WhatsApp was purposely created by Brian Acton and Jan Koum to make communication and the distribution of multimedia messaging more easily and faster.

It can be concluded that WhatsApp can omit the distance among people in the world by using those features; send unlimited message, sharing images, video and audio messages, exchanging instant ideas, thoughts and emotions to any other user.

F. Procedure of Peer Assessment Through WhatsApp

In this era, WhatsApp is to be part of people daily life without realizing that some people waste his/her time to open WhatsApp and interact with others. From the case above, the writer takes the advantages to make WhatsApp as the media in learning process particularly to implementing peer assessment among the students. Below are the procedures of peer assessment through WhatsApp:

1. The teacher provide a scoring rubric of recount text to conduct peer assessment by Cohen (1994: 328-329).
2. The teacher Create a group in WhatsApp, the group is closed group. So, the group only contain students who get accepting by the teacher and the leader of the class that control WhatsApp group as the admin.

3. Next, the students are exchange the text to their pair that is divided by the teacher. The pairs of assessment based on the attendance list, for instance; student attendee's number one pair with number two. In pairs consist of two students. They asked to exchange their text to the pair.
4. Then, they comment and discuss the text based on the table creteria of recount text. Afterward, revise it based on discussing and commenting they do in prior.
5. The students send the text that after revised through WhatsApp in personal chat. Then, their pair is assess the text use the scoring rubric given by the teacher.
6. Further, the students collect all of the draft in document format and send it to WhatsApp group. So, the students be able to see all of the text that is make by their friends.

From the statement that mentioned earlier, the researcher is conclude that by using peer assessment through WhatsApp as students and teachers who life in digital age 4.0, it is very helpful in teaching learning process. And also make the process of assessment more attractive.

G. WhatsApp as a media to learn English

WhatsApp is the example of social network application. It was downloaded by users around 5 milion based on the data from google play store. in education, WhatsApp is the new trend in learning process. Both teacher as facilitator in the class and the students use WhatsApp for communication. In teaching learning, teachers can use WhatsApp as a medium to facilitate students

in learning English. Gon and Rawekar (2017:23) state that WhatsApp has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, and efficiency.

Another expert Mhandeni and Mwakapina (2016:83) students are always worried of making mistakes as they learn, but WhatsApp makes them feel relaxed among friend. It also in line with Mistar and Embi (2016:99) WhatsApp has many benefits to the students, it also allows enchancement to the students' learning performance in the way of promoting an active learning development in WhatsApp conversation or discussion. By utilizing WhatsApp's feature, it can help students enjoy in learning process without worried.

Using social network such as WhatsApp that can operate in mobile phone combine with learning English, especially in writing skill can attract students' interest. According to Muhammad (2014:199) investigate the impact of mobile phones on the learners of English as a foreign language, he states that 99% of the participants in his study considered learning English language through the mobile phones so effective. Similarity, Sussex (2012:221) it is also worthy to explore the optimization of mobile technology especially for teaching and learning writing skill.

From previous statement that explain in the earlier, WhatsApp is suitable application as medium that can take the students' interest during learning English. The students can operate WhatsApp anywhere and everywhere using their mobile phone. It is new innovation in learning using technology because the students use WhatsApp on their daily basis for communication through social network

H. Advantages of Social Media in Teaching English

In this era called digital age 4.0 Social Media has important role in teaching especially English. Berger (2011) lists the advantages of social media in Teaching English:

1. Better realization of “Anywhere and Anytime”.
2. Freedom organization among students separated geographically.
3. Transparent connection to nets.
4. Remote sensing and integration of information.
5. Shift from “anywhere, anytime” to “everywhere, every time”

From the explanation in the earlier, the writer conclude that social media here bring a new nuance in teaching and learning process among students and teachers especially in teaching writing.

I. Review of the previous study

This section is provided to review the result of the previous studies. Related to this research, the prior studies about the effectiveness of social media: Facebook and WhatsApp but in different object.

1. The first previous study is from Awwaludin, A. (2012). *The Effectiveness of Peer Assesemnt Through Facebook Towards Students’ Writing skill in Narrative Text*. This is a quasy-experimental design that use of pre and post-test and looking for the effectiveness of peer assessment that combine with social media that is Facebook. The result of this study is there was significant effect of peer assessment through Facebook toward students’ writing skill in

descriptive Achievement. The result of this research (Ha) is accepted and given better impact of students' writing skill in narrative text.

2. The second of previous study from Ulfa N. Qori (2018). *The effectiveness of Peer Assessment through WhatsApp on the students' Writing Descriptive Text of First Grade Students' at Sman 1 Tulungagung*. The researcher using quasi-experimental design with quantitative approach. The result is (Ho) which states that there is no significant difference on the students' ability in writing descriptive text between assessed by using and without using peer assessment through WhatsApp is rejected.
3. The last previous study from R.Aulia Utami Hidayat (2018). *The Effectiveness of Peer Assessemnt in Developing Students Writing of Recount text*. The researcher using pre-experimental research design with quantitative approach. The findings of the research reveal that Peer Assessment is effective in developing students' writing of recount text and students give the positive responde on the use of it.

The difference between first previous study and this research is the first previous study using Facebook as the media to conduct peer assessment toward students' writing skill in narrative text. While this research using WhatsApp as the media to conduct peer assessment on the students' writing ability in recount text and the sample it also different. In this research, the samples are the students at SMA Negeri 1 Kauman Tulungagung on the first grade. Moreover, the topic is also different, in this research the topic is about Recount text but the prior study about narrative text.

The difference between the second of previous study and this research is the topic of the research. In the second previous study, the topic is descriptive text. But in this research the topic is about Recount text. Then, the sample of the second previous study is first grade students at SMAN 1 Tulungagung. But for this research is the student on the first grade at SMA Negeri 1 Kauman Tulungagung. From the gap that the researcher found among those previous studies, the researcher will conduct the research entitled “*The Effectiveness of Peer Assessment Through WhatsApp on The Students’ Ability in Writing Recount Text of First Grade Students’ at SMA Negeri 1 Kauman Tulungagung.*”

The difference between the last study and this study is the design of the research. In this research using quasy-experimental research design but the pevious study using pre-experimental research design. The sample of the research aslo difference. The sample of this study is the first grade students at SMA Negeri 1 Kauman Tulungagung but previous study is Public Senior High School Garut. From the gap founded between this and previous study, the researcher conducted research entitle *The Effectiveness of Peer Assessment Through WhatsApp on The Students’ Ability in Writing Recount Text of First Grade Students’ at SMA Negeri 1 Kauman Tulungagung*”.