CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature concerning to writing (definition of writing, steps of writing, and teaching writing), recount text (definition of recount text, types of recount text, generic structure of recount text, and language feature), peer correction (definition of peer correction, benefits of peer correction, and implementation of peer correction in writing class), and previous study.

A. Writing

1. Definition of Writing

There are many definitions about writing from different theories. Writing is one of language skills beside listening, speaking and reading that must be mastered by English learners. It means the learners have to express their thoughts in writing to enhance their ideas, and make the readers interest in their writing (Prastiyo: 2018). Kharma (cited by Rachmawati et al, 2018) states that writing is a way to explain, educate, inform, entertain one's natural, social behavior, profesional and personal point of view or philosophy or expertise to the specific or broad audience by using words and appropiate vocabulary in a symantic method and flow. Some people are natural in writing. Some learn to write. To be natural in writing someone needs to have good knowledge, experience about the subject they are writing.

Masitoh & Suprijadi (2015) state that writing is a thinking process of discovering ideas before it is written on the paper. Widodo (2008) argues that writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas. In other word, writing isan activitythat expresses ideas or feelings in written form as a tool to communicate. One of the writing genre is recount text.

2. **Steps of Writing**

According to journal that published by Kamehameha Schools (2017:2) there are five logical steps in writing process. Those are Pre-writing, drafting & writing, sharing & responding, revising & editing and publishing.

Pre-writing

According to Skwire and Wiener (2008:39-40), prewriting is a warming-up activity before the writer starts to commit a topic. Therefore, pre-writing is an activity that the writer has to do before choosing a topic. There are eight strategies that should be followed in pre-writing. Those strategies are discussing the ideas, exploring topic on internet, browsing the library, free associating, making a list, brainstorming some questions, sketching or diagraming the topic and keeping a journal.

Drafting and Writing

In this step, the students start to make a rough draft their writing. According to Skwire and Wiener (2008: 41), there are tips for writing a rough draft. Those tips are using prewriting, writing a first draft and showing it around.

Sharing and responding

Sharing and responding is a step in writing process when the writer shares his/her writing to his/her friends. The writer asks his/her friends to review his/her writing. The process when the writer asks his/her friends to review his/her writing called as peer-review.

Revising and Editing

In this step of writing process there are two things that the writer has to do. According to Reep (2009:15), revision takes place in the whole writing process, but the writer needs to focus on five elements. Those elements are content, organization, headings, opening & closing and language. Editing is a final process in writing. After the writer does the revision, the writer has to edit the grammar, punctuation, and spelling (Reep 2009:16).

Publishing

In this process, the writer will share their final draft in writing. This step could be done whether through many ways. The writer can do this stage by printing his/her final draft or he/she also can share his/her writing through online.

Teaching writing in Senior High School needs some varieties and interesting ways. For senior high school students, writing is a difficult thing to do because senior high school students in general lack in writing skill. According to Siswita and Hafizh (2014), teacher has to carry out an attractive way in teaching writing because by using an attractive and something new in

teaching writing can make senior high school students will be interested in studying.

3. **Teaching Writing**

a. **Principle for Teaching Writing**

Teaching writing should guide the students to write sentence and organize their ideas into written form. The teacher must give the appropriate guidance in which the students are able to express their ideas in written from properly. In addition, to practice their writing, the students have to follow the steps to make their writing more effective (Awwalin: 2018). Teaching generally is the activity to help someone to get new knowledge in certain place. According to Brown (2007: 8) teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone study or something, providing someone with knowledge , and causing someone to know or understand. Especially in the context of teaching language consist of some components of skills as the focus learning. Those are listening, reading, speaking, and writing. However, teaching writing is different from teaching other skills. It is considered to follow some steps that can spend more times than other skills. Harmer (2000) states in writing, it includes spending time with learners on pre-writing phase, editing, redrafting and publishing.

The students must follow the steps as process to make appropriate writing. Regarding to the process, teaching writing must be concerned to some principles to make the teaching process runs very well (Parstiyo: 2018).

Besides, every teacher should consider some principles while planning a course, whether it is writing course or account in which writing will play a part (Utami: 2014). Nunan (2003: 92) states there are some principles for teaching writing. They are glad as follows:

i. Understand students' reason for writing

It is important to understand the students' goal when they are writing. It is a problem when the teacher's goal does not match the students' or when the teacher's goal does not match those of the school or institution in which the student works.

ii. Provide many opportunities for students to write

To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some types of writing. Narrative, recount, report, procedure, and descriptive text are the examples of writing types that can be provided by the teacher.

iii. Make feedback helpful and meaningful

The students crave feedback on their writing. The teacher must always provide feedback for students. In providing direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

iv. The teacher must clarify himself and for his students how their writing will be elevated

Meanwhile, according to Hawthorn and Jesson (2010: 14) state as follows: there are some key principles the effective to teaching of writing are: (a) that writing is an essential skill that students need if they are to participate meaningfully and successfully in the modern world. (b) That what teachers do make a difference to how well students learn to write. (c) That all students are able to improve their writing. (d) That students learn best in a supportive and nurturing environment. (e) That students own interest, backgrounds, and goals are important to acknowledge and include in writing programmers. (f) That effective writing is linked to effective reading.

By both of teaching writing principles above, there are some similarities in the key of teaching writing that must be concerned by the teacher. Those are improving students writing skill and creating meaningful learning to the students. It means the teacher must find out the appropriate and suitable teaching strategy in writing, the teacher must know and understand first about approaches in teaching writing (Prastiyo: 2018).

b. Teaching Writing in Senior High School

Recount text is one of the genre which is stated in the syllabus for senior high school grade X on Basic Competencies (Kompetensi Dasar). In the syllabus stated that students have to learn about recount text which is tells about activities, incidents, and events by oral or written. When talking about the teaching of writing in senior high schools, there are some relevant matters that need to be highlighted. In Indonesian context, teaching Senior High School must be considered with the regulation of ministry of national

education in the form of content standard and the age range of senior high school students (Prastiyo: 2018).

Firstly, teaching actually must be considered with the age of the students because it can be considering what strategy that appropriate to teach the students. For example, students of Senior High School are teenagers. Brown (2001:92) states that the period of teens which is between the childhood and adulthood is age of transition, confusion, self-awareness, growing and changing bodies and minds. The perception toward physical and emotional is ultra sensitive. As the result, they can be involved in various communicative contexts. Especially in teaching and learning on X grades students must be designed to help them improve their writing strategies to make their writing skills are increased.

Secondly, Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006. The K-13 fulfills three main components of education: knowledge, skill, and attitude. This curriculum puts attitude on the higher priority than skill competencies and knowledge (Khoiriyah and Setyaningrum, 2015).

According to Wachidah (2013) English Curriculum seems to be reactions or correction of the previous curriculum. The expert mentions that most high-school learners can hardly use English in the real situation even in simple purposes. To deal with the problem in the previous curriculum, the

2013 English curriculum brings back the true goal of English teaching is meaningfulness and communicative function.

In the introduction of the English subject curriculum for senior high school, it is stated in that the curriculum bases its teaching and learning theories on the Communicative Competence Model. The main competence targeted in language learning is *discourse competence.* It means the ability to connect several ideas together appropriately and to maintain an extended exchange of messages. For this competence to develop properly, learners of English need to be exposed to and engage in the actual use of the language for communication purposes. To get the discourse competence, students need to obtain supporting competences, such as *Linguistic Competence, Actional Competence, Sociolinguistic Competence*, and *Strategic Competence.*

There seemed to be a major change in English teaching, leaving out grammatical and lexis emphases and shifting to the new era in which students' ability to communicate in the language will receive priority. To sum up, the characteristics of the English subject curriculum for senior high school are as follows:

➢ Development of communicative competence. The ability to use English for communicative purposes which integrates all four macro skills: reading, listening, speaking, and writing. Efforts must be made to strike a good balance among the four-macro skills.

➢ Mastery of linguistic aspects is to be used to support communicative abilities in both oral and written forms.

➢ The tasks that are required of students are those that reflect the situations commonly encountered in their everyday life. This is to say that the tasks assigned to the students should be as authentic as possible.

➢ The formulation of teaching objectives and the content of teaching materials are all decided on the basis of the learner's needs and interests.

➢ Teachers facilitate learning and assist as well as monitor learners in perform the tasks.

➢ Students are evaluated on the basis of what they can do with specific learning tasks.

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for senior high school students grade X in the second semester are the students have to perform several writing competencies as shown in the Table 2.1.

Table 2.1: Core competence and basic Competence of Writing Skill for Grade X Senior High School

Kompetensi Inti	Kompetensi Dasar
1. Menghayati dan mengamalkan ajaran yang dianutnya	
2. Menhayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam	

	menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.		
3.	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *reecount* sederhana tentang pengalaman/ kejadian/ peristiwa, sesusai dengan konteks penggunaannya.
4.	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.13	Menangkap makna dalam teks *recount* lisan dan tulis sederhana
		4.14	Menyusun teks *recount* lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

In this research, the researcher focuses on one competence to be studied. It is Core Competence 4, Basic Competence 4.14 and by indicator 4.14.1 *Membuat teks recount tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*. The students are emphasized to make simply text about first experience come to the Anwarul Haromain Boarding School.

Table 2.2: Core Competence, Basic Competence, and Indicators of Competence

Kompetensi Inti	Kompetensi Dasar	Indikator Pencapaian Kompetensi
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.14Menyusun teks *recount* lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.14.1 Membuat teks *recount* tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan mempertimbangkan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

In decision, based on the age of the students and the curriculum, core competence and basic competence, the researcher is wondering to take X grades students as the sample of the research. The reason is because the age of the learners is in teenager which their communicative context is various. The other word, the mindset of learning language is developing. Then, based on the curriculum in term of material, the researcher concerns in recount text because it is the first text to be concerned in X grade students.

4. **Scoring Writing Skill**

Based on the researcher's point of view, there are several procedures that need to be considered in writing assessment. According to Brown (2004: 241) stated that there are three major approaches to scoring writing commonly used by test designers: holistic, primary trait, and

analytical. The researcher uses the analytic scale because this scale is more suitable for L2 writers or learners because there are various aspects of writing ability developed at different levels.

Weigle (2002: 114) states that in analytical scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytical scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason over holistic schemes by many writing specialists.

One of the best known and most widely used analytical scales in ESL was created by Jacob *et. al.*(1981). In the Jacob et al. scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differently weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points).

Table 2.3: Jacobs *et all's* (1981) Scoring Profile

Aspect	Score	Level	Criteria
Content	30-27	Excellent To Very Good	•Knowledgeable, •substantive, •thorough development of thesis, •mostly relevant to assigned topic
	26-22	Good To Average	•Some knowledge of subject, •adequate range, •limited development of thesis, •mostly relevant to topic, but lacks detail
	21-17	Fair To	•Limited knowledge of subject,• little

		Poor	substance, •inadequate development of topic
	16-13	Very Poor	•Does not show knowledge of subject, •non-substantive, •not pertinent, •or not enough to evaluate
Organization	20-18	Excellent To Very Good	•Fluent expression,• ideas clearly stated/supported, •succinct, •well-organized, •logical sequencing, •cohesive
	17-14	Good To Average	•Somewhat choppy,• loosely organized but main ideas standout, •limited support, •logical but incomplete sequencing
	16-10	Fair To Poor	•Non fluent,• ideas confused or disconnected, •lacks logical sequencing and development
	9-7	Very Poor	•Does not communicate,• no organization, •or not enough to evaluate
Vocabulary	20-18	Excellent To Very Good	•Sophisticated range, •effective word/idiom choice and usage, •word form mastery, •appropriate register
	17-14	Good To Average	•Adequate range, •occasional errors of : words/idiom form, choice, usage but meaning not obscured
	13-10	Fair To Poor	•Limited range, •frequent errors of word/idiom form, choice, usage, •meaning confused or obscured
	9-7	Very Poor	•Essentially translation,• little knowledge of English vocabulary, idioms, word form, •or not enough to evaluate
Language Use	25-22	Excellent To Very Good	•Effective complex constructions, •few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good To Average	•Effective but simple constructions, •minor problems in complex constructions, •several errors of agreement, tense, number, word order/function, articles, pronoun, prepositions but meaning seldom obscured
	17-11	Fair To	•Major problems in simple/complex

		Poor	constructions, •frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, •meaning confused or obscured
	10-5	Very Poor	•Virtually no mastery of sentence construction rules, •dominated by errors, •does not communicate, •or not enough to evaluate
Mechanics	5	Excellent To Very Good	•Demonstrates mastery of conventions, •few errors of spelling, punctuation, capitalization, paragraphing
	4	Good To Average	•Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair To Poor	•Frequent errors of spelling, punctuation, capitalization, paragraphing, •poor handwriting, •meaning confused or obscured
	2	Very Poor	•No mastery of conventions, •dominated by errors of spelling, punctuation, capitalization, paragraphing, •handwriting illegible, •or not enough to evaluate

From all categorize and number of score in each of them, the researcher will sum it to get the final score. Then the researcher makes a grading of the score as follows:

➤ For the excellent level (A) if the score is obtained 81-100 points.

➤ For the good level (B) if the score is obtained 61-80 points

➤ For the fair level (C) if the score is obtained 41-60 points

➤ For the poor level (D) if the score is obtained 0-40 points

B. Recount text

1. Definition of Recount Text

Text is divided into some types and every level of students get different type of texts. Accroding to genre approach and curriculum 2013, the students of Senior High School especially at X grade are able to understand various types of texts, descriptive, recount, and narrative. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing. In line with curriculum 2013, the first text that got by tenth grade students is Recount Text. That is why the researcher prefers to recount text in writing as the focus studied.

There are many different definition of Recount Text by some experts. According to Anderson (1997: 49 as cited in Utami: 2014) states that a recount text is a piece of text retells past events, usually in the order in which they happened. Recount text is one of the texts that have to be mastered by Senior High school students. This type of text is usually used to tell factual stories, experience, or events that happened in the past (Masyitah: 2015). The purpose of recount text is to give the readers or audiences a description of what and when it occurred (Maharani, Srijono, Haryanti: 2016).

2. Types of Recount Text

According to Derewinka (1992:15-17), recount text can be classified as follows:

Personal Recount

Retell an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader. Example: anecdote, personal letter, diary journal.

Factual Recount

Report the particular of in incident by reconstructing factual information. Example: Police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

Imaginative Recount

Applying factual knowledge to an imaginary role in order to interpret and recount events. Example: How I Discover Radium, Day in the Life of a Roman Slave.

3. **Generic Structure of Recount Text**

Wardiman (cited by Muflikhati, 2013) states that there are three steps for constructing a written recount. They are orientation, event, and re-orientation. Orientation is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens. Orientation takes in the first paragraphs that give the information about who, what, and where. Events are where the researcher tells how the characters react to the events. In order words, events are retelling about what happened of the events. It includes his/her feeling and what he/she does. The order in which they experienced usually chronological order consists of event 1, event 2, and event 3. Reorientation is the evaluate

remark which are interspersed throughout the record of events, but it is optional. Meanwhile, David Butt (2000: 218) explained the generic structure of recount text as the table below:

Structural Elements	Example
Orientation: ✓ Provide information about *who, where, when.*	There is the boy in my class…
Event: ✓ In the order in which they occurred.	He was taken in a hospital by ambulance
Reorientation: ✓ Rounds of the sequence of events.	And I had to write down what happened because I was in his group

Based on the statement above, it can be said that the generic structure consists of orientation, events and reorientation. Orientation, the writer introduces of participants, time and place. In event, the writer tells about what happened in the event. And reorientation is the optional element or include of personal comment of the writer.

4. **Language Features**

Barwick (1999:6) explains that language features of recount text are proper nouns and pronouns. The first, use nouns and pronouns is to identify about people, animals, or things. The second, use larger and more complex noun groups build up description. The third use words families are used to build topic information like hand phone, mountain, and beach. The fourth use varied action verbs are used to build word chains. The fifth use descriptive words add details about who, what, when, where, and how. The purpose of descriptive detail is to give more information to readers. The sixth

use adverb and adverbial phrases sequence events in time and indicate place like August 17th, 1945. Then, the seventh to write a recount text used past tense to retell past events because recount text is a text that retells about the experiences what happened in the past. The last, use conjunction in the way to write a recount text is very important. This is combine clauses and connectives to sequence events like a firstly, secondly, and that, after that, and etc.

C. Types of Knowledge for Writing Recount Text

Before writing a recount text, the learners have to know the main point of recount text. Thus are content, generic structure, language features, and vocabularies.

1. Content

Learners must understand about the topic to be written. It means if they do not understand the topic to be written, it will cause a disconnection of the text. They know how to develop the topic into readable text.

2. Generic Structure

The generic structures of recount text are orientation, events, and reorientation. It must be stated sequentially. If they don't, it will be mess the text and the reader will be confused. In the other hand, the writer should know whether the orientation tells about who, what, and when the action happens, and also it is stated in the first paragraph. The next structure is events; usually it is stated in the second paragraph and so on.

Events tell about chronological of event. The last structure is reorientation which is optional (can be stated or not).

3. **Language Features**

Learners must know the grammar they will be used in making recount text. It is a past tense. Past tense is divided into several parts. They are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. And know correctly how to arrange words into a sentence and sentences into a paragraph that connects between the previous sentence and the next.

4. **Vocabularies**

The learners need some vocabularies to write recount text. It is about descriptive and experience vocabularies must be mastered before writing a text and applied it which is not mess sentence. By using nouns, pronouns; using varied action verb, and using adverb and adverbial phrases sequence events.

D. **Peer Correction**

1. **Definition of Peer Correction**

Peer correction also commonly referred to as peer feedback, peer review, or peer evaluation, is a collaborative learning activity during which language learners exchange their writing drafts and give feedback to each other for the purpose of revision (Mangelsdorf, 1992). Dixon (1986:4) states that peer correction is a technique that enables for the students to get feedback, when the students correct their drafts in pair. In conclusion, peer correction is one of the

techniques in collaborative learning activity in which students sits in small group to exchange their writing and their peer's writing for the betterment of its quality.

Research has shown that peer correction has benefits for the students. For instance, peer correction encourages student to participate in the classroom activity and make them less passively teacher-dependent (Hyland, 2004). It is also led to greater concern for achieving accuracy in written expression in individual students and creates better atmosphere for teaching the correctional aspects of composition (Witbeck, 1976).

2. Benefits of Peer Correction

Topping (1996) describes the potential advantages of peer tutoring, including the development of the skills of evaluating and justifying, and using discipline knowledge. Students can also help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. Students who receive feedback from their peers can get a wider range of ideas about their work to promote development and improvement.

Brown, Rust and Gibbs (1994), Zariski (1996), Race (1998) and others have described some potential advantages of peer assessment for students as discussed below:

I. 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 themselves to make the better writing product than others.

II. 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.

III. Treating assessment as part of learning, so that mistakes are opportunities rather than failures. The students who do peer 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.

IV. 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.

V. 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 students have self-orientation for their writing product when they will start the new one.

3. Implementation of Peer Correction in Writing Class

In addition, teacher should give some steps to do Peer Correction Technique. Balushy (2013)states that some steps for conducting peer correction technique: (a) choose the pair, it can be randomly; (b) provide worksheet; (c)peer editor circle the mistakes; (d) let students to consult with peer editor for clarification; (e) have writers to revise their paper. Further,

Hadley (2001) states some steps for conducting peer correction technique by class are: (a) read a draft; (b) provide grammatical correction; (c) provide content and vocabulary correction; (d) look for organization; (e) offer general comments. Next, Rathvon (2008) states some steps for conducting peer correction technique: (a) lecturer explains the characteristics of the text; (b) lecturer demonstrates how to do peer correction; (c) students make a first draft; (d) peer editor read the text; (e) peer editor discusses his suggestion with the author; (f) students work independently to revise their own paper. Briefly, some points for conducting peer correction technique:

a) Lecturer explains the characteristics of the text that will be written and shows the example.

b) Lecturer demonstrates how to do peer correction by giving clear feedback on the error writing. She lets students to use dictionaries, grammar book and class notes while correcting the mistakes.

c) Students have to make a first draft by outlining and writing to be edited.

d) Students exchange the draft with their partner; it can be allocated randomly or by lecturer's decision.

e) Students spot the mistakes on partner's draft and fill in peer correction worksheet provided by lecturer. Students provide feedback by reading, asking questions, giving comment and correcting. Feedback given can be about strength and weaknesses that related to the organization, content, grammar, punctuation, spelling, and vocabulary.

f) Students consult with their peer editor for clarification of the feedback to make the editing clearer.

g) Students revise their own paper independently as the final draft. The experience as peer editor helps them to do reflection on their own.

E. Previous Study

Mahmoud J. Itmeizeh (2016), this study aims at investigating effectiveness of peer correction on students' progress in their written essays at PAUC. It also aims to investigate learners' attitudes towards peer correction technique. Twenty sophomore English major students aged 19-21 years, who are taking Writing II course with the researcher, were selected to be the participants of this study. To achieve the aims of the study, the researcher used three tools: a questionnair, a pretest-posttest and students' portfolios. The students had to correct and evaluate the essays, and respond to them during the lectures that each lasted for about 90 minutes. Results of the study showed that students have positive attitudes towards peer-correction and that most of the students were either interested or enjoyed this technique. Scores of the students in pretest-posttest showed significant progress in students' abilities in writing essays as they found more mistakes by the end of the semester. Comparison between essay number one and essay number eight showed a plummeting percentage of mistakes. It is recommended that peer correction should be applied in a modest and proper way, with the teacher's careful monitoring.

Sumira et al (2016), this research shows the influence of peer correction toward students' writing quality. It was conducted in Technical Writing 2 class of English Department of Politeknik Negeri Padang. In this research, the students were applying correction symbols to their friends' writing papers. This research was carried out in 16 meetings of one semester. The total of the participants were 43 students from 2A and 2B. This research is quantitative qualitative descriptive research. The data is gotten from their daily tasks and from the analysis of the students' final writing task. The data was described through bar chart and pie chart. The result of this research is most of the students' writing skill improve as the effect of implementing online peer correction (41,5% students are categorized as excellent, 41,5% students are categorized as very good).

Faricha Rizqi (2018), this research is aimed to improve the students' writing skill and investigate the extent to which peer correction method improves the students' skill in writing explanation text. Peer correction is a teaching language method in which students receive feedback from their peer dealing with their writings. This method is considered as an effective teaching strategy which enables students to have enthusiasm and confidence in writing. Thirty of tenth grade students in Surakarta participated in this research. The data of this classroom action research were obtained by conducting test, observation and interview. Based on the data analyzed, it is found that the students' writing skill on each aspect of writing is continuously

improved in each cycle. This is affected by effective steps of peer correction method implemented.

Radia Julia Zelly (2018), this research is aimed to improve the Students'Descriptive text writing ability by using Peer Correction Technique. Peer Correction Technique one of strategy that give students to work together and more active in the proccess of learning. The classroom action research was conducted by 2 cycles. There are four steps in each cycle: they are planning, acting, observing and reflecting. The data collecting technique are Observation,Test and Documentation. The subjects of this research are the second grade student in SMK Wiratama Kota Gajah. This research used 32 students as object of research. The findings of the research were the students writing ability improves significantly. There were significant improvement of students' average score from the post-test I and post-test II. The average of students' score was improve from post-test I 73,5 and 87,1 on post-test II. So it can be concluded that there was significant improvement by using Peer Correction Technique of Students' Descriptive Text Writing Ability in XI TKJ class of SMK Wiratama Kota Gajah Central Lampung.

Rachmawati et al (2018), this research aimed to: 1) analyze quality of students" exposition text; 2) analyze their responses towards learning writing exposition text using peer correction technique; and 3) find out challenges that they faced during the learning. Qualitative research method, especially document analysis design, was chosen. In this research, students" texts were analyzed to answer first research question and open-ended

questionnaire was given to students to answer second and third research questions. To triangulate the findings from those instruments, peer debriefing and member checks methods were done. To analyze the data, qualitative data analysis by Miles et al. (2014) was employed. The data analysis revealed that: 1) quality of students' exposition texts improved, especially in generic structure aspect; 2) students mostly grouped themselves with more competent peers, learned lesson material beforehand as preparation for correcting, used both English and Indonesian when correcting, concerned more about language feature of peers' texts, employed their critical thinking in processing feedbacks, became a better writer in the end of semester, and still preferred teacher correction over peer correction technique; and 3) students biggest challenge was poor writing skill. From those findings, it can be concluded that: 1) peer correction technique seems to contribute to the quality of students' writing; 2) the students also respond positively towards the implementation of the technique; and 3) students' effort in improving their personal writing skill outside the classroom is required.

Winanda Wahyuni (2018), this study was aimed to determine whether there was any significant effect on students' writing ability by using Peer Correction technique than who was taught without using Peer Correction technique at class X of Islamic Senior High School 4 Agam. The population of this study was all of the students at class X of Islamic Senior High School 4 Agam that consist of 92 students who were divided into four classes. Then, the researcher took class X MIA 1 and X MIA 2 as the sample. Where class X

MIA 1 as the experimental class that consist of 18 students and X MIA 2 as control class that consist of 19 students. Then, post-test was given after doing treatments for six meetings to know the effect of using Peer Correction technique to improve students' writing ability at class X of Islamic Senior High School 4 Agam. The result of this research showed that there was significant effect of Peer Correction technique that could be seen in the mean score of experimental class and control class, such as (77.39 and 71.21). Moreover, the score each component of writing both classes were *content* (23.78 and 22.89), *organization* (17.67 and 16.05), *vocabulary* (16.83 and 14.84), *language use* (15.56 and 14.42) and *mechanics* (3.22 and 2.73). Statistically, standard deviation of experimental class was (5.82), while in control class (6.74). Furthermore, t-calculate (3.159) was also higher than t-table (1.689). It can be concluded that Peer Correction technique improved the students' writing ability especially in considering five components of writing. So, this technique can be recommended to improve students' writing ability.

Sumekto (2019), this research aimed to measure the contributions of students' peer feedback set in the collaborative writing class. Of 144 population, 55 undergraduate English education students were involved as the participants in a quasi-experimental research design which was conducted through a non-randomized five experimental and five control groups. There were 25 experimental participants attended in the regular classes with the collaborative writing class syntax, namely; genres selection, problem-based

learning, genres, and peer feedback practices, while other 30 control participants naturally attended in the same activity. Data were collected through the collaborative writing's pre- and post-test, and peer feedback instruments within four weeks of the lectures. Data analysis used the Mann-Whitney U, and Wilcoxon signed rank tests. The findings show that the collaborative writing's peer feedback positively contributes to students' writing skills and learning awareness resulted in the post-tests. Peer feedback may correct students' writing mistakes and contribute a significant difference between the experimental and control groups (Z=-2,471; p≤0,05). Peer feedback socially tightens students' collaborative writing and promotes a mutual relationship among group members, and reduces lecturer's feedback.