CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of underlying theory or literature. It contains of two main sub-chapters. First of all, it deals with the review of related literature including: general concept of writing descriptive text, definition of writing, the competence of writing, and Peer assessment technique. Second, it is about review of the previous study.

A. Review of Related Theory

1. General Concept of Writing

Not many centuries ago ,writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institution. Almost every aspect of everyday life for "common" people was carried out orally. Bussiness transaction, record, legal documents, political and military agreements all were written by specialist whose vacation it was to to tender language into the written word. Today, the ability to write. Brown(2004:218)

a. Definition of Descriptive Writing

Writing skill is an ability thats very essential for the English learning because writing lay a product from learning English itself. Nunan (1989:36), writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Jordan (1999:41) takes writing as, "...the method of human inter communication by means of conventionally

visible marks". At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. For Rivers (1968:243), writing refers to the expression of ideas in a systematic way to organize the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express him in a polished literary form which requires the utilization of a special vocabulary and certain refinement structure. Furthermore, White and Arndt (1991: 3) take: "Writing is far from being a simple matter of transcribing language into written symbols: it is thinking process in its own right. It is a permanent record, as a form of expression and as a means of communication.

From the explanation above we can conclude that writing is the skill that combine the proces of meaning to the written text that have so many elements. It will build the complex sentences that have specific meaning and purposes. writing could be perceived as a complex process that requires many skills like mental, psychological, rhetorical and critical aspects. Based on the thesis of Awaludin (2015:23) Writing is the system of written symbols which represents the sounds, syllables or words of language. Writing skill requires different mechanisms as capitalization, spelling and punctuation, word form and function. It helps to

convey the meaning clearly. So, writing is an activity to improve our understanding of any subject. Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. Writing demands conscious intellectual effort, which usually has to be sustained over a considerable period of time.

b. The Competence Of Writing

Like reding competency, writing competency is the level of understanding you have achieved in regards to writing your own piece of text. To gauge writimg competency, teachers may ask students to write on a particular promt. As students enter higher grades, the prompts are often successful gauges of writing competency, but also a way to tie 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 from 'Huckleberry Finn'. Ann(2005:112). Writing competency will take into consideration how logically a subject constructs their words, but will also deal with structural concepts such as grammar and punctuation.

2. Peer Assessment Technique

a. Definition Of The Peer Assessment

Topping (2010:62) defines peer-assessment as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners". Peer-

assessment is "an educational arrangement where students judge a peers' performance quantitatively and/or qualitatively and which stimulates students to reflect, discuss and collaborate" Strijbos & Sluijsmans (2010: 265). In another definition 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". Falchikov (2005:27) refers to another aspect of peer-assessment and reports that in peer-assessment "students use criteria and apply standards to the work of their peers in order to judge that work"

b. Prosedures of Peer Assessment Trhough WhatsApp

"Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov, 2007:132).

1) Make sure the criteria for any piece of peer assessment are them if circumstances are appropriate).

2) Spend time establishing an environment of trust in the classroom.

3) Ensure that your learning environment incorporates peer learning and collaboration in a range of ways.

4) Be aware that introducing marks creates a further set of complex issues, but if you do decide to get peers to award

marks these marks should be only one of a number of different marks awarded to a specific product or process. Generally, as the most valuable aspects of peer assessment is its potential to enhance learning, marks can cloudy matters as they tend to preoccupy people at the expense of everything else

3. Whatsapp as a Media to Learn English

There has been a new trend in the ICT world which is called the social network. Social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts and interests with each .This social network has opened up new opportunities of interaction and collaboration between teachers and learners. The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as facebook, twitter, LinkedIn and many others alike have been phenomenally popular in the communication world Riyanto(35:2013).

WhatsApp-mediated learning's support for multiple access to learning resources impacted students ability to engage with peers and the tutor synchronously. Smartphone' personalitsation and adaptation to different context ensured persistent supply of text, infomation and learning resources, which enabled networked learning and multiple peer-based feedback. The informal ,

convenient context for instantanious sharing of vital academic information activated by the "porting" of learning resources across different spaces extended learning times and augmented traditional consultation spaces. whatsApp's affordances for a synchronous communication also directly impacted student participation. The retrievability of messages posted when students were offline, outside network coverage or when their devices were swicthed off implied that they could participate any time irrespective or context. Multiple interaction modes and diverse temporal times widened opportunities for student involvement without missing conversation flows. Susilo (19:2014) In conclusion, WhatsApp is very easy to use include to improving learning English. The students can access easily everywhere not only at school. And become the new inovation in learning using technology because the students able to use the media social more wisely.

B. Review of the Previous Studies

1. The first previous study is from Awwaludin, A. (2012). *The Effectiveness Of Peer Assesment Through Facebook Towards Students' Writing Skill In Narrative Text*. Jakarta: 2014. This is a quasy experimental that use of the pre and post test and looking for the effectiveness of peer assesment that collaborate with a social media that is facebook.

2. The second is from Bahroumi, Chokri. (2015). *The Effectiveness Of Whatsapp Mobile Learning Activities Guided By Activity Theory On*

Studens' Knowledge Management. Saudi Arabia:2015. This research use of the experimental approach based comparison between two of sample of students' that using whatsapp on their study and the other sample without using whatsapp to their learning process in management.

The first and the second thesis used Peer Assesment in teaching writing which the result of their research was this technique can help the students' achievement in learning process. And the second in the result of using WhatsApp to improve learning activity. The differences from this thesis is the use of Peer Assessment in improving of students' writing skill in descriptive text. And how the researcher apply the technique into the class. Also the use of WhatsApp to apply the peer assessment task. The combination of two used by the researcher to threat the students and see the final result and how the research process apply.