

CHAPTER II

LITERATURE REVIEW

This chapter provides explanation related theories used in this research, such as the definition of writing, the process of writing, recount text, and peer correction as an appropriate strategy.

A. Writing Skill

Writing is the most pivotal skill in English language acquisition. Jalaludin (2011) notes that writing is a way to get communication interpersonally by using different forms of language. English has a base role in life to have a good social by language itself. Writing also becomes a crucial thing to measure all materials that have been acquired by students. Moreover, writing depends on appropriate language with consideration of communicative potential and accuracy (Fareed, Ashraf, & Bilal, 2016). In addition, it depends on grammar, punctuation, syntax, gained ideas, and others to construct the words which are developed to be a sentence, paragraph, and text.

To achieve the success of writing, students are required to meet micro and macro skills. According to Brown (2001, 2004), micro and macro skills of writing are classified below:

- Micro skills of writing
 - Produce graphemes and orthographic patterns of English.
 - Produce writing at an efficient rate of speed to suit the purpose.

- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems such as tense, agreement, pluralization, patterns, and rules.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in written discourse.
- Macro skills of writing
 - Use the rhetorical forms and conventions of writing discourse.
 - Appropriately accomplish the communication functions of written texts based on the form and purpose.
 - Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
 - Distinguish between literal and implied meanings when writing.
 - Correctly convey culturally specific references in the context of the written text.
 - Develop and use a battery of writing strategies such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Writing as a productive skill, it is not merely intended to convey ideas without any purposes. It tends to convey ideas with several aims according to the type of text. Moreover, writing is doing many things at once because it requires several meetings to accomplish the product of writing. Sapkota (2012) states that writing is a complex skill which requires process such as generating ideas, structuring, focusing and considering purpose, drafting (outlining, pre-writing, and the first draft), also evaluating which requires correction or feedback whether it comes from teacher or peers for several times to produce good writing. Harmer (2003, p. 100) also argues that assessment similar to correction and feedback, it could come from the teacher and the students.

B. Teaching Writing as a Process

Teaching writing is a process of learning to produce a good product of writing. Murray (2003) states that most English teachers teach writing as a product, concentrating on what understudies have done. They also argue that most teachers tend to require students to write down an essay according to the topic that sometimes the students are not interested in the topic. Properly, the teachers should consider the phases of writing, instead of only focusing on students' products. The teachers should not expect too much towards the results from the beginning. Hence, writing as a process is necessarily implied by the teachers. Harmer (2003) took White and Arndt's (1991) process writing model below:



Picture 2.1 Process of Writing

1. Generating ideas

Generating ideas is an important part of when someone starts to write. It is a base of all of the process to find out a topic and identify the purpose. This process is easier if someone likes to read a lot of related topics he/she wants.

2. Focusing

This step includes discovering the main ideas or developing the topic in the step of generating ideas, considering the purpose, and so on. Both main idea and purpose have to be described more and specifically.

3. Structuring

This step sets all of the information with the development of the main idea in each part while making good organization in writing to create them coherence.

4. Drafting

In this part, the writer has to think more about the best way to organize an idea for the reader, to draw out their audience, to continue appealing them, and to lead them through the text to the conclusion.

5. Evaluating

The writer has to evaluate, revise, and ensure whether writing text is correct or not. This step gives more space to think before all of the processes are done. Thus, this step which is sometimes called feedback may need help such as from teacher or peers because the writer does not realize with errors and mistakes they have made. This evaluation or feedback could help students to revise their final draft.

However, practicing the whole steps of the writing process requires more concentration. Besides, it takes more time to brainstorm ideas, to draft, to edit, then to conduct review or correction by the teacher. After that, it should make it right such as re-writing, and doing revision in which it is very impossible to conduct in one meeting. In addition, in the latest curriculum, the teacher must be a facilitator and coach to support student-centered learning. This policy is in line with Brown's thought (2001, p. 340) that the teacher is not an authoritative director and arbiter. Therefore, to find out an appropriate strategy that reduces teachers' role in handling the class is urgently required.

C. Teaching Writing for First Grade Students of Senior High School

According to the latest curriculum which is *Kurikulum 2013*, Indonesia expects that education would bring better change to the generation. One of its changes is conducting student-centered in the learning process. This expectation is also supported by applying Higher Order Thinking Skill (HOTS) among the students of elementary school level until senior high school level.

In teaching English for students of senior high school, the teacher has to consider standard competence and basic competence which require the students to understand and apply the social function, text structure, and language features both in interactional and transactional text, and simple essay such as descriptive, recount, and narrative text based on the context of their usage. The standard competence (core competence) and basic competence of the second semester which are related to the topic of this research are presented below:

Table 2.1 Standard of Competence

3.7 Distinguishing social functions, text structure, and language features of several recount texts both in oral and written forms by giving and asking information regarding historical events or experiences according to the context.	4.7.1 Understanding the meanings contextually related social functions, text structure, and language features both in oral and written forms about experiences or past events.
	4.7.2 Compiling or creating recount text both in oral and written forms in simpler related to experiences, or past events by paying attention to the social function, text structure, and language features correctly and according to the context.

From table 2.1, it could be concluded that first-grade students of senior high school in the second semester are required to focus on social function, text structure, and language features of several texts. On the other hand, this research focuses on recount text to examine the effectiveness of peer correction both in the experimental and control group. The students are required to follow the stages of writing that are presented on in the treatment procedure. This treatment is conducted to support their writing to be good products. In conclusion, the students are expected to be mastered in English writing based on the standard of the latest curriculum.

D. Genre Based Approach

Dirgeyasa (2017) states that genre as an approach to teach and learn writing in the latest curriculum includes its typical process, procedures, and steps. He also states that genre is a kind of text that is related to both language and its social function. Hence, applying this approach should be considered the text and its relation to the social function of the text.

According to Hyland's (2002) model of genre teaching and learning, there are three stages to follow this approach such as modeling a text (MoT), joint the construction of text (JCoT), and independent construction of text (ICoT). However, building knowledge of the field (BkoF) is sometimes added to this stage. According to a module of the Department of Education in Indonesia for the workshop in applying *Kurikulum 2013* (2018), the stages of how to conduct the genre-based approach are presented below:

1. Building Knowledge of the Field (BkoF)

In this stage, the teacher provides several examples of the text such as an authentic text, modified text, adaptation text, and the other texts that are related to the topic which would be discussed.

2. Modeling of Text (MoT)

The teacher and the students discuss the text in detail includes its social function, text structure, and language features.

3. Joint Construction of Text (JCoT)

The students apply the previous stages and try to use those stages to create writing products through brainstorming, drafting, revising and editing, proofreading, and publishing.

4. Independent Construction of text (ICoT)

Similar to join the construction of text (JoT), the students are asked to start writing, yet the students should do independently in this stage.

E. Peer Correction as the Appropriate Strategy

Many researchers have reported that peer feedback is widely beneficial to students in improving their writing. In addition, peer feedback could be concluded as an effective strategy while teaching writing. Peer correction helps students to increase their knowledge in thinking critically and increase their autonomy awareness (Bijami, Kashef,& Nejad, 2013; Itmeizeh, 2016). Moreover, peer feedback also contributes to social interaction utilizing working collaboratively (Kuyyogsuy, 2019).

Applying peer correction as a method in teaching writing could continuously help students to solve their writing problems related to content, organization, vocabulary, grammar, and mechanics (Rizqi, 2018). Mendonca and Johnson's study (1994) find that peer comments help students to make a decision when revising their writing. Conducting peer correction reduces time-consuming since Li and Chen (2016) argue that it is faster than teacher correction. Topping (1998) argues that peer correction involves students directly in learning by improving their responsibility, motivation, self-confidence, and also empathy with others by correcting the other writing. Moreover, most students enjoyed the process of peer correction that positively also affected their product (Itmeizeh, 2016). Rizqi (2018) states that peer correction is less undermining than teacher correction as students more enjoyed with their friends and it evokes anxiety.

On the other hand, some studies argue that peer correction has disadvantages as peers tend to correct on surface errors and it does not help revision. In addition, most students in second language focus on grammatical errors rather than content and ideas (Bijami, et.al, 2013). Therefore, giving the guideline and scoring rubric are important to minimize possible problems when conducting peer correction in line with Kuyyogsuy (2019) that peer correction training, time limitations, and qualified correction and credibility on peer response should be considered.

By comparing the advantages and disadvantages of peer correction, its advantages are bigger than its disadvantages as several studies confirmed

(Bijami, et. al., 2013; Huisman, Saab, Broek & Driel, 2018; Kuyyogsuy, 2019). However, prior studies have applied this strategy on college students writing in several countries as confirmed by Itmeizeh (2016), Li & Chen (2016), Kang'ethe (2017), and Huisman et. al. (2018). Meanwhile, in Indonesia with large classes, it is rarely found that teachers from senior high schools conduct peer correction as an effective strategy. The teacher might not believe that peer correction could be an alternative strategy since it could minimize more time consuming and could be an appropriate strategy to support the latest curriculum in Indonesia. Kuyyogsuy (2019) argues that peer correction is a writing process approach that moves a teacher-centered classroom into a student-centered classroom.