CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature. It covers writing, teaching writing, Checklist Based Peer Feedback and previous studies related to Checklist Based Peer Feedback.

2.1 Writing

Writing is one of the difficult skill in English. In this section discuses about definition of writing, the process of writing, purpose of writing.

2.1.1 Definition

Writing is one of the productive or active skill in English besides writing that students need to learn in language learning. There are some definitions of writing based on some experts. According to Brown (2001:336), states that writing is a thinking process, a writer product based on their thinking after the writer goes through the thinking process. Based on the definitions of writing above, it can be concluded that Writing is used to convey meaningful and expressive information from the author to the readers in form of written language.

Writing has some competences that must be mastered by writer. According to Nguyen (2015:54) writing is the complex metacognitive activity to coordinate many processes by utilizing several aspects such as knowledge, basic skills, strategies, and individual abilities. When the language learner or the writer can master those competences, can be concluded that he or she is good in writing itself.

Based on Richard (2002:303) writing is the most difficult skill for L2 to master. Harmer (2004:86) stated that writing is a process by which genre constraints very often influence what we write. Furthermore, Meisuri & Wahyuni (2016:145) states that writing is productive skill that involves language production. In addition, Sinaga (2017:70) stated that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete.

From all statements above, it can be concluded that writing is an activity of thinking in expressing ideas, thoughts, and feelings into written. Writing is one of the important skills in English because it takes a part as important communication tools. Furthermore, teaching writing is teaching the way to able to write in a foreign language.

2.1.2 The process of writing

According to Harmer (2007 cited by Sinaga 2017) there are four step in writing process. They are planning, drafting, editing, final version.

First is planning. It is a initial activity that the writers plan what they are going to write, and decide what will be expressed. In this steps, the writer should think of three main issues. Firstly, they must consider the purpose of their writing. Secondly, the writer thinks of the reader they are writing. Thirdly, the writer also considers the content structure.

Second is drafting. Drafting is the second step, the writers make the draft. Drafting means writing a rough, or scratch, form of the paper (Galko, 2001:49). A number of drafts may be produced before it is edited in final version.

Third is editing or revising. Editing is the third step that the writers read through what they have written and check where it works and where it doesn't. Galko (2001:107) stated that revision is the most general reexamination of your essay. In this steps, the writer may include additions, deletions, or change in the sentence structure. Editing is usually helped by the other readers, teacher, and friends.

Fourth is final version. In the final version that it is the last step, the writers made the changes they consider to be necessary and they produce their final version. Besides that, there are many other things to be considered in order to be good at writing, such as grammar, words in use, punctuation. In learning writing, We have to know purpose of writing. O'Malley and Pierce (1996) states that if there are three purposes of writing based on te types of writing in english learning. The writer they must consider the purpose of their writing informative. It is mean that is purposed to share knowledge or information, provide direction, and express ideas to others , the writer purposed to share expressions to personal or imaginative, and to persuade the readers to do something.

2.2. Recount Text

There are some genres of the English texts that should be studied by senior high school, one of them is recount text.

1. Definition of Recount Text

Priyana et.al (2008:69) stated that a recount text is several ways to evaluate significance in the form of a series of events. It focuses on sequence of events, all which relate to the occasion. It means that recount involves what happened, who

was involved, when the events that happened, where the events took place and how the events could have happened.

Therefore, recount is always written in the past tense. Hyland (2009:3) states that recount text is a text that contains past events that retell a factual or historical event and also based on the writer's personal experience. In other words, in this text, the writer can write about past events that tell of personal experiences, factual or historical events that have occurred.

In addition, Knap and Walkins (2005: 224) said that the genre that has similarity with recount structure and grammar is narrative genres that retells past stories, usually in order to in which they happened. It means that a recount text tells about something that has happened in the past chronologically. When writing recount also should concern on the sequence of the events that can more develop.

Literaly, based on definition above, it can be concluded that recount text is a text that retell about past event chronologically. The students must have their own past stories in write a recount text.

2. Generic Structure of Recount Text

In writing a good recount text, the writer must know some generic structures to make the text coherence to each paragraph. According to Siswita & Muhd (2014:66) there are three kinds of generic structure of recount text that will explain below.

a. Orientation

Orientation is the part of recount text that provides the setting and introduce the participants about the text. It consists of who was involves, what happened, where this event took place, and when it happened.

b. Events

In events, it tells what happened in sequence. It gives more detail information about the story. The events written in chronological order that use conjunction like first, next, last and so on.

c. Reorientation

The last part is reorientation or a conclusion of the events or the end of the story. Reorientation usually refer to the writers' feeling.

3. Grammatical Future of Recount Text

There are some parts of grammatical future of recount text that the writer should know according to Anderson & Kathy (2005:5). Proper noun that used to identify who are those involved in the text, descriptive words that used to give details of events and it usually adjective form, use of past tense such as past continuous tense, past perfect tense, and past perfect continuous tense. And Sequence marker is the words that show the order of events such as for the example, next, first, and so on.

1. The purpose of Recount Text

Recount text has social function. Widiyati et.al (2008:124) stated that recount text aims to amuse the reader or retells some events for the purpose of informing and entertaining. It means recount is a way of retelling an important

events or describing an experience that we had to others for some reasons or purpose. The writer can write their experience. In order, the aim of recount text is to amuse or to tell the reader.

2.2 Teaching writing

This part discusses some topics related to teaching writing. Those are the nature of teaching writing, principle in teaching writing, and teaching writing in the classroom.

2.2.1 The Nature

Communication between people are extremely complex. They do it for three reasons; they want to say something, they have some communicative purpose, they select from their language store (Harmer, 1991: 46). Teaching writing is a process of giving knowledge from the teacher to the students by practicing speaking inside the activities, so the students not only receive the knowledge but also practice it continually with teacher's guidance. In this case, the teacher can teach the students and refract them to improve their writing abilitythrough practicing speaking with their friends in the class.

The class' atmosphere will be alive or not depends on the English teacher's way when he or she is teaching writing. He or she must be smart in choosing a technique that will be used in teaching writing, making approaches with the students, and also guiding them during the teaching writing process.

2.2.2 Principles in Teaching writing

There are some principles in teaching writing (Nunan, 2003: 54-56);

a. Understand your Student's Reasons for Writing.

We have to know the Asking a reason of writing for students is an important thing for a teacher to do to find out how much students are interested in writing. The biggest dissatisfaction with writing instructions comes when the teacher's goals are not in accordance with students, or when the teacher's goals do not match the school or institution where the student works. it's important to understand both and to convey goals to students in ways that make sense to them. The teacher should ask before starting the course. What are the benefits of writing and How do the skills learned in personal writing apply to other types of writing.

b. Provide Many Opportunities for Students to Write.

A teacher can provide an opportunity to mean that students can practice writing without being bound by the value given by a teacher. Writing almost always improves with practice. Evaluate your lesson plan but not every writing must be corrected or assessed. In other words, the teacher cannot judge "writing practice." When the training session practices it is integrated regularly into the syllabus. It will make students more comfortable with writing. Writing exercises must give students various types of writing too. Short responses to reading, journal entries, letter writing, summaries, poems, or any type of writing that is considered useful in your class should be practiced in class.

c. Make Feedback Helpful and Meaningful

Feedback does not need to always be written in margins. A teacher can provide feedback in various forms: individual conferences, recorded responses,

summary responses typed, and so on. feedback is highly coveted by students in their writing.

    d.   Clarify for Yourself, Your Students, How Their Writing Will be Evaluated.

The mean is about the how important is creativity originally ideas, a particular written format, grammatical accuracy, assignment include taught material, accuracy in spelling and punctuation. From that, there is a need for a rubric to help a teacher in the scoring outline the elements of writing that must be evaluated. This rubric must outline the weight of grammar and mechanics in relation to content and ideas, as well as other features of the writing that you consider important.

2.2.3 Teaching writing in the Classroom

Teaching writing is not simple thing. The teacher must be smart in choosing a way in teaching writing. Firstly, English is a foreign language in Indonesia which do not use by students in their daily communication. Secondly, it is very complex with many vocabularies and sentence's patterns inside it. Thirdly, the environment does not support the writing learning process. It is only applied in specific places with the people who has same goal in language learning context. And the last feedback and correction are very important in teaching writing process. The teacher's guidance is very needed in language learning. facing and guiding the students with their own characteristic until they can understand well anything that has explained by the teacher. Feedback is an appreciation to the students who are able in getting high score or high achievement in writing.

Besides, the correction is also important for students. The teacher must make a correction if there is a mistake that is done by the students. The teacher must guide them continually until they are able to write correctly.

2.3 Checklist Based Peer Feedback

Checklist based peer feedback one of the technique to make students easier to write. Through Checklist based peer feedback, the students can plan brief section of an essay as they are drafting.

2.3.1 Definition

Checklist Based Peer Feedback is a unique technique that can apply by English teacher in teaching writing. It is one of cooperative learning models that can make students become active in giving feedback. Suprijono (2011: 93) states that the Checklist Based Peer Feedback is some steps of activities in language learning that divides the students in the class into pair, which each consists of two students.

Next, every partner discusses a text and peer feedback checklist from their friends that is given by the teacher. Checklist Based Peer Feedback can apply in any skills in language teaching, including writing. It is one of good technique that can make students become active in giving feedback. Through interaction among students in the class. In each writing aspect, we put some statements related to the aspect that should be filled based on the quality of the students' writing products.

2.3.2 Purpose

Basically, the goal of using Checklist Based Peer Feedback in teaching writing is to make the students become good writer in writing itself. By using this

technique, they can refract they themselves to think higher than before, be brave in conveying something based on their ideas or feelings, and also able to make a conclusion at the end of discussion and revise their writing.

Sujannah and Cahyono (2016:7) declares that Checklist Based Peer Feedback is able to give chance to the students both in their own group and also with the members of other groups. Hopefully, for students who are still not good in writing yet, by using this technique they can solve their writing's problem.

2.3.3 Procedures

According to Franklin (2010), there are some steps how to apply Checklist Based Peer Feedback in teaching writing. First, students are divided into some groups which each group consists of two students. Second, teacher gives a personalized checklist to all groups and asks students to discuss on their own group in a specific time.

Third, after discussing in a specific time that is provided by teacher, the members of groups are divided to do their next assignment. While other groups to dig information based on the personalized checklist that has done by that partner.

After they share and dig information in those activities. Eeach group discusses deeper about the result of their work and make a new of draft based on their writing. The last, each group presents their work one by one to the whole class. Hence, by using Checklist Based Peer Feedback , the students can practice their writing ability by doing their work based on the activities.

2.3.4 Advantages

Checklist Based Peer Feedback is one of good technique that can apply by English teacher in language teaching, including teaching writing. It is a cooperative learning model that can give opportunity to the students to practice their writing ability in group form Lam R (2010:114). This technique can refract them not only to convey their thoughts to the others but also can stimulate them to think further in getting information from their friends in other groups.

2.4 Previous Studies

In conducting this research, the researcher determines many things, including the success of using Checklist Based Peer Feedback in teaching writing on the previous studies before. The researcher finds some similar studies related to Checklist Based Peer Feedback.

Dealing with the significance of Checklist Based Peer Feedback, there are some previous studies done. First, Sulaiman (2019) conducted a research titled "The Use of Mind Mapping and Peer-Editing to Improve Students' Writing abilitys at the Tenth Grade Students of Karanganyar State High School". The result of the study showed that the use of peer-editing technique can improve the students 'writing ability "The result of the study showed that the use of peer-editing technique can improve the students' writing ability.

Second, a research from Bayu Temaja (2017) conducted a research titled "The Implementation of Peer Corrective Feedback Technique in EFL Primary High School". The results of the study explain that explain more specifically about the role of peer CFs in teaching EFL primary high school students, the benefits of

teaching EFL primary high school students by using peer CF, and the result of peer CF. The result reveals that CF peers have a significant effect on increasing students' abilities, such as vocabulary use, grammar, ideas, and mechanics. Based on the results of the writing test of each student, the students' post-tests are better than the pre-test.

Third, Sujannah and Cahyono (2017: 1) also declares that Checklist Based Peer Feedback can give new experience both to the teacher and the students in improving the students' writing ability. Hence, Checklist Based Peer Feedback is reputed able to apply by English teacher in teaching writing.

Besides, the other researcher, Anisya Ayu Devinta Firdauzi. She has written a thesis (2016) entitled "Using Direct Written Corrective Feedback to Improve Eight Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta". She used a Classroom Action Research (CAR) method in her study. She also used students draft, field note, and questionnaire. By the end of the study she concluded that Direct Written Corrective Feedback helped the students to improve their spelling accuracy in writing..

In this case, the researcher conducts this research to know the effectiveness of using Checklist Based Peer Feedback in the different term, place, subject, and the way of the treatment. The researcher conducts it to the tenth grade students of SMK PAWYATAN DAHA 1 Kediri which some of students there are still not good writing yet. The way of the treatment is also different. It is more interesting for the students. The topics are various and are designed to make the students more enthusiastic in learning writing.

Besides, in the learning activities, they can free in making and choosing the members of their group They can learn writing without pressure.