

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter describes several theories related to research that aim to support researchers in developing theoretical frameworks. There are writing skills, the procedures of teaching writing, peer feedback, self-assessment, and recount text.

#### A. Writing Skill

##### 1. Definition of Writing Skill

Writing is a communicative act; it is a method for us to share ideas, facts, and opinions with others. Writing is a process that is productive through several stages, and the result of writing is a text that can be read and is meaningful to everyone who reads it. Therefore, the teaching and learning process of writing must be carried out properly by providing good input and effective activities to improve students' writing skills. (Masdianti & Suhartini, 2021).

Writing is a complicated cognitive activity that requires an individual's knowledge, basic skills, strategies, and capacity for multitasking ((Huy, 2015). Writing activities are focused on writing for communication rather than writing for physical activity. This implies that the teachers must understand the significance of writing exercises in the teaching of English. As a result, they must be able to assist pupils in improving their writing skills. While a student is writing, they must take into account a number of factors, including the topic, the rhetoric, the vocabulary, the grammatical structure, and the

writing mechanics, such as capitalization and punctuation. Since writers must be able to organize and create in order to develop written language types, writing is a difficult activity. Writing has several advantages for kids' mental, intellectual, and social growth, despite its complexity. Writing is a useful ability. Among the several categories of language skills, writing might be considered the most complex. Writing is more than just pasting words into phrases; it's also about creating and expressing ideas in a structured way (Moybeka et al., 2023).

## 2. Process of Writing

The phases a writer goes through to generate anything (a written text) before there is a final draft are known as the writing process. There are four processes of writing (Situmorang & Panggabean, 2022).

### 1) Planning

The first stage in writing is planning. The writer tries to plan out what they are going to write. For some writers, this may include taking thorough notes. The objective of writing must be the first thing on a writer's thoughts since it will influence not only the kind of text they want to create but also the language they use and the details they decide to include. The first of these three considerations is the purpose of their writing. Secondly, writers should consider their intended audience, as this will affect the design of the writing (how it is organized, how the paragraphs are structured) as well as the content. Additionally, consider the choice of terminology, such as

whether it is official or casual. Thirdly, writers must think about the piece's content structure, or the ideal way to present the information, viewpoints, or arguments they have chosen to include.

## 2) Drafting

A draft is the name for a piece of writing's initial iteration. The first draft of a piece is frequently written with the intention of editing it later.

## 3) Editing (Reflecting and Revising)

After creating a draft, authors typically go back and read what they've written to determine where it works and where it doesn't. Revision and reflection are frequently aided by other readers' (or editors') comments and suggestions. It will assist the author in making the necessary corrections.

## 4) Final Version

The writers revise their manuscript after revising it, making any modifications they feel are required for the finished product. The written material has reached its final form and is prepared to be sent to its target audience.

## 3. The Purpose of Writing

However, being able to write in a number of formats and for a range of reasons is a necessary skill for effective writing.

- a) The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some language learners, especially those who struggle with oral practice alone, feel safer when

given the opportunity to read and write in the language. Even just because they feel more comfortable and calm when writing, these pupils are likely to retain more information.

- b) Written work aims to provide students some palpable proof that they are improving in the language. Although it is unlikely to be a reliable indicator of their level of achievement, it once again serves a psychological need.
- c) Writing is frequently required for unofficial testing. Although in theory oral ability should be assessed by oral testing, in practice we are frequently forced to utilize a written examination due to factors like the length of time we have available and the number of pupils in the class. Of course, there are some situations where a written exam may even be necessary, as when taking notes while you listen.

## **B. The Procedures Of Teaching Writing**

The procedure consists of three activities: a. Pre-teaching activities b. Whilst-teaching activities c. Post-teaching activities. There are three steps in the procedure: a) pre-teaching; b) whilst-teaching; and c) post-teaching activities.

### a) Pre-teaching activities

The first activity consists of various exercises that the instructor and the students complete to preview the lesson that will be taught. The instructor requests that the pupil pay attention.

b) Whilst-teaching activities

It is the primary focus of the instruction of writing tasks in the second activity. Writing lessons are introduced by the teacher using images from a "Pop Up book" as media. It will be simpler for teachers to instruct pupils after pre-teaching has activated the background knowledge of the students. According to the 2013 curriculum, educational activities are broken down into five stages: observing, asking questions, trying new things, associating, and networking.

c) Post-teaching activities.

The teacher wraps off the lecture by summarizing it. The teacher assigns specific homework that will be collected during the preceding meeting or uses questions based on the previous stories to help students become more proficient at producing recount texts. Before wrapping up the class, the instructor offers the students an opportunity to share their thoughts on what they have learned thus far or provide suggestions for how to better engage them in the material. The instructor then discusses the subject of the lesson for the following class in order for the students to be prepared for each stage of the teaching and learning process.

## C. Peer Feedback

### 1. Definition of Peer Feedback

Peer feedback is a technique used to teach writing in which students critique one other's work in order to enhance the quality of their own writing. This can be done orally or in writing. Peer feedback is utilized in writing instruction to help students strengthen their writing skills through interaction and peer pressure. Anggraini (2023) stated that the peer feedback technique provides an opportunity for students to become experts by giving responses to their friends. The peer feedback technique will also make students more active in class because they will be responsible and help each other in understanding the material or correcting their friends' writing by giving responses. Elbow (1981) argued that peer feedback fosters students' awareness of the audience and gives a communicative purpose to a writing activity, and that peer feedback helps student writers recognize their own egocentric point of view in writing.

The technique is often used in ESL and EFL classrooms to teach writing. Peer feedback occurs because of two important factors. First, peer feedback is essential to the transition from a teacher-centered to a student-centered paradigm of language learning. Regular learning under the supervision of the instructor, or behavior-based teaching, is a common method used in traditional English writing instruction. However, this technique does not provide students enough opportunity to practice improving their communication abilities.

Second, peer feedback, which is governed by the student-centered idea, provides a compromise between high workload and quality input, therefore compensating for the shortcomings of instructor feedback. Student writing can only be modified by passively accepting instructor input in the typical teacher-centered classroom, where it holds an absolute power over the writing process. Admittedly, school education is mostly focused on accomplishment in the teaching of ESL or EFL writing, especially in many Asian nations. In other words, teacher input is the most common type of feedback, and students see it as authoritative, which helps students' writing (Chen, 2021).

## 2. Procedures of Peer Feedback

There are several steps in the procedures of peer feedback (Lubis, 2021).

They are:

### 1) Utilize peer feedback consistently.

Teachers must provide peer feedback as an option, let students know up front that it will be a regular component of the lesson, and allot enough time for it on a regular basis if they want to use it consistently.

### 2) Explain the benefits of peer feedback to students.

Even though they adore the peer feedback approach, students may feel uncomfortable sharing their opinions since they may believe that their classmates are less skilled. As a result, the instructor has to

reassure and explain this strategy to the students, who then get more enthused about it.

3) Prepare students carefully for peer responses.

In order to identify any ambiguous or unclear passages in the text, a number of essay drafts that students had produced in a prior course had to be carefully examined.

4) Forming pairs or groups thoughtfully.

The teacher can provide strict rules to the stable pairings and groups when they are formed. However, it would be preferable if students were allowed to select their own partners, as their chemistry may also support learning.

5) Provide structure for peer feedback sessions.

This point can result in an effective learning method. To ensure that students get the most out of peer feedback, teachers should set up a well-structured process. That writing peer feedback down will allow students to reflect on the input more thoroughly.

6) Monitoring peer feedback sessions.

The teacher should be present during the peer feedback sessions, but not overly so. The reason behind this is because when a teacher becomes too involved, students will usually wait for the teacher to take the initiative.

- 7) Hold students responsible for taking peer feedback opportunities seriously.

In order for the students to learn from the activities and gain anything from them, the teachers in this stage must emphasize the value of peer feedback.

### 3. Advantages of peer feedback

Some advantages of peer feedback (Lubis, 2021), they are:

- 1) Perception, confidence, and critical thinking skills are developed in students through reading writing by peers in related subjects.
- 2) Students receive more writing critiques than they receive from their own teachers.
- 3) More people provide feedback to students, offering a variety of viewpoints.
- 4) Students get comments on concepts and clarity of language from readers who are not experts in the field. Peer feedback exercises foster a sense of community in the classroom.

### 4. Disadvantages of peer feedback

There are some disadvantages of peer feedback (Anggraini et al., 2023), they are:

- 1) Students who write do not know what qualities to look for in the work of their peers.

- 2) When making remarks, avoid providing precise, constructive criticism that is either overly critical or overly affirming.
- 3) Too much time is spent in class on peer-feedback exercises. It implies that incorporating peer input into the teaching and learning process is a time-consuming procedure.
- 4) Students may find it challenging to interpret their teacher's comments as anything more than orders that must be followed. One may argue that it makes it challenging for students to reply to others.

#### **D. Self-Assessment**

##### 1. Definition of Self-Assessment

Students evaluate themselves through the process of self-assessment, which involves them critically analyzing the quality of their work, discussing how much their work matches clearly specified objectives, and reviewing their writing performance. Stated differently, self-assessment may be defined as the ability to evaluate and make decisions about one's ideas and abilities in order to improve one's capacity for learning. In this way, students may become self-directed learners, evaluate their own work, and consider how far they have come (Erman Aslanoğlu, 2022). Heidarian (2016) stated self-assessment is one of the most appropriate methods for assessing learners' achievement while teaching writing as a process. Self-assessment has several principles, including making learners more autonomous, creating internal motivation for

learners to become more successful, and helping them to learn more cooperatively.

Self-assessment is a critical analysis of one's own performance, and it is recommended that teachers use it in their lessons to maximize students' potential and provide a good learning environment. Students can significantly improve their writing by making their own revisions without receiving feedback. Therefore, it's important to remember that writers are also critical readers and reviews of their own writings (Hyland & Hyland, 2006). In foreign language training, self-feedback has proven to be beneficial not only for language acquisition but also especially for the development of students' abilities in self-evaluation. Clear evaluation standards can ensure that students and teachers arrive at the same conclusion. Nonetheless, further thorough investigations into self-evaluation and self-assessment are needed to understand these procedures and their impact on students' education (Štulina, 2022).

## 2. Procedures of Self-Assessment

There are several procedures that will be key to achieving implementations that truly help to develop students' effective self-assessment (Yan et al., 2023).

### a) Developmental approach: the power of practice/expertise

Developmental method that demanded self-evaluators have some experience with the specific activity they were meant to evaluate. Due

to a lack of criteria, standards, and performance models, it is doubtful that self-assessors can provide realistic and accurate assessments of an individual's performance if they are not sufficiently knowledgeable with the work at hand.

b) Connecting self-feedback and self-regulated learning

For students to provide more effective self-assessment, they must be included into role models of how learning tactics are applied. Students who engage in self-regulated learning are seen as both agentic—that is, in charge of their own education—and strategic—that is, able to employ a variety of tactics to accomplish their objectives. This kind of conceptualization is necessary for self-feedback, where students must use self-regulated learning to get knowledge about themselves and be proactive searchers of their own feedback.

c) Evaluative judgment: changing the view from task-specific to long-term learning

To improve its application in conjunction with other assessment procedures, self-assessment must be positioned within the overall assessment paradigm. Students should be aware that in order to learn about a new assignment or course, they should research evaluation criteria, example standards, and other related information. They must also put it into practice before they can gauge their performance and learning with any degree of accuracy.

### 3. Advantage of Self-Assessment

Some advantages of self-assessment, they are:

#### a) Encourages Self-Reflection

Self-assessment encourages individuals to reflect on their own work, identifying strengths and areas for improvement. This process can lead to increased self-awareness and a deeper understanding of one's capabilities.

#### b) Encourages Goal Setting

Self-assessment allows individuals to set realistic goals for improvement based on their self-assessment. This goal-setting process can contribute to a more focused and targeted approach to skill development.

#### c) Builds Critical Thinking Skills

Analyzing one's own work requires critical thinking skills. Individuals must evaluate the quality of their performance, make connections between concepts, and identify areas that require further development.

#### d) Flexible Timing

Self-assessment can be done at any time, providing flexibility in the learning or working process. Individuals can assess their progress immediately after completing a task or at set intervals.

#### 4. Disadvantages of Self-Assessment:

There are some disadvantages of self-assessment, they are:

a) Potential for Bias

Individuals may be biased when evaluating themselves, either by placing too much value on their skills or by being overly critical of themselves. The accuracy of the feedback may be distorted by this bias.

b) Lack of External Perspective

The external viewpoint that comes from receiving feedback from others is absent from self-assessment. An individual may miss some observations, insights, and recommendations from external input when self-assess.

c) Limited Expertise

Sometimes individuals just don't have the experience or understanding to fairly evaluate some parts of their job. Peer or expert input from the outside can help to complement this restriction.

d) Emotional Attachment

Individuals may have strong emotional ties to their assignment, which makes it difficult to assess it objectively. Outside input might provide a more objective and dispassionate viewpoint.

## **E. Element of Feedback**

There are five elements that should be considered when giving feedback. There are several ways that instructors can integrate these into their teaching practices without a lot of extra work that makes feedback more effective. The five elements are (1) personalization, (2) immediacy, (3) formative assessment, (4) type of feedback, and (5) timely (Steele & Holbeck, 2021).

### **1) Personalization**

Personalization is the key driver for giving students' feedback in a more conversational and personable tone that makes the content more accepting and constructive. One study found that personalization gave a higher level of connectedness to one's instructor. Thus, personalization becomes the vehicle allowing the critical component of making feedback through a personable and conversational tone that allows the instructor to display personality and bond with students.

### **2) Immediacy**

Immediacy is referred to as "directness and the intensity of the interaction" (Kožuh et al., 2015) and impacts several aspects of feedback, such as answering questions, feedback discussion, and assignment feedback. Furlich (2016) found that instructor immediacy behaviors can promote the student's motivation to learn and engage with the instructor on a personal level.

### **3) Formative Assessment**

Formative assessments are crucial to student success because they allow the student to receive current feedback on their learning throughout the course. Formative assessments have long been an important piece of the teaching and learning process, regardless of modality, and they are a way for instructors to check for understanding and redirect instruction if necessary.

Five steps were recommended for implementing formative assessment techniques in the classroom: (1) identify learning objectives and summative assessments for a learning module, (2) select an appropriate formative assessment technique for that module, (3) implement the formative assessment technique into the discussion forum, (4) analyze student responses to check for understanding, and (5) reteach or provide affirmation for student work (Bergquist & Holbeck, 2014, p. 5).

### **4) Type of Feedback**

#### **a) Verification Feedback**

Verification feedback is an important part of the formative assessment process. Verification feedback is exactly how it sounds and is nothing more than the instructor verifying that an answer is correct or incorrect. Traditionally, in the synchronous classroom, students receive verification feedback on an instantaneous basis. However, in the asynchronous classroom, students may have an additional wait time to receive verification feedback. A study determined that verification

feedback delivered directly after each question improved assessment scores in comparison to no feedback or feedback used when an answer key is posted for students to self-verify afterward (Marsh et al., 2012). Verification feedback is a necessary component for effectively and formatively assessing students. Finally, even though verification feedback is important, just informing students that the question is wrong is not enough.

#### **b) Elaborative Feedback**

Verification feedback is great as it allows students to know if they got a question right or wrong, but elaborative feedback allows the instructor to take the feedback and expound upon it further. Elaborative feedback tells students not only what answers were wrong but how they can avoid the same mistake next time. It allows students to master the content in the formative assessment before the summative assessment, so they perform better on the summative assessment. However, providing elaborative feedback can be time-consuming, but there are ways to give this valuable feedback quickly.

#### **5) Timely**

The time element can be the biggest enemy to providing quality feedback. Feedback should be given as soon as possible after the event or performance to which it relates. This way, the person can recall what they have done and how they felt, and they can use the feedback to reinforce their

strengths or improve their weaknesses. Delayed feedback, on the other hand, can lose its relevance and impact and can also create anxiety or uncertainty for the person waiting for it. However, timely feedback does not mean immediate feedback. Sometimes, it is better to wait for the right moment when the person is ready and willing to receive feedback and has enough time and attention to deliver it properly.

#### **F. Recount Text**

Recount texts are texts that tell about events that happened in the past and aim to inform and entertain readers. Recount texts are divided into three types: personal recount, factual recount, and imaginative recount. The specific purpose of the first type is to retell an activity that the writer or speaker has personally done. While factual recounts aim to record the details of an event (e.g., science experiment reports, police reports, news reports, or historical reports), imaginative recounts aim to talk about imaginary roles and provide details of events. (Cakrawati, 2018).

According to Husna & Multazim, (2019) recount text has several generic structures that consist of orientation, events, and reorientation. Each generic structure has social functions.

##### **a) Orientation**

Telling the reader who was involved, what occurred, where it happened, and when it happened are the first steps in recounting. Orientation provides

the reader with the prior knowledge required to comprehend the text, enabling them to identify the scene setting and the text's context.

b) Events

An event is the primary activity that takes place in the text's story. Writing a recount text involves arranging the events in a chronological manner. Occasionally, extra material is included to provide the reader with further details.

c) Reorientation

Reorientation is an elaborative last stage in a statement. There are also a few recount manuscripts that have a final paragraph. This last paragraph might contain the writer's own observation or assertion.

There are many general structures seen in recount texts, which include reorientation, events, and orientation. Every generic structure serves a social function. Below are the explanations for each of them:

- 1) Use of nouns and pronouns to identify people, animals, things involved
- 2) Use of actions verbs to refer to events
- 3) Use of past tense to locate events in relation to speaker or writers' time  
Use of conjunctions and time connectives to sequence of events
- 4) Use of adverb and adverbial phrase to indicate place and time
- 5) Use of adjective to describe nouns

## **G. Previous Studies**

Several studies have been conducted previously; the first is research conducted by Masdianti, Asriani, and Suhartini (2021), this study aims to determine whether journal writing can develop students' writing skills. Pretests, treatments, and posttests were employed in this study's pre-experimental design to assess the writing abilities of the participants. Two guided topics comprised a writing exam that served as the research instrument. Descriptive statistical analysis was used to examine the obtained data. The study's paired sample t-test findings indicated that after using journaling to enhance their assignments during six meetings, students' posttest scores increased somewhat. The student claimed that they were inspired to write because of the intriguing subject. Students are taught to select the narrative they believe is most appropriate to share with others while writing their own stories. As a result, the data analysis often demonstrates the relationship between students' writing abilities and journal writing.

In the second previous study conducted by Situmorang and Panggabean (2022), this study discusses the improvement of the ability to write recount texts using a topical approach. The aim of this study was to ascertain whether or not using a topical approach may help students compose recount texts more effectively. The writing test provided quantitative data that was used to calculate the students' scores. Qualitative information was gathered by observation sheets, questionnaires, interviews, and daily notes. The observation sheets showed how

students' recount text writing abilities had improved, primarily with each test. The students' enthusiasm in the teaching and learning process was evident from the observation sheets and daily feedback. The research results complement the findings, which demonstrate that students' abilities to write recount text have improved when they have used the topical method.

The third previous research was written by Erman Aslanoglu (2022), this research aims to demonstrate how students' writing abilities in the ninth grade are impacted by peer and self-assessment techniques. While semi-structured interview forms were utilized to acquire qualitative data, writing performance tests and rubrics were employed to collect quantitative data. ANOVA, content analysis, and the paired sample t-test were employed in the analysis. The results showed that while there was not a significant difference between the control group's scores, there was for the experimental groups where peer and self-assessments done between the pre- and post-tests. Peer evaluation was used to the first experimental group, and the results of the post-test for both the experimental and control groups indicated a significant difference between the groups. This difference was supported by the ANOVA findings. The study's qualitative results support its quantitative conclusions. Therefore, may draw the conclusion that student attitudes and interests in writing as well as the development of their writing skills were positively impacted by peer and self-assessment techniques.

Of the three previous studies, some have some similarities, namely discussing writing skills and recount texts using the same techniques, but some only discuss recount texts using different techniques. The three studies also have different methods and research designs, according to the research. Of course, the seven previous studies also had different results.

Based on some of the previous studies above, it can be concluded that students' ability to comprehend and write is still experiencing problems. Students can be said to still experience some difficulties in their ability to understand the text. Given the existence of several problems contributing to students' lack of writing ability, it is possible that a variety of factors may also influence their ability. As a result, this study will further investigate the level of students' writing ability and the factors that influence it.