CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents review of some literatures related to this research, such as: writing, the process of writing, recount text, the technique of teaching writing using peer correction, and previous study.

A. Writing

This part discusses some topic related to writing. They are definition of writing, the process of writing, the types of writing performance, and teaching writing.

1. Definition of Writing

According to (Nunan, 2003, p. 88), writing is the process of making the ideas, deciding how to convey and organize the ideas into statements and paragraphs that are understandable to the reader. One of the four English skill that English students should master is writing. Writing skill is the ability to communicate ideas, thoughts, opinions, and feelings to other people by using written language (Trisnadewi, 2021). To summarize, writing is the ability to express ideas that has aims to communicate with other people. People can use writing to share their experiences or stories, as well as to describe something or occurrences.

According to (Brown, 2000, p. 343), micro skill is identified in mastering writing. This skill is needed for producing proper writings. The kinds of micro skills in writing. First, generate English graphemes and orthographic patterns of English. Second, write at a fast enough pace to suit the needs of task. Third, create a good core of words and employ proper word order patterns. Fourth, employ an

accepted grammatical system, patterns, and rules (e.g., tense, agreement, pluralization). Fifth, use several grammatical forms to communicate a certain meaning. Sixth, in written discourse, employ cohesive devices. Seventh, employ written discourse's rhetorical patterns and conventions. Eighth, according to forms and purposes, effectively carry out the communicating function of written materials. Ninth, convey connections and links between events and communicative such relations such as the main idea, supporting idea, new information, given information, generalization, and exemplification. Tenth, distinguish between explicit and inferred meanings when writing. Eleventh, correctly convey culturally specific references in the context of the written text context. Finally, create and use a battery of written strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing fluently in the first draft, using paraphrases and synonyms, selecting peer and instructor feedback, and revising and editing based on feedback. Based on the preceding statement above, it can be stated that by knowing the micro skill in teaching writing, students will be able to evaluate what they definitely need in writing for what goals.

2. The Process of Writing

Writing needs a process to get the best result in writing. According to Alice Oshima Hogue (2007), the writing process contains four steps. They are prewriting, organizing, writing, and polishing: revising and editing. The first step is prewriting that the ideas will be created by students. In this prewriting step, the students choose a subject and acquire the ideas to provide an explanation for the topic. The second is organizing that the ideas will be organized by the students.

This step explains with the aid of how to prepare the ideas into a simple outline. For instance, the students organize an outline such as the name of the topic, title, and important ideas. The third step is writing that the students write a difficult draft by using the students' outline as a guide. Students can write as a student can without stopping to assume about grammar, spelling, or punctuation. After writing the ideas in the paper, students can fix the errors. The final step is polishing; revising and editing, students polish the rough draft by editing and revising it. In this step, there is two steps namely revising and editing. In the revising stage, students are requested to fix and check the issues of content and organization. Meanwhile, in the editing stage, students are asked to check the grammar, punctuation, and mechanics (Hogue, 2007).

3. The Types of Writing Performance

Teaching writing text is more important. Nonetheless, students ought to examine some aspect in writing, for example; structure, and spelling punctuation. According to Brown (2000), there are five types of writing class performance. The first is imitative or writing down. At the starting stage of studying to write, students will simply "writing down" English letters, words, and perhaps sentences to learn the convention of the orthographic code. In particular, teachers read the brief texts once or twice at ordinary speed. Then, teachers paused every brief phrase unit of three or four words. During the pause, students can write on what they hear. In the same way, teachers can test and score the students' writing.

The second is intensive or controlled. The intensive writing most commonly seen in written grammar exercises. This type of writing does not allow for much, if any, innovation on the writer's part. The most typical method of

managed writing is to offer students a paragraph in which they must change a specific structure continuously.

The third is self-writing. A substantial proposition of classroom writing may be dedicated to self-writing or writing with the self as the only audience in mind. Students can take notes at the same point of a lecture for later recall. The fourth is display writing. As previously stated, writing in the context of the school curriculum is a way of life. All language students will be required to display an element in short questions, essay exams, and even research papers. The last is real writing. Each task in writing class will include an aspect of display writing. The purposes of writing class at the genuine information to each other (Brown, 2000).

Based on the statement above, it can be stated that the teachers can select the proper of types classroom performance to ensure that the students enjoy themselves while learning. There are five types of classroom performance, such as; imitative or writing down, intensive or controlled, self-writing, display writing, and real writing. In addition, learners can develop their ideas freely and openly through the learning writing process (Hayati, 2020). In short, teachers should be able to make the students get their own ideas freely and openly. Furthermore, teachers should use caution while instructing students on how to learn to write.

4. Teaching Writing

Teaching is an effort of knowledge to develop students' abilities, talents, and potential. It is additionally recognized as a technique of preparing students' mastering experiences. Teaching is also the practice of a teacher guiding, supporting, and directing students to have positive learning. According to (Scrivener, 2005, p. 194), while teaching students to write, they should be actively

motivated and assisted in going through a number of preliminary processes before producing the final text, and to become more conscious of that process. Teachers can also assist students choose a concept, theme, develop the ideas, and discuss ideas with others to gain new perspectives, choose between ideas, locate grammar and lexis in the text, perform practice exercises on useful language items, and plan the organization of their text, rough draft of their text, receive feedback on content and language use, group co-writing of text sections, alterations and rewrites, write a final version, and the last is find suitable reader, in order to can help students to produce the best result of writing.

In addition, (Brown, 2000) stated that, to achieve the best writing results, students should follow writing process instructions, which include creating ideas, writing the first draft, editing, revising, writing the second draft, and proofreading, and teacher's feedback. These instructions can make the students be able to produce the great result in writing.

B. Strategy to Teach Writing

Knowing the appropriate technique in writing is important. Peer correction is one of the approaches that can be used to teach writing. According to Brown (2010), peer correction is technique that allows students to exchange their ideas with one another. The student can change their worksheet in other student to observe what they have made through the perspective of others and to see how their words affecting of the reader's thinking. Not only student can get feedback in their classmate, but also can give their feedback. By using peer correction, the students can learn on how become good writer and reader.

1. Peer Correction

Peer correction is a classroom practice in which students correct one other instead of the teacher. Students can participate in the learning process using this strategy. Students are more comfortable with their classmate when it comes to peer correction because they are being corrected by their peers, and minimalized the shyness for students (J.Itmeizeh, 2016). In conclusion, peer correction is the practice of reviewing and commenting on a students' writing product to their classmates. Students can exchange their work, read each other's work, and make a suggestion. Students can be more engaged in class by doing peer correction They can learn from each other and share their works.

Moreover, based on Sultana (2009: 12) as cited by (Jonggoria Najogi, 2019, p. 131) states that peer correction is the use of learning writing to enhance learner autonomy, cooperation, interaction, and participation. Furthermore, it allows students to collaborate with their classmates and engages all of the students in the classroom learning process. Peer correction can assist the students to increase of writing ability. Peer correction is also an activity in which students exchange knowledge or thoughts with one another. In summary, peer correction is a technique of correction that involves students in learning writing activities. Students are given the opportunity to correct each other's work, provide comments or suggestions, share information and ideas, and discuss their faults in order to improve their writing.

Also, based on Kamimura (2006); Zeng (2006) as cited by (Irais Ramirez Balderas, 2018), peer correction often called peer feedback or peer review, has been shown to increase students' engagement and effectiveness in the learning

and teaching process. According to Richards and Schmidt (2002: 390) cited in (Suharto, 2017), peer feedback is an activity in which students receive feedback from other students. The students receive the other friend's writing, then review it and give comments or suggestions on it.

In the learning and teaching process using peer correction as a technique in writing, it has advantages for students as authors and reviewers. The first advantage of peer correction for students' authors such as; refines their thoughts as a result of the feedback they receive, focuses on writing as a system that emphasizes enhancing and revisions, develops a higher experience of audience, improves their work before it is submitted for grading, and the students are encouraged to produce higher-quality work in view that they understand their peers will be given suggestion and comment. Meanwhile, the advantages of peer correction for students reviewers include gaining insights for their work from studying other's assignments, seeing the different processes to an undertaking or different perspective to an issue, becoming familiar with important aspects of the assignment as they use the standards to function their review, improving their ability to read a paper critically, strengthening their conversation skills, particularly in regard to comment and presenting feedback, and the last is gain knowledge of a wider variety of course topics (Yuhardi, 2014). In summary, the advantages of peer correction feedback have made students become aware of the process of writing. They can get insight into their flaws and mistakes through peer correction feedback, resulting in considerable improvements in students' writing. Students can gain knowledge about writing and the result of revision feedback, as well as a better understanding of what makes writing successful and effective.

In contrast, the peer correction technique also has weakness. For instance; the time to teach writing is not enough time that conducted peer review, and students shy from criticizing their peers' writing (Yuhardi, 2014). Furthermore, some students preferred teacher input to peer evaluation for a variety of reasons, including a lack of confidence and grammar expertise (Hayati, 2020). In short, the use of peer correction also has weakness such as; the fact that it takes a long time to implement the technique and most the students prefer teachers' input to peer feedback.

According to Zemach and Rumisek as cited by Hayati (2020), there are some strategies to teach peer correction technique. The first is reading the partner's work for several times. In the first time, start at the beginning and work your way to the end. The second is reading, but it is more slowly and carefully, focusing on certain sections of the writing and taking notes, for instance; the students look for the topic phrases and finishing statements. After that, students can make notes in areas where they are having difficulty comprehending anything, where there appears to be unnecessary material, or where there is insufficient information. Next, tell the students which portion of the text are particularly powerful or fascinating, and invite the students to ask the questions, this is an excellent method for students to see where extra information could be added. Last, students can comment on words, phrases, and sentences by circling and underlining them.

In short, the strategies of peer correction that can be taught by students are the students should read the result of their partner writing. They must make an

underlining or a circle in their partner's writing and make a note. Last, after students have completed peer editing, they can give the result back to its owner.

2. Self-Correction

According to Bitchener, Young, and Cameron (2005) as cited by (Irais Ramirez Balderas, 2018), self-correction is a type of indirect feedback in which the teacher gives students the choice of choosing the proper form on their own. During the writing learning process, students plan and revise their texts and assess how much their writing has progressed. Self-correction helps the students become more aware of their mistakes and allows them to correct the errors on their own (Dewi, 2020). In short, the students can correct their own worksheet by using their mind of linguistics and writing proficiency.

In the learning of writing using self-correction has advantages for students such as; it focusses the students' conscious attention to their specific errors, encouraging them to not only detect their errors but also correct their mistakes. It can help students become more aware of their most common mistake and highlight issue areas to that need to be addressed. Also, the students more independent in the process learning activity. Self-correction permits students to concentrate on their own errors rather than what happens in the classroom, when teacher address the most common issues found in assignment due to time constraints, which may not be totally meaningful to students who do not make mistakes (Dewi, 2020).

C. Recount Text

This part discusses some topics related to recount text, such as; the definition of recount text, the classification of recount text, the generic structure of recount text, and the example of recount text.

1. The Definition of Recount Text

According to Anderson 1997 as cited by (Yustin Kustina, 2020), a recount text is a type of text that retells past events that occurred in the past. Recount text serves to tell the story of prior writing experiences that occurred at a specific point in time. In addition, recount text tells the previous activities that occurred in sequence. Recount text does not contain conflicts, but also it retells a sequence of events that happened in the past. In short, recount text only retells about events that happened in the past.

2. The Classification of Recount Text

Recount text is divided into three categories. First is personal recount, which is retelling of an event in which the writer was personally involved. The aims of personal recount text is to inform and entertain the audience. Second is factual recount checklist or recording of a specific event, such as information story, an eye witness, information, re-post, and historical events. Last is procedural recount, which involves recording events such as science experiments or cooking experience. It offers the occasions of chronological.

3. The Generic Structure of Recount Text

According to Suryadi (2017) as cited by (Yustin Kustina, 2020), there are three parts generic structure of recount text. The first is orientation. In orientation

presents figures, time and location of the story. The second is activities which composed of the events are arranged in a sequence. The last is re-orientation. In re-orientation presents a personal comment or expression of assessment.

4. The Example of Recount Text

A Beautiful Day at Jogja

Orientation:

Last week, my friends and I went to Jogja. We visited many places.

Event:

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there, such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went a restaurant. As soon as we finished our lunch, we decided to go home.

Re-orientation

For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

Source: https://bocahkampus.com/contoh-recount-text

5. **Teaching Writing Recount Text for The Tenth Grade for Senior High School**

   Indonesia expects education to offer better transformation to the generation. *Kurikulum 2013* is the most recent curriculum in which changing the learning process by student-centered learning. *Permendikbud 37 tahun 2018,* the students for senior high school should be able to master four components. They are the components of spiritualty, attitudes, knowledge, and skills. In teaching English to senior high school students, the teacher must address standard and fundamental competency, in both interactional texts, as well as short essays, students must understand and apply social function, text structure, and linguistic aspect. For instance, descriptive text, recount text, and narrative text. Moreover, in this study researcher focuses on recount text.

   Students in the first grade of senior high school have to concentrate on the social function, text structure, and language features of several texts. Furthermore, this study examines the effectiveness of peer correction in both in the experimental and control group using the recount text. The students are required to follow the stages of writing that are presented in the treatment procedure. In this treatment is carried out to assist their writing in becoming the product.

D. Previous Study

There is some previous study that related to the research topic. The first study was written by Ni Kadek Suci Laksmi Dewi (2020) in her journal that entitled "The Effect of Self and Peer Correction Techniques on Students' Writing Competency. The aim of the study was to show that there is a substantial difference in the influence of self-correction and peer correction strategies on students' writing ability. Also, the researcher wanted to show that the influence of self-correction and peer correction on students' skill differed significantly between descriptive and recount texts. This study used a quantitative method and quasi-experimental research design with two groups. This study was conducted in SMP PGRI 2 DENPASAR, in the academic year 2018/2019. The treatment was repeated for three seasons, such as; first is the preparation session, the second is the exploration sessions, and the last is the consolidation sessions. The collected data were analyzed statistically in two stages, namely descriptive and inferential analysis. One-way ANOVA was used to do the inferential statical analysis. According the findings of this study, peer correction had a greater impact on students' writing ability than self-correction. Furthermore, both descriptive and recount text, the effect of peer correction technique was more significant than self-correction.

The second study was written by Siti Fatimah and G. Suharto (2017) entitled "Using Peer Feedback Technique to Improve Students' Writing Skills: A Quasi-Experimental Study Among Secondary Students. The purpose of this study is to characterize students' writing skills before and after utilizing peer feedback, as well as to show the differences between their writing skills before and after

using peer feedback. The researcher of this study used a quantitative method and applied a quasi-experimental design. The sample of this study was the eleventh-grade students of SMAN 1 Pundong. Descriptive and inferential analysis were used to analyzed the data. The test of normality, homogeneity, and hypothesis are all part of the inferential analysis, which is done using One-Way Anova. The utilization of peer feedback in the teaching-learning process of writing improved students' scores significantly.