

CHAPTER II

LITERATURE RIVIEW

This chapter discusses about writing (the definition of writing, the stages of writing, and the technique teaching of writing), recount text (definition, generic structure and language features), Peer Correction (definition of correction, types of correction, definition of peer correction, advantages and disadvantages of peer correction) and checklist-based peer correction (checklist-based peer correction, objective of checklist-based peer correction, and the stages of checklist-based peer correction).

A. Writing

1. Definition of Writing

Writing is a skill which produce texts which is considered as the productive skill and one of four skills in the skill of English Language. It is supported by Meyers (2005) states that the way to produce language in a text which person conduct naturally as well as speaking skill is writing skill. This is also an action a way of finding and arranging the idea, putting text on paper, reshaping and revising them in the text.

However, writing skill is not only about making letter symbols. In other side, it using them to hold communicative events and also the ideas, feeling, or thought from the writer which are created and expressed into text or written form. (Mashadi, 2014). Therefore, writing skill is a component that called as a bridge between people to make and send information or messages.

2. The Stages of Writing

Writing Stage is the steps of gathering ideas and processing until presented in a manner that is polished and comprehensible to readers written text. Harmer (2004, p.4) stated that the writing process into four stages, namely; 1. planning, 2. drafting, 3. editing (reflecting and revising) and 4. final version. As follows;

a. Planning

Planning is an act of developing ideas systematic process. As the first stage of writing process, the writers are required to formulate their ideas into a shape. They need to discover several subjects and find the ways of how to write them. Harmer (2004, p.4) offered three main issues in planning the writing. In the first place, he suggests the writers consider the *purpose* of the writing because it influences several things such as types of text, language, and information that include in their writing. Secondly, the writers need to think about the *audience* since it influences several the writing shape and the language choice whether it is formal or informal. Thirdly, the writers have to consider the *content structure* on the text. They also need to find out how to sequence the text, ideas or arguments that they have decided to include in their writing.

b. Drafting

Drafting is a process of producing a technical drawing. Harmer (2004, p.5) said that it refers to the first version of a piece of writing that will be changed later. In this stage the writers write their ideas as what they have planned into the first piece of writing, considering the purpose, audience and the content structure before turning into the editing process.

c. Editing (Reflecting & Revising)

Editing is the most important stage in the writing process. In this stage, the writers can improve their writing progress through reflecting and revising their draft by receiving correction both from the teacher and their peer. The first draft will be reviewed to find the mistakes and errors in it. Thus, it can be rewritten into a correct form.

d. Final Version

Final version is the last stage in writing process where the writers have finished their plan and draft; composing their ideas into the final writing. This work may look different from both the original plan and the first draft because it has been corrected in the editing process.

3. The Technique of Teaching Writing

According Brown (2004 p. 220) stated that there are four categories of technique for teaching writing. Those four categories are as follows:

a. Imitative Writing

This category includes the writing ability to spell correctly. Here the students have to achieve skills in the fundamental for writing, basic tasks of writing letters, words, punctuation, and very simple sentences. And this is for elementary school level.

b. Intensive (Controlled) Writing

This category includes most assessment tasks are more concerned with a focus on form, and controlled by the text design. Here students have to produce appropriate vocabulary within a context, collocation, idioms, and correct

grammatical features in the level of sentences. And this is for junior high school level.

c. Responsive Writing

This category includes emphasizes on context and meaning. Here students must to make connected sequence of two or three paragraphs. And this is for senior high school level.

d. Extensive Writing

This category includes a successful management of all the processes and strategies in writing skill for all goals, for example an essay, a term paper, a thesis, etc. here the students must to focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, etc. And this is for advanced learner level.

B. Recount Text

Recount text is one of kinds of text which is studied in school. The researcher focuses on structures of recount text, and the language features used in recount text.

1. The Definition of Recount Text.

According to Hood (2013), recount text is part of the text that tells the past. Events, usually in the order in which they occur. Therefore, the characteristic of the story text can be a series of events in which past events are written chronologically. The purpose of the text is usually to give the reader an idea of the event. It also has the most general purpose of providing information and entertaining. In other words, recount text is a type of text that retells some past events to inform and entertain the

reader. Recount texts usually include historical events, personal experiences, biographies of a scientist, artist, witness reports, newspaper reports, letters, conversations, television interviews, and many others.

2. Generic Structures of Recount Text

According Coogan (2006) writing a recount text, students need to know and understand the purposes of the text, the components of the text, and the language features used in recount text. The purposes of recount text are to inform and to entertain the audiences or the readers about past events. In this case, the components of recount text can be called as generic structures. Structures sometimes re-organize the chronology of events using techniques. Those techniques are flashbacks, and moving the focus backwards and forwards in time. There are three generic structures which should be known by the students in a recount text.

The first generic structure is orientation. In this part, the readers will find the background information of the event. The writer of a recount text will present the background information needed to be understood by the readers, such as who was involved, where it occurred, and when it occurred. Orientation is a scene-setting or establishing context.

The second generic structure is event. In this case, the writer writes the story chronologically. It is also the series of events, and ordered in a chronological sequence. The readers will find some events which the writer wants to talk about. It begins from the first event to the last event.

The third generic structure is reorientation. Reorientation is a closing statement that may include elaboration. The writer will present the conclusion of the events. Reorientation concludes the event by providing summary, and giving

personal comment about the event, or what happened in the end. The writer will show the readers what he or she felt when the event occurred.

3. Language Features of Recount Text

Language features are needed to write a recount text. A recount text focuses on what a person or a group of people were doing. The language features used in recount text are focusing on the specific participants, using the past tenses (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense), focusing on temporal sequences of event (on Saturday, on Monday, or last year), using the conjunctions (then, before, after, and so on), and using action verbs (went, stayed, walked, and others).

C. Peer Correction

1. Definition of Correction

According to Richards and Schmidt (2002:199) feedback can be defined as any information or comments as a result of a behavior. Feedback can be in the form written or spoken. In teaching, feedback is everything that is given by the teacher, caregiver, or others to the learners regarding their students' work. The feedback is believed as a way to improve the students' competence.

Harmer (2007) states that the way the teacher gives feedback can enhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students' motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use the feedback to lead the students back to learning goals that are expected to be reached by the students.

2. Types of Correction

There are two types of written correction according to Hyland and Hyland (2006). They are direct and indirect correction. Direct correction allows the teacher to give direct correction. For example, the teacher can under-lined or cross out the unnecessary words written by the students and give the correct words or form. This can help the students to find out their errors or mistakes and replace them with the provided correct words or forms.

Meanwhile, the indirect correction allows the teacher to give the students indication that there are some errors or mistakes on their work without providing the correct words or forms. The teacher can simply underline, circle, and give code or other mark that indicates some errors or mistakes done by the students.

3. Definition of Peer Correction

According to Kusmiatni (2017) peer correction technique is technique refers to activity of student learning writing through correcting her friend's writing, then make response of correction form in position as reader or partner. this technique will make possible to students realize the writing ability of the students and also the improvement of the students' sensitivity to become critical readers.

4. Advantages and disadvantages of Peer Correction

According to Abadikhah & Yasami (2014, p.120) stated that; There are many advantages and disadvantages those are;

- **Advantages:**

1. It improves students involved in the lesson.
2. It helps self-confidence of students in the lesson.
3. It makes students awareness with revised their own.

4. It helps in timing process of learning.
5. It encourages students critical thinking and perspective.

- **Disadvantages:**

1. It is able be slower or less effective (if students does not have correction skill).
2. There is a chance of mis-correction.
3. Students are reluctant to correct their partner.

D. Checklist Based Peer Correction

1. Definition of Checklist Based Peer Correction

Checklist Based Peer Correction is a technique that helping students easier to write correction by indirect correction. This is included cooperative learning technique that is able make students more active in giving correction (Sujannah and Cahyono, 2016). it is the stages of activities in language learning which divided the students in the class into pair in which each consists of two students. Then continue with teacher gives every students peer correction checklist form and the final students discusses a text and result correction from their friends.

Any skills in language teaching which is including writing can apply this Checklist Based Peer Correction. This technique is able to build students become active in the class by providing correction through interaction among students in the class. In the form, researcher gives five writing aspect that some statements related to the aspect that should be filled based on the quality of the students' writing products.

2. Objective of Checklist Based Peer Correction

The purpose of this technique in teaching writing is to build learners become good writer for their writing skill and encourage themselves to improve their ability such as think higher than before, brave conveying something according on their ideas, and revise their writing text. This is in line with Sujannah and Cahyono (2016), declares that Checklist Based Peer Correction is able to provide opportunity to the students both in their own group or with the members of other groups. This expected, for students who are still low ability of writing skill, they can solve their writing's problems by using this technique.

3. The Stages of Checklist Based Peer Correction

According to Franklin (2008) the stages to conduct checklist based peer correction on process of teaching writing. First, the teacher will make group of the students who are divided into some groups in which every group consists of two students. Then continue with teacher provides a checklist for all participants; explains how to do it and commands the students to discuss with their partner in their own group for a specific time, after that asks all students composing the text.

After composing the text, the students swap the draft together in their own group to conduct checklist based peer correction. Then continue with share results according on the checklist that has done by their own partner and also discusses deeper about the result of their work. And the last, the students arrange a new of draft according in their writing correction.

E. Previous Studies

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

Dealing with the significance of Checklist Based Peer Correction, there are some previous studies done. First, Tufliha (2021) conducted a research titled "The Effect of Using Peer Editing to Improve Students Ability in Writing at Eight Grade Students of Junior High School of 8 Bukit tinggi Academic Year 2018/2019". The result of the study showed that the use of peer-editing technique can improve the students' writing ability.

Second, a research from Maulidya (2018) conducted a research titled "Grammar Peer Correction in Improving Students' Writing Ability of Narrative Text". The results of the study explain that it is better for the students to learn English especially writing through correct with their peers or involve in the activity (Grammar Peer Correction). The students' score was getting better in each cycle. It indicated that the students' writing ability was improved. The improvement from the students' score of pre – test to post – test was 96.49%. Meanwhile, the students' activity or involvement improved as stated in field notes. The students did not pay attention when the teacher was explaining the material, but when they were involved in an activity for example, answering a test with their peers (peer correction) they were enthusiastically and seriously.

Third, Sujannah and Cahyono (2017) in their research article also declares that Checklist Based Peer Correction or Peer Correction can give new experience both to the teacher and the students in improving the students' writing ability. Therefore,

Checklist Based Peer Correction is recommended able to apply by English teacher in teaching writing.

Besides, the other researcher Vernalias (2020), She has written a thesis entitled “The Effectiveness of Using Checklist Based Peer Feedback in Teaching Writing for The Tenth Grade Students of SMK Pawyatan Daha 1 Kediri”. She used a quasi-experimental method in her study. By the end of the study she concluded that Using Checklist Based Peer Correction in Teaching Writing helped the students to increase their skill in writing.

In this case, the researcher conducts this research to know the effectiveness of using Checklist Based Peer correction in the different term, place, subject, and the way of the treatment. The researcher conducts it to the eight grade students of MTsN 8 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.