CHAPTER II
LITERATURE REVIEW

A. Writing

1. Definition of Writing

There are a lot of theories about definition of writing. Some experts in the world have their own point of view, and opinion about what the writing exactly is. It may be different from one’s definition to the other definitions, but it may be the same from both of definitions.

According to Tarigan (1994: 21), writing is drawing symbols that describe a language understood by people, so that other people can read those symbols if they understand about the language and those drawing of symbols.

According to Klein in Tan (2009), writing is the ability to put pen and paper to express ideas through symbols. Representations on the paper will have meaning and content that could be communicated to other people by the writers.

Based on several definitions of writing above, the same point about writing is something (namely symbols or signs) that is expressed or explored as a language in written form, and it is understood by people.

Indeed, it can be said that writing is the ability to express or explore the ideas about something in written form.
2. The Process of Writing

Many people said that learning is a process, and writing is a part of learning; therefore, there is a process in writing. When writers want to make a draft, they should do some steps in making it, so that they can produce the final draft read by the readers.

According to Harmer (2004: 4-6), process of writing has four main elements. Those are planning, drafting, editing, and final version.

a. Planning

   Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. When planning, writers have to think about three main issues.

   1) The purpose of their writing skill since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.

   2) The audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language.

   3) The content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

   One can refer to the first version of a piece of writing as a draft. A number of drafts may be produced on the way to the final version.
c. Editing (reflecting and revising)

After writers produce a draft, then they usually read what is the result of the draft in order to see where it works and where it does not. Perhaps, the order of the information is not clear. Perhaps, the way something is written is ambiguous or confusing.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

After the writers edit their draft, it may be different from the original plan and the first draft because they make the changes which they consider to be necessary. However, in the final version, the writers is now ready to send the written text to intended audience.

One might decide to represent these stages in the following way:

planning → drafting → editing → final draft

Based on the description above, it can be concluded that in producing the final draft which can be served to the readers, it need some steps such as: planning, drafting, and editing.

3. The Tasks of The Teacher in Writing

Success of writing for the students is not far a way from the roles of the teachers in the classroom. The teachers have some tasks in writing class.
According to Harmer (2004: 41-42), there are some of teachers’ tasks, those are as follows:

a. Demonstrating

Teacher should make the students aware of writing conventions and genre in each type of writing and pay attention to the features of writing.

b. Motivating and Provoking

Teacher has to help the students by motivating or provoking them in order to have ideas when the students are lost for words, especially in creative writing tasks.

c. Supporting

Students need a lot of help and comfortable feeling when they write; therefore, when students are writing in class, teacher is needed to be extremely supportive, always available (except during exam writing of course), and be ready to help students to solve the problems and overcome the difficulties.

d. Responding

Reaction to students’ written work can be in form of responding. When reponding, there are suggestions for its improvement, and there is no grading of the students’ work.

e. Evaluating

The teacher can know the real condition of the students’ ability when she or he evaluate the students’ writing result.
Evaluation can also be used as consideration for the teacher to create a better teaching and learning process.

Those are descriptions about the teachers’ tasks in writing classroom activities. Hopefully by obeying the tasks, namely demonstrating, motivating and provoking, supporting, responding, and evaluating, it can make the students have more ability in writing.

So that, the teachers should do the tasks with full of responsibility.

B. News Item

1. Definition of News Item

News item is a type of text that has the main function or communicative purpose to inform readers or listeners or viewers about events of the day that are considered newsworthy or important.

2. Components of News Item

a. Generic Structure

1) Headline/ title : the main point to report in reduced- clause

2) Summary of event: the summary of main event that is to be reported

3) Background of event: the explanation about what had happened (who, what, when, where)

4) Source: someone’s comment about the event
b. Language Features

1) Use action verbs: for example: run, swim, shoot, talk etc

2) Use saying verbs: such as describe, told, said etc

3) Use a lot of adverb of time, adverb of place, adverb of manner

3. Evaluation of Students’ writing News Item

a. Aspects of Evaluation

There are some aspects that can be used in evaluating writing’s result. Those aspects are fluency, organization, grammar, vocabulary and mechanic (Hughes, 1989: 91-93).

1) Fluency

Fluency means that the style and the ease of communication in the writing. Whether or not it is easier and more enjoyable to read.

2) Organization

Organization means how the students or writers organize their ideas. Whether or not each paragraph is well organized.

3) Grammar

A draft will be said a good draft if grammar which is used is correct. It’s not important to use long sentence, but the grammar that is used is incorrect.

4) Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing. It will give clear
meaning for the readers if the vocabulary which is used and chosen is appropriate.

5) Mechanic

Mechanic means how the students write. Teacher has to consider the way the students write related to some rules of writing. Whether or not it is correct in punctuation and the words are spelled correctly, for instance: the use of capital letter in the beginning of the name of city, month, person such as Bandung, November, Akhmad.

All of the aspects above for instance fluency, organization, grammar, vocabulary and mechanic will be used to evaluate the writing result of the students.

b. Test of News Item

The writer will use ability of writing test in application level. This level of the test, the teacher will ask the students to practice or produce a draft of writing. They are asked to write a simple essay text. According to Oshima (1991: 100), an essay is a piece of writing with several paragraphs long instead of just one or two paragraphs. The students are asked to write their simple essay text by themselves, and express their own ideas with certain kinds of the text, namely news item text.

The descriptions of test of news item above will be used to evaluate the students’ writing result. In calculating the result of the
students’ score in writing, there will be an inter rater. According to Gadysa and Gelbina (2011), inter rater is used when scores on the test are independent estimates by two or more judges or raters. In this case, there are two assessors or raters who will give score for writing result of the students. With an inter rater, it can minimize the subjectivity in giving the score.

C. Face to Face Peer Review (FFPR)

1. Definition of Face to Face Peer Review (FFPR)

Face to Face Peer Review has some meanings based on the some studies. Moloudi (2011: 6) stated that as inferred from peer review studies (e.g. Schultz, 2000; Zhu, 1994; Nystrand & Brandt, 1989; Spear, 1988; Nystrand, 1986), Face to Face Peer Review (FFPR) is a real dialogue about writing to get assistance from real readers which is viewed as constructive.

According to Moloudi (2011: 6), FFPR is an activity where students discuss their writing with each other and exchange their oral and/or written comments usually based on the guidelines and/or task sheets given to them.

In line with the definitions above, it can be concluded that Face to Face Peer Review (FFPR) is activities in the classroom especially in the writing class where the students discuss their writing’s result with their friends or peers, and they give their oral and written comments for their
peers based on the guidelines and task sheets that the teacher give to the students.

2. The Advantages Face to Face Peer Review (FFPR)

There are some advantages of Face to Face Peer Review (FFPR) in writing class according to the Moloudi (2011: 7). Those advantages are as follows:

a. Students find peers’ feedback as a valuable source of information and supplement to teacher’s feedback (Hu, 2005).

b. Students find teacher’s feedback general, vague, incomprehensible, and authoritative (Zamel, 1985) compared to peer’s feedback which is perceived more specific (Caulk, 1994).

c. The response and revision process contributes to more effective revision and critical reading (Rollinson, 2005; Grabe and Kaplan, 1996; Mangelsdorf, 1992).

d. It encourages collaborative dialogue in which two-way feedback is established (Rollinson, 2005; Grabe and Kaplan, 1996).

e. It helps to develop a sense of community (ibid)

f. While reviewing, students benefit cognitively by articulating explanations to their peers (Wooley, 2007).

According to Harmer (2004: 115-116), peer review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively.
Based on the description above, it can be concluded that Face to Face Peer Review has a lot advantages; therefore, it is better for the teacher to take advantages of Face to Face Peer Review (FFPR), and implements it to teach writing. Face to Face Peer Review (FFPR) has to be implemented properly in the classroom activities, so the teaching learning process can achieve the maximum result.

3. Purpose of Using Face to Face Peer Review (FFPR) in teaching writing

Some purposes of using Face to Face Peer Review in teaching writing class are as follows:

a. Learners are able to gain more insight into writing and revision processes by critically reading each other's texts.

b. Learners are able to improve self-revision skills.

c. Learners are able to enhance critical reading and critical thinking skills.

d. Learners are able to have variations of ideas by reviewing each other's text.

e. Learners are able to learn more about writing and revision by reading each other's draft.

4. Procedure of Using Face to Face Peer Review (FFPR)

Face to Face Peer Review (FFPR) should properly be implemented in the classroom activities. Teacher has to facilitate the students in doing the task, for example when the discussion is unfocused and the comments not specific enough. Teacher need to intervene and
support students to explain what they mean. Students with lower language proficiency should also be given more help with the construction of their sentences and other grammar problems; furthermore, the teacher should give guidelines for the students (Moloudi, 2011: 10-15).

Some instructions for Face to Face Peer Review (FFPR) according to Moloudi (2011: 16-17) are as follows:

a. Teacher asks the students to bring a copy of their previous essay to the classroom.

b. Students are asked to choose partner and exchange the copy of their essay with their own partner.

c. Teacher asks the students to sit face to face with their partner.

d. Students are asked to decide who will be the first reviewer.

e. The first reviewers are asked to proceed reading these instructions. Then, they read the partner’s essay once to the end to get the general feeling for the topic (three minutes). After that they begin to discuss the essay and give very specific comments to the questions following these instructions.

In short, some stages of teaching writing using Face to Face Peer Review (FFPR) are: after the teacher gives explanations about the material then he or she gives some instructions for the students. Those instructions can be described as follows:
5. Teaching Writing News Item Using Face to Face Peer Review (FFPR)

Teaching writing for the students is not an easy thing for the teacher. It needs something that can help the teacher in teaching writing namely Face to Face Peer Review (FFPR). Some reasons why (FFPR) is effective to teach writing are as follows:

a. Face to Face Peer Review (FFPR) gives useful feedback for the students

When the students do peer review about their writing, they give constructive comments to each other, so that it can bring useful feedbacks or comments for the students to make a better final writing result. As said by Rollinson (2005: 24), peer readers can provide useful feedback, and peer writers can and do revise effectively on the basis of comments from peer readers.
b. Face to Face Peer Review (FFPR) can improve the students’ self-revision skills

By giving comments for peer writing result, the students are trained to revise a text or writing result, so that if the students make their own writing result, they can revise it by themselves. As said by Wakabayashi (2008: 95), one of the advantages of peer feedback is learners can gain more insight into writing and revision processes by critically reading each other’s texts, thereby gaining a better understanding of the necessary steps required for successful revision.

c. Face to Face Peer Review (FFPR) enriches information for the students

Sometimes, teacher forgets something in giving feedback for the students’ writing result. It makes the comment from the teacher is not complete enough, but by reviewing each other text the students can get some information about writing besides the information from the teacher. As said by Hu in Moloudi (2011: 7), students find peers’ feedback as a valuable source of information and supplement to teacher’s feedback.

Based on the description above, it can be concluded that Face to Face Peer Review (FFPR) will be effective in teaching writing because it’s beneficial for instance Face to Face Peer Review (FFPR) give useful feedback for the students, then it can improve the students’ self-revision skills, moreover it enrich information for the students.
D. Basic Assumption

Teaching is not easy thing, primarily teaching English. In view of the fact that English is a foreign language and the learners are not a native speakers; therefore, it will more difficult to teach English for the learners. One of the skills of learning English is writing.

Writing is a complex skill because the learners need a good content, organization, vocabulary, grammar, and mechanic when they are writing; therefore, it is better for the teacher to make the learners have a good ability in writing.

In line with fact above, it is assumed that Face to Face Peer Review (FFPR) is an effective way to teach writing. Using Face to Face Peer Review (FFPR) can help the students in editing process for better revision in making the final draft. The students also get more advantages from their peer namely they can get information about writing besides the information from the teacher.

The previous relevant research result is the research that had conducted by Moloudi (2011: 13). He said that peer review is extremely effective in the improvement of the participant’ writing in English. Moreover, the content, organization, cohesion, vocabulary, grammar, punctuation, and spelling of their writings in English were enhanced significantly after they reviewed their peer’s writings for a week. He concluded that peer review extremely effective and helpful in improving students’ writing in English.
E. **Hypothesis**

Based on the basic assumption above the writer has hypothesis that Face to Face Peer Review (FFPR) is effective in teaching writing.