CHAPTER II

LITERATURE REVIEW

A. Writing skill

1. Definition of Writing

Writing is one of the four skills in English. Writing is a process of expressing ideas in words that needs a long time (Sutanto, 2007). This is supported by Gaith (2002), who said that writing is a complicated process that asks the writers to explore their ideas and it also a tool to share feelings or ideas, but the text that is produced by the writers should be clear and meaningful so that the readers can understand the meaning of their writing. There are some processes that must be followed when the writer will write their writing, so it can produce a good text. Written text is not appropriate to states easy (Hammond 1987: 15 cited by Nunan, 1991). When people write something, they have to know about what to write and how they will write it. Claudia (1989) stated that critical thinking is very needed in writing which motivate individuals to explore their writing skill. Nunan (1991) suggested that writing skill can develop quickly when students’ interests happened.

From the previous definitions, it could be concluded that writing is used as the written tool when students are not able to deliver their ideas or information directly, they can write it in written form. It is about how to produce written product. The text that is produced by the writers should be clear and meaningful so that the readers can understand the meaning of their writing.

2. Importance of Writing
Brown and Hood (1989) stated that writing is important. By using writing, teacher can assess how far students’ ability. As students’ progress in their academic majors, writing provides students the opportunity to make a text. Finally, students to be more effective in their careers and in their personal lives because of the facility when a school or college that is learned writing.

3. Process of Writing

According to Wohl (1985) paragraph is basic to create good writing. Before the writers write their text, they should be preparing their paragraph. The writers should prepare some stages before they make a good text. Based on Kristine and Susan (1989), there are three main stages of the writing process, namely:

a). Preparing to write

Before we start drafting, of course we need to decide what to write, we have to choose a topic. Choosing the topic is the important way to start writing. According to Barli (1995) to find a topic might be sometimes is difficult but, it is easy to begin this step. In this step, the topic is chosen and ideas are collected to explain the topic. The writers have to write words and phrases that come into their mind. Start to write down their ideas in phrases or single words, not in a complete sentence. The phrases or words can be verbs, nouns, adjectives, adverbs, or other part of speech. They do not need to worry if an idea is good or not, and also stop writing the topic until the ideas that appear in their mind stops.

b). Drafting
The drafting stage is where you really begin writing. This step is the next stage. You just make disorder draft as quickly as you can without stopping to think about grammar. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, or punctuation.

c). Revising

In this step, the writers will edit what they have written which is called revising. Revising is most successful if it is done in two steps. First, focus in content and revising. Second, work on grammar, punctuation, and mechanics (editing).

4. Purpose of Writing

According to Reid (2007) there are three general purposes of writing, those are:

a. To explain the readers (inform)

b. To entertain the reader (amuse, give pleasure)

c. To persuade the reader (convince, change the reader mind’s)

5. Criteria of Good Writing

There are principles which need to be considered in making a good writing (Sutanto, dkk, 2007:2) those are:

a. Content

Content means that the topic and its explanation, discussion, and conclusion such a body of a part of writing. The content of text writing it should be clear, specific, and relevant:

1). Clear
The writer must have a clear concept of what to deliver to the reader. Clarity is the important tool in writing to avoid ambiguities and miscomprehension. By showing the clarity, so that the reader knows what the discussion will be about.

2). Specific

Content should be specific for the topic to be focused. If a part of writing is too general, it becomes unclear. The impact of that, the reader cannot really understand the meaning or massage that the writer means to deliver.

3). Relevant

When writing content it should be relevant with the topic. Relevant ideas mean that there will be no confusion in understanding the massage of text. It means that the first sentence should be related to the next sentences. So, if the content of writing is relevant so the readers will easy to understand the text.

b. Offences

To be a good writer, they should be free from crime, especially plagiarism and sensitive issues.

1). Plagiarism

When the writer write a text of writing by taking the ideas from other people so he or she should be mention the source from which the ideas has been taken. Moreover the writer can avoid the plagiarism by using direct quotations and paraphrases their text that take from other people’s ideas.

2). Sensitive Issues
A text of writing it should avoid from sensitive issues. It means that a good paragraph have to avoid from some sensitive issues include different races, religion, and social classes. Because it’s very sensitive and problematic to discuss it.

**B. Recount text**

1. **Definition of Recount text**

   One kind of texts that is learned in Senior High School is recount text. Recount text is one of text types that retells past events. According to Aderson (2013), recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. The other purpose of the text is usually to give the reader a description of event. According to Djuharie, 2007, recount text is a reconstruction of something which happened in the past. Besides, its most common purposes are to inform and to entertain. From those statements above, it can be concluded that recount is a text which retell event or experiences in the past. And the purpose of recount text is to entertain and informing the reader.

2. **Generic structure of recount text**

   To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. According to Doddy, Sugeng and Effendi, generic structure of recount text consist of orientation, event, and re orientation.

   a. **Orientation**

   Recount begins by telling the reader who is involved. Provides the setting and produces participants. It provides information about (who, where, and when).
b. Event

Event is the main activities that occurred in the story of the text. It tells what happened, present event in temporal sequence. It is usually in chronological order. In this stage the writer of recount text should be write down their activity in a series from the first until the last activity.

c. Re–orientation

Re-orientation is the closing statement. In this stage the writer of recount text should be express their feeling in the last of their writing (sad, happy, worry, tired, etc).

3. Language features of Recount text

Language features are about general grammatical pattern form the information, message, and idea in a good sentences, especially in this case. According to Doddy, Sugeng and Effendi, language features of recount text are:

a. Introducing participant : I, we, they, my family, etc.

b. Using temporal sequence : Then, first, etc.

c. Using linking verb : is, am, are, was, were, etc.

d. Using past tense : went, ate, took, saw, etc.

4. Example of recount text based on generic structures:

<table>
<thead>
<tr>
<th>Title</th>
<th>My holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Last month was my holiday. My family and I arranged big plan for spending our holiday. We decided to go to Bali. We went there by plane. We had a wonderful</td>
</tr>
</tbody>
</table>
We arrived to Bali on Saturday. We stayed in the hotel. Bali was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home. Most days were pretty. At the first day, I swam two or three times in a day, but my brother (Niko) just spent all his time lying on the beach with his eyes closed. The next day, we got on the bus and went to the north of the island. It was much quieter there than here very beautiful, but not tourist. Then, we went across to the east coast to see some of the old villages.

I learned Balinese. I couldn’t say much, but it was fun to try. Niko actually spoke it quite well, but he was afraid to open his mouth. So, I was the one who talked to people.

C. Peer Feedback

1. Definition of Peer Feedback

Cahyono & Amrina (2016) said that feedback given by one student to other students is called as peer feedback. Peer feedback, which has the same meaning with names such as peer response, peer review, peer editing, and peer evaluation. It is a process of giving an information and responsibility by the tutor or editor in commenting and criticize each other’s students’ drafts (Liu and Hansen, 2002:1).
Peer Feedback is the learning process when students get the instruction to corrective other students’ work to get further improvement in their writing (Starr Sackstein, 2017). Farrah (2012: 182) stated that peer feedback means a process of giving an opportunity to the learners in the process of sharing their ideas and receiving such as making comments and suggestions to other students draft for improving their writing. In peer feedback class, teachers teach students to teach each other students (Moffett, 1983). According to Robert (2006) Peer feedback is the process of creates the learners’ critical thinking, and perhaps suggests students to learn with their peers. Georgeta (2016) stated that Peer Feedback have any series of process to build students’ learning, makes students more responsible for their action, push a reflection approach to learning and involves the students in assessing their work or their friends’ work. Hyland (2006) stated that the effective of peer feedback is a key element of helping peers to understand how the readers see their work. It can be concluded that Peer Feedback is an activities in classroom especially, in writing class where the students asses the writing of their friends or peers.

2. The benefits of Peer Feedback

According to Hui-Tzu (2006), peer feedback is beneficial in developing critical thingking by giving comments for peer writing result, the students are trained to revise a text or writing result. So that by revising the peers draft automatically they improve their critical thingking. Mittan (1989) in Gousseva (1989) stated that there are some benefits of using Peer Feedback, namely:

a. Increase student’s motivation for writing

b. Enable students to receive different views of their writing on their writing
c. Help students learn to read critically

d. Help students in getting confidence in their writing

3. The Procedure Of Using Peer Feedback

According to Elizabeth (2004:253) there are some stages to conduct Peer Feedback:

a. Students work in pairs, try to describe ideas for the paper

b. Students write their papers individually

c. Each pair, students exchange paper drafts for peer editing. Students editor make proofing marks or comments directly on the paper and score or rate the paper with a Peer Feedback Form.

d. Each author revises his or her paper, taking the peer editing into consideration.

e. Authors attach the Peer Feedback Form to the final draft and submit it to the teacher for evaluation.

4. The review of relevant study

In a previous result of relevant studies that were appropriate with this research, the first one was a research that was conducted by Ganji’s (2009) in Cahyono & Amrina (2016). In his research it was mentioned that the effect of peer feedback on Iranian students’ ability in IELTS essay writing had founded the significant differences in the results of the comparison of students’ who used peer feedback, and the student who did not use peer feedback in their writing class. The second research was conducted by Cahyono and Amrina with the title was Peer Feedback, Self correction and Writing Proficiency. They used the treatment to observed two classes. One class as an experimental class that were given peer feedback based on guideline sheet and other one was a control class who were not.
The guideline sheets with a number of items based on the five components of writing those are consisted of content, organization, vocabulary, language use, and mechanics. Those guideline sheets are able to guide the students when they conduct peer feedback. In order to know whether or not the treatment given to the experimental group was effective in improving the EFL students’ ability in writing essay, the differences between the result of pretest and posttest need to compare. The result of the study showed that the writing skill of the students in the experimental class using peer feedback improved more than those in the control group. Thus, the researchers are so confident to mention that feedback conducted in EFL essay writing course likely improve the students’ ability in writing essay. Moreover, peer feedback was confirmed as strategies which are more beneficial than the usual revising in writing class to improve students’ writing ability.

5. Hypothesis

Ho : The teaching writing using peer feedback method is not effective
Ha : The teaching writing using peer feedback method is effective

According to Sukardi (2007), if the number of significant < α, with α = 0.05 so, Ha is accepted. It means, learning process using peer feedback is effective method in teaching writing. But, if the number of significance > α it means that learning process using peer feedback is effective method in teaching writing.