CHAPTER II

LITERATURE REVIEW

This chapter presents; (1) the concept of writing; (2) the concept of teaching writing; (3) the process of writing; (4) recount text; (5) the concept of self correction and peer correction; (6) the advantages of self correction and peer correction; (7) procedures of using self correction and peer correction in recount writing; (8) previous related study; (9) research setting; (10) hypotheses of the study; (11) criteria of hypotheses.

2.1. Concept of Writing

Writing is one of English language skill that taught to EFL students and has five mechanical components to be mastered by the students. According to Harmer (2001), writing has mechanical components like other skills. The components are handwriting, spelling, punctuation, well sentence construction, and composing paragraph and text. Teachers of writing must have realized that students should have mastered all the components in order to get involved in the process of writing. Lyons and Heasley add "writing is clearly a complex process and it is frequently accepted as being the last language skill to be required" (as cited in Lestari and Hollandyah, 2016, p.48). It means writing is a process of expressing the idea into a written form and it needs the teacher who is able to motivate and encourage the students to develop their writing skills.

Moreover, writing is emphasized in verse of holy Qur'an that writing is an important part of learning as follow:

وَمَا كُنتَ تَتۡلُواْ مِن قَبۡلِهِۦ مِن كِتَٰبٖ وَلَا تَخُطُّهُۥ بِيَمِينِكَۖ إِذٗا لَّٱرۡتَابَٱلۡمُبۡطِلُونَ ٤٨

"And you did not receive before it any scripture, nor did you inscribe one with your right hand. Otherwise the falsifiers would have had (cause for) doubt" (QS. AL-ANKABUT 48).

The students must focus on components of writing to make good paragraph or text. Clark (2008) states that "a theory that the skill of writing cannot be done by having knowledge to be filled in students' heads that is why the goal set in learning must be to enable students to develop an effective writing "process" which can be learnt even after the class meeting hours" (p.2). To create a good writing, a writer has to pay attention in all components of writing, for example the topic sentence, supporting sentence, coherence, cohesion, unity, and completeness of the paragraph. Boardman (2010) explains the components are:

1. Topic sentences

    A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea.

2. Supporting sentences

    The supporting sentences support the topic sentence. The common ways to support a topic sentence are to use facts or statistics, examples and personal experiences.

3. Coherence

    A coherence paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that you are

writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering.

4. Cohesion

A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

5. Unity

A paragraph has unity when all the supporting sentences relate to the topic sentence.

6. Completeness

A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all minor supporting sentences it needs to explain each major supporting sentence.

From the explanation mentioned before, it can be concluded that writing is a long and winding process. So in order to have a good writing, the English teacher must guide the students step by step in forming good structural sentence and should be trained on how to make a unity and coherence piece of writing.

2.1.1 Concept of Teaching Writing

Teaching is a process how the teacher give the information and education. According to Brown "teaching is guiding and facilitating learning, enabling the students to learn, setting condition for learning" (as cited in Holandyah and Utami, 2015, p. 15).Teaching activities involved in educating and facilitating to impart

knowledge or particular skills to learners and the provision of stimulus to the psychological and intellectual growth of students. Meanwhile, (2007) says that the most important reason for teaching writing is a basic of language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students (p.23).

The teacher must consider the important of teaching writing for the EFL student before teach the students. Harmer (2001) states the reasons of why the teaching of writing is important for the students of EFL classes:

1. Reinforcement: some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written form. Students often find it useful to write sentences using new language shortly after they have studied it.

2. Language Development: writing is a skill which demands the learner to learn in a long term. It is an ongoing learning experience as the performance of it is the actual learning process itself. The mental activity involved in the making process of written text is all part of the learning experience.

3. Learning Style: for many learners, the time to think things through, to product language in a slower way, is invaluable. Writing gives them a chance to learn in a better way which is easier and effective. They are given time they need and they can make some reflection in their own way through writing.

4. Writing as a Skill: the most important reason for teaching writing is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters respond to invitation, advertisement and etc.

The importance of learning spelling, punctuation and how to using electronic media.

In teaching process, the teacher needs to prepare and facilitating students in learning before, during and after the students writing. Harmer (2004) explained the tasks which teachers have to perform before, during, and after student writing are the following:

1. Demonstrating: students need to be aware of writing conventions and genres constraints in specific types of writing, teachers have to be able to draw these features to their attention.

2. Motivating and provoking: student writers often find themselves "lost for words", the teacher can help provoking students into having the ideas, enthusing them with the value of the task, and persuading them what fun it can be.

3. Supporting: teachers need to be supportive when students are writing in class and prepared to help students overcome difficulties.

4. Responding: the teacher react to the content and construction of a piece supportively and often make suggestion for its improvement. The teacher will not be grading the work or judging it as a finished product.

5. Evaluating: when we do want to evaluate students' work, telling both them, and us how well they have done. When evaluating our students' writing, we can indicate where they wrote well and where they made mistake, and we may award grades.

The teacher can teach writing easily to make the students feel easy to learn. Good performance can help the teacher to send the material perfectly. In addition, Brown (2004) defines there are some types off writing class performance.

1. Imitative

   Beginning level of learning to writing, students will simply "writing down" English letter, words and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive

   Writing is sometimes used as production made for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

3. Self-writing

   A significance of proportion of classroom writing maybe devoted to self-writing or writing which only the self in mind as audience.

4. Display writing

   It was noted earlier that writing within the school curricula context is a way of life. For all languages student, short answer exercise easy examinations and even research report will involve an element of display writing.

5. Real writing

   While virtually every classroom writing task will have an element of display writing insane classroom, writing aims at the genuine communication of message to an audience in need of those message.

2.1.2. The Process of Writing

The teacher needs to give an instruction about process of writing to the students to make a good writing. Harmer (2004) explained the process of writing into 4 parts as follows:

a. Planning

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) and not only the type of text they wish to procedure, but also the language they use, and the information they choose to include. Secondly, experienced writers think of 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-whether, for example, it is formal or informal in tone. Thirdly, writers have to consider 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

The writers can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (Reflecting and Revising)

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

d. Final Version

Once writes have edited their draft, making the changes they consider to recovery, they produce their final version. This may look considerably different from both the original plan the first draft, because things have changed in the editing process. But the writer is now ready to send the writers text to its intended audience.

2.2. Recount Text

Recount text is one of kinds of text that teach to the EFL students. According to Saragih and Cohn (2014), "recount is written out to inform an event or to entertain people and a text function as for telling an incident in the past"(p. 57). Recount is a way of retelling an important event, describing an experience that you have to others or to entertain the readers. Lewis and Wray (2002) state that there are three generic structure of recount text:

1. Orientation is the background information answering who was involved, what happened, when it happened, and where the events took place. It is also where you give an outline of what you are writing about.

2. Events are where you write about the things that happened and are identified and described in chronological.

3. Reorientation is expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

The EFL students need to know types of recount text. Sudarwati and Grace (2014) explain three types of recount text; they are:

1. Personal Recount

   Personal recount is a recount which retelling activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader. For example; anecdote (funny story,for example: A hurried man) diary journal (diary about someone, for example: my daily diary) and personal letter (private letter for someone, for example: letter for grandpa).

1. Factual Recount

   Factual recount is a reporting particular of an incident by reconstructing factual information. For example; police reconstruction of an accident (a report from the police about an accident for example: the accident of murderer), historical recount (for example the battle of 10 November in Surabaya), biographical (biographical of Christiano Ronaldo), and autobiographical recounts (for example auto biographical about Zahra Kamila).

3. Imaginative Recount

   Imaginative recount is an applying factual knowledge to an imaginary role in order to interpret and recount events. For example; my rain forest adventure.

   Recount text has six grammatical featured that the students need to focus on the grammar in writing. According to Hyland (2004), the common grammatical features of recount text are:

a. Use of nouns and pronouns to identify people, animals, things involved

b. Use of actions verbs to refer to events

c. Use of past tense to locate events in relation to speaker's or writer's time

d. Use of conjunctions and time connectives to sequence of events

e. Use of adverb and adverbial phrase to indicate place and time

f. Use of adjective to describe nouns.

Table 1

Example of Recount Writing

Orientation	Among the biggest sports events in the world are the Olympic Games. They began in Greece a long time ago. They were held every four years at the Olympia. At that time, only men participated in the games. Women could not even watch them in stadium.
Event 1	At the first Olympic Games there was only one event, a running race. Later games had more events; long jump, javelin throwing, boxing, and chariot racing. The only prize the winner received was a crown of leaves. But it was a great honor to win.
Event 2	When the Romans conquered Greece, they continued to hold the Olympic Games. But they started to give winners big prizes. Unfortunatelly, people began to cheat, so the Roman Emperor Theodosius stopped the games.
Event 3	In 1986 a Frenchman, Baron Piere de Courbetin, revived the Olympic Games. The games were held in Greece. They became the first modern Olympic Games. People from every country can participate, and each time the games are held in different country. At each new Olympic Games there is a special opening ceremony; the lighting of the Olympic torch. Runners carry the Olympic flame from Greece all the way to the host country for this purpose.
Re-orientation	Like the ancient games, the modern games take place every four years. About 30 sports are played. Today the winners receive medals as prizes instead of the old crown of leaves.

2.3. Self Correction and Peer Correction

In writing, the students need correction to consider the mistakes they have made. According to Harmer (2001), correction helps students to clarify their understanding of the meaning and construction of language(p.62). Harmer (2001) adds "we correct mistake in the students' written performance on issues such as syntax (word order), concord (grammatical agreement between subject and verb), and collocation or word choice" (p. 108). Through correction, the students can identify their mistake in meaning and mechanical, students will know their writing performance and correct the mistakes.

Self-correction and peer-correction are the techniques that have been use to improve the students' writing skill by get feedback and correction to their written text. According to Raimes (1980), Self-correction is a technique to develop the ability to read their own writing and to examine it critically, to learn how to improve it, to learn how to express their meaning logically and accurately. The students need to be able to find and correct their own mistake (p.149). Moreover, Harmer (2004) says that Peer correction is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, getting students to help each other in the editing process can be useful when in handle in an encouraging way (p. 115). These techniques contribute to improve students' accuracy and the quality of their product. The techniques give effective teaching because the students are involved in learning process so they will remember all of the mistakes and they can learn new things easily.

Peer correction has two ways in do this technique. According to Nation (2009), there are several ways of dealing with peer-correction technique:

1. Peer-correction can be a step before teacher evaluation. If learners see that peer evaluation can result in an eventual better evaluation by the teacher, peer-correction will be valued.

2. The quality of peer-correction can be raised by providing training in evaluation and by providing written guidelines to use during the evaluation. These written guidelines can be questions to ask or a checklist.

In peer correction, the students not only correct their pairs' written text, but there are some other things. Bartels (2003) explains that peer correction is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the writer. Peer-correction is a technique which is students work with their classmate to check their writing. In giving peer-correction, the students will check their peer writing, and give feedback based on peer-correction guidelines. It caused more need to ask for clarification and explain among reader and writer. Peer correction technique can be implemented in pairs or in small group.

2.3.1. Advantages of Self – Correction and Peer – Correction

Self correction has some advantages for the students to apply. According to Edge (1998), there are some advantages of self-correction technique, they are:

1. Self-correction is easier to remember, because someone has put something right in his or her own head (p.24).

2. It is more pleasant and less stressful for them (p.24).

There are some advantages of peer-correction technique, they are:

1. It can help them develop a more balanced model of the reader, who they can then think of when they write (Nation, 2007, p.143)

2. It allows those giving feedback to learn from seeing others'pieces of writing (Nation, 2007, p.143)

3. When two students work together in correcting each other's work, the discussion helps each one to learn from his mistake. Two heads are better than one.(Edge, 1989, p.54)

4. Cooperation helps students develop an ability to see our own mistakes. (Edge, 1989, p.54)

2.3.2 Procedures of Using Self-Correction and Peer-Correction for Recount Writing

There are some steps to apply self correction technique. According to Adelstain and Pival (1998), there are some stages of teaching writing through self-correction as follows:

1. Choose the Topic.

   It deals with the topic that will be described by the students with looking the general information by the first time.

2. Planning the Topic and the Steps.

   Topic   :

   Topic sentence   :

   Supporting sentence   :

   Conclusion   :

3. Writing and Revised Draft

The writers begin to write attending the aspects of writing. After finishing their writing, they start to revise the draft. In this step, the self-correction is used. This technique builds the students' awareness based on some explanations that will be explained by teacher and the students should realize what happens to their writing. To knowing their mistakes and the problem, the teacher will outline the mistakes that may occur in their writing. The students will check their mistakes and put the symbols.

4. Writing the Final Copy

Then they rewrite their text, following the result from the revising activity.

There are some steps in apply peer correction technique. According to Adelstain and Pival (1998), there are some stages of teaching writing through peer-correction as follows:

1. Planning

In this stage, the teacher explains how to get information or the data which is needed to develop a text. The easiest way is to gather the data in a framework:

Topic   :

Topic sentence   :

Supporting sentence   :

Conclusion   :

2. Drafting

In drafting, the teacher should emphasize on students' consequence on the unity and coherence of their text.

3. Revising and Rewriting

In revising, the teacher has to make the students know about the mistakes they have made and how correct their mistakes. In this step, the peer-correction is used. The students will check their peers' writing and put the symbols. Then they rewrite their text, following the result from revising.

In apply self correction and peer correction, the teacher needs to give the instructions and notify students what to be corrected. According to Harmer (2001), "in order to avoid an overabundance in correction, many teachers use correction symbols. These have the advantage of encouraging students to think about what the mistake is, so they can correct it by themselves" (p. 111). The coding can make the students understand their mistake clearly and make them easier to correct it.

Table 2
Correction symbols (Coding)

Symbol	Kinds of Error	Example
S	A spelling error	The <u>answer</u> is <u>obvius.</u> S S
WO	A mistake in word order	I <u>like very much it</u>. WO
G	A grammar mistake	I am going to buy some <u>furnitures</u>. G
T	Wrong verb tense	I <u>have seen</u> him yesterday. T
C	Concord (subject and verb agreement)	People <u>is</u> angry. C

Λ	Something has been left out	He told λ that he was sorry.
WW	Wrong word	I am interested <u>on</u> jazz music. WW
{ }	Something is not necessary	He was not {too} strong enough.
?M	Meaning is not clear	That is a <u>very excited photograph</u>. ?M
P	A punctuation mistake	Do you like London<u>.</u> P
F / I	Too formal or informal	<u>Hi</u>Mr.Franklin, thank you for your letter.

Source: Jeremy Harmer (2007, p.111).

2.4. Previous Related Studies

There were three previous studies which are related to the writer's present study. The first study was written by Diab (2009) which investigated Effects of peer-editing versus self-editing on students' revision of language errors in revised drafts. The purpose of this study was to find out whether or not there is any significant different through using peer-editing and self-editing. The result of this study showed that both groups received teacher instruction in editing language errors, but only the experimental group engaged in peer-editing, these results may be attributed to peer-editing.

The second study was written by Insani Salma (2009) which investigated the difference of students' writing skill of descriptive text taught through peer-correction and self-correction of SMAN 6 Metro Lampung. The purpose of this study was to

find out whether or not there is significant difference in students' writing achievement taught peer-correction and self-correction. The design of this research was Two Group Pretest and Posttest Design. The result of this study showed that there was significant improvement in students' writing descriptive text taught through peer-correction and self-correction.

The third study was written by Mansoor Ganji (2009) which investigated the impacts on Iranian Students' IELTS Essay Writing Performance on Teacher-correction, Peer-correction and Self-correction. The purpose of this study was to find out whether or not there is any significant difference between Teacher- correction, Self-correction and Peer-correction toward writing. Design of this study was a quasi-experimental design. The result of this study showed that there was a significant difference between Teacher- correction, Self-correction and Peer-correction groups. The findings suggested that Peer-correction and Self-correction were much more effective than the traditional Teacher-correction, and Peer-correction was shown to be the best technique of giving feedback.

2.5. Research Setting

The researcher was conducted this research at SMA Aisyiyah Palembang that was located on Jl. Jenderal Sudirman kelurahan Ario Kemuning, Palembang 30114. The teacher teaches four aspect of English skills; listening, reading, speaking, and writing. For teach writing skill, the teacher teach based on an English book for tenth grade, where the teacher get in the classroom and open the book, after that the teacher begin to explain the material (for example teaching writing recount text) and give the example. After explain it, the teacher ask students if they have a question about the material. Then, the students start to write a recount text. If the students

have done, the teacher will correct it and give the score. So from this teaching learning activity, some of students still confuse and they can't write it well.

2.6. Hypotheses of the Study

According to Fraenkel, Wallen, & Hyun (2012),"hypothesis is a prediction of the possible outcomes of a study"(p.83). Hypothesis of this study are proposed as Null Hypothesis (H0) and Alternative Hypotheses (Ha) as follow:

(H0)1 : There was no significant difference on students' writing achievement in recount text taught by using self-correction and peer-correction technique in SMA Aisyiyah Palembang.

(Ha) 1 : There was significant difference on students' writing achievement in recount text taught by using self-correction and peer-correction in SMA Aisyiyah Palembang.

(H0) 2 : There were no significant difference on the tenth grade students' writing achievement in recount text on excellent category, good category, average category and poor category between self-correction class, peer-correction class and control class in SMA Aisyiyah Palembang.

(Ha) 2 : There were significant difference on students' writing achievement in recount text on excellent category, good category, average category and poor category between self-correction class, peer-correction class and control class in SMA Aisyiyah Palembang.

2.6.1. Criteria of Hypothesis Testing

To prove the research problems, testing research hypotheses is formulatedasfollows:

1. $(Ho)_1$:   If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (1.662), the alternative hypothesis ($H\alpha$) is accepted, and the null hypothesis (Ho) is rejected.

   $(H\alpha)_1$:   If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (1.662), the alternative hyphotesis ($H\alpha$) is rejected, and the null hypothesis (Ho) is accepted.

2. $(Ho)_1$:   If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

   $(H\alpha)_1$:   If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.