

II. LITERATURE REVIEW

This chapter provides explanation related theories used in this study, they are concept of writing, teaching of writing, the concept of peer correction, the benefit of peer correction, recount text, teaching of recount text, the use of peer correction in teaching recount text, the procedure of teaching recount text through peer correction, advantages and disadvantages of peer correction, theoretical assumption and the hypothesis.

2.1 Concept of Writing

Writing is a productive skill that enables the people to write their ideas based on the structures of the text. Therefore, writing is used to communicate ideas, thought in written form. There have been several experts who reveal the definition of writing.

Linderman (1982:11) defines writing as a process of communication which uses a conventional graphic system to convey a message to a reader. It means that writing is process of sending the message by using letters, punctuation, words or sentences as a graphic system. Thus the process of communication can be said successful if the reader and the writer understand the language being used in written communication. Raimes (1983:3) point out that writing reinforces the

grammatical structure, idioms, and so on which we had been teaching our students. It means that learning to write is learning how to express ideas that needs a specific skill.

Writing enables the students to express their ideas clearly in sequence and in a communicative way. As Raimes stated above, writing also involves thinking activity. In addition, the close relationship between thinking and writing makes writing a valuable part of any language courses. It is supported by Ellis and Sinclair (1990 : 93) who says that people generally write either to communicate something to other people or to communicate their own idea.

Writing as one of the language skill is one of the important subjects that should be taught for students. Writing enables the students can express their ideas or feeling clearly in sequence and in a communicative way. In writing the writer requires to treats several aspects such as content, grammar, vocabulary, and mechanic.

2.2 Aspect of Writing

Writing is a skill that complex to learn because it requires the students to treat several aspects. They are content, organization, vocabulary, grammar, and mechanic.

According to Jacobs et al (1981: 90) there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.
3. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.
4. Vocabulary refers to the selection of words that are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
5. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

To make more clearly, here is the example of recount text that reflects five aspects of writing:

One morning I got up with the feeling that the day was going to be an unlucky one for me. How right it was! Found that it was already 06:15 a.m. I rushed into bathroom. I did not see a piece of soap lying on the floor. I stepped on it and slipped, almost breaking my back in the process. Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school. When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I could not study properly. But worse come. After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head. I managed to reach home safe and sound, and did not dare to go out again for the rest day.

<http://recounttext.blogspot.com/2011/04/recount-text>

Referring to the example above, the reader can identify the five aspects of writing in term of recount text:

1. Content

Content refers to the substabce of recount text writing. Content provides the unity. The unity can be identify by seeing the topic sentence and controlling idea. Here, the topic sentence in the first paragraph is “ *One morning I got up with the feeling that the day was going to be an unlucky one for me*”. And the controlling idea is “ *How right it was! Found that it was already 06:15 a.m.*”

2. Organization

Some transitional expressions include for example, *when I....,after school, I....*

3. Vocabulary

The words choices used in the text above communicate effectively and make favorable impression on the reader for instance: the word “ unfortunately, humiliation, safe and sound”.

4. Grammar

All sentences that are used in the text above are grammatically correct and understandable. For example: “ *I was so upset by the incidents that I could not study properly*”.

5. Mechanic

The paragraph above uses necessary and appropriate spelling i.e. feeling (f-e-e-l-i-n-g), punctuation (comma and full stop) and capitalization (the first letter at the beginning sentence and name of the place)

It can be concluded that writing is a process of transferring one’s idea into written form. In this case, the students are expected to make a good paragraph. Then, to

make the text or paragraph meaningful, the students or writer must give attention to those aspects or components of writing, there are content, organization, grammar, vocabulary, and mechanic. Writing is also a valuable activities in order that the language be communicative.

2.3 Teaching of Writing

Teaching writing is more difficult than teaching other skills. In teaching this skill, the teacher should teach the aspects of writing and make sure that the students understand the aspects of writing. Teaching writing needs a long process in order to make the students master the skill.

Harmer (1983: 48) points out that there is certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in the writing itself. More specially, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary, and mechanic (Madsen, 1983:120). Teaching writing guides students not only to write sentences in a paragraph but also to organize idea. Referring to this, Arapoff (1966:14) says that learning to write involves not only learning to use orthographic symbol, but also primary how to select and organize experience that has occurred to the writer. A purposeful selection and organization of experience require active thoughts.

It can be said that teaching writing covers not only the use of grammar such as sentence sense, word order and mechanic, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing (Madsen, 1983:120)

Brown (1980) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Writing is one way to communicate with other people besides speaking. When the students write a paragraph, they should write not only semantically correct but also she/he should use a correct grammar.

According to Ju (2006), teaching writing is an ongoing process. It means that teaching writing is continuous process to teach students in expressing their ideas and producing language in written form. Most people agree that writing skills are increasingly important and often not adequately taught. Teaching writing is a process for teaching and helping students how to express their ideas and produce language in written form providing with knowledge, causing to know or to understand.

From the statements above, it can be concluded that teaching writing is a process for teaching students how to express their ideas and produce language. In teaching writing, covers not only the use of grammar such as sentence sense, word order and mechanic, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing.

2.4 Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. According to Derewianka (1990:17), text is any meaningful stretch of language – oral or written form. Text type includes: text books, handouts, articles, poem, encyclopedia, dictionary, novel (extracts) and short stories. The text can be detained into some models that are recount text, descriptive text, expository text,

argumentative text, and narrative text. One factor, which accounts for differences in the text, is the purpose for which the text is being used. Here are some models of text:

1. Recount Text

Recount text is a text that describes sequence events that happened in the past, it focuses on time-order and subject of the story. For example, personal experience.

2. Descriptive Text

Descriptive text is kind of text that is used to describe about person, object, appearance, scenery, or phenomenon.

3. Expository Text

Expository Text is kind of text that aims at clarifying, teaching, or evaluating an issue.

4. Argumentative Text

Argumentative text is kind of text that aims to prove the truth or untruth of a statement or situation.

5. Narrative Text

Narrative text is retelling a story that is told by doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

From some examples above, it can be said that the genre of the text (genre refers to the particular text types). The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways (Derewianka: 1990). Besides, texts differ not

only in term of their purpose but also differ according to particular situation in which they are being used.

Based on the curriculum, there are some types of genres include in English for Senior High School text book (descriptive, procedure, narrative, recount, and report text). The material for first grade students is taught by recount, narrative, and procedure text. The researcher focuses on recount text.

2.5 Recount text

Recount text is used to tell an experience in the past, obviously recount text uses past form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and reorientation.

According to Siswanto (2005: 202) recount is a text that tells someones's past experiences in a chronological order. Derewianka (1990:15) also asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It is focus on a sequence of events. In general is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the we call it re-orientation.

The generic structure of recount text (Derewianka, 1990: 145):

1. Orientation – scene setting opening, it given the readers the background information needed to understand the text such as who was involved, where it happened, and when ot happened.
2. Events – recount of the events as they accured, for example, I saw a book.....these events may be elaborated on by adding, for example, descriptive details.
3. Reorientation – a closing statement: When I get back, I told my mom (with elaboration in more sophisticated text)

To be clearer, here is the example of recount text that reflects the generic structure:

My Holiday

Orientation:

Last two weeks, I spent my holiday. I went to my grandmother's house. My grandmother lived in the village. I went with my family. I met with my nephew and my cousin. We went to my grandmother house every year.

Events:

On the first day, my grandmother cooked my favorite food for me. I liked it very much. In the afternoon, I helped my grandfather in the garden. He planted many kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

Re-orientation:

We were enjoying our holiday in our grandmother's house, because there was very naturally place to enjoy.

Source: Th. M. Sudarwati, Eudia Grace. 2007. An English Course for Senior High School Students Year X. Jakarta: Erlangga.

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by him or herself (i.e., oral anecdote, diary entry) use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements. This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending described the outcome of the activity (i.e., science experiment). Details of time, place and manner may need to be precisely stated, i.e.: at 2.35 pm., between *Jhonson St* and *Park Rd*, the man drove at 80 *kph*. The passive voice may be used, i.e., the beaker was *filled* with water. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. “ A day in my life a family pet”, for

example. Emotion language, specific detail and first person narration are used to give the writing impact and appeal.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard a videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events, a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often evaluation of the subject's achievements in the final section.

From five types of recount text above, the focus of the research is personal recount since it tells the activities whereas the writer or speaker involves or do by herself or himself. The theme that will be used about personal recount such as students' experience especially bad experience and good experience.

2.6 Peer Correction

One more significant issue of classroom teaching comes up with peer correction. It is now acknowledged by most of the practitioners that students' involvement in classroom should be enhanced to better learning, and involvement indeed

increases when students give feedback to each others' performances (Gower and Philips, 1995).

According to Jacobs (1989:68) peer correction is a part of a larger category of educational activity in which students work together in a group. Jacobs is positive that this addition of roles increase learners' insight into the writing process. Thus peer work prepares them to write without a teacher there to correct their errors.

Also, peer feedback takes the focus away from the teacher and thus initiates a transfer of roles from the teacher to the students. Finally, since peer correction offers opportunities to the students to be responsible for their own learning, it is also advocated by the practitioners who believe in learner autonomy. Scharle and Szabo (2000) have strongly suggested peer feedback to be applied for checking, especially, students' written work. They have provided an outline of how it can be applied in classroom; once students finish writing, the teacher gives one essay (or any written work) to each student and students are asked to evaluate each others' work. They correct the errors and send notes to the respective authors about what they have corrected.

Many students find it difficult to see their own mistakes so that receiving feedback from the teacher in a form of comments and corrections in the text they have produced can be helpful. However, some students may find it very discouraging if they get a piece of written work back and it is covered in red ink, underlining and crossings-out (Harmer, 1998:84). Peer correction may be very efficient in writing, because the students work together on correcting each other's work, the discussion helps each one to learn from his or hers own mistakes. Many

students have difficulty in seeing their own mistakes, even if a teacher has given them a signal as to what sort of a mistake it is. Cooperation helps students develop an ability to see their own mistakes and can give the students more chances to know about the correct way in order to make their writing better. Peer correction offers opportunities to the students to be responsible for their own learning. They correct the errors and send notes to the respective authors about what they have corrected.

Peer correction is a technique that enables the students work in pair. It gives opinions and suggestion so that the students are able to get feedback from their pair. The researcher assumes that peer correction can be done in teaching writing. This technique can give the students more chances to know about the correct way in order to make their writing better.

2.7 Teaching Recount Text Writing through Peer Correction

Teaching writing is a process to teach students to express their ideas in written form. Based on Edelstein and Pival (1998) there are three steps in teaching recount text through peer correction.

Those steps can be described as follows:

a. Pre-writing activity

First, the teacher explains goals and objectives of instruction. Then, teacher gives explanation about recount text and five aspects of writing that used to make an effective recount text clearly; they are, content refers to substance of writing, organization refers to the logical organization of the content, grammar refers to the use of the correct grammatical, vocabulary which refers to the word selection,

and mechanic refers to use graphic conventional of the language. Then, the teachers gives the students the topics that should be developed into simple recount text.

In this process, the students are asked to make an outline first before their write recount text. They should decide the topic sentences and then explain it with the supporting sentences. The example of outline can be seen as follows:

Topic sentence: (Orientation)

Last two weeks, I went to Bali to have picnic.

Supporting sentence: (Series of events)

- 1. At the hotel, we didn't come to our room directly.*
- 2. On the second day, we visited Sanur Beach.*
- 3. We watched some foreign tourist activities.*
- 4. We went back to the hotel.*

Conclusion Sentence: (Re-orientation)

Although it was tiring day, I was so very happy.

b. Writing activity

When they finish their outline, they should start their writing based on the outline they have made. The students are asked to write recount text in terms of orientation, series of event and descriptions. The teacher still guides them to consider five aspects evaluated.

c. Rewriting

After the students finish their writing, the teacher conducted peer correction in order to evaluate the students work. The students are asked to share their work each other to their chair mate. Each student should give an evaluation about the content, organization, grammar, vocabulary, and mechanic. After the teacher gives feedback to their work, the students return the work to the owner in order

to rewrite their work.

2.8 The procedure of Teaching Recount Text Writing through Peer Correction

Based on the notion proposed by Edelstein and Pival (1998) it was concluded that this study used three steps in teaching recount text through peer correction.

Those steps can be described as follows:

Activities:

1. Pre activity

- a. The teacher opened the class by greeting.
- b. The teacher brainstormed to the topic being discussed with the students.
- c. The teacher explained about the recount text in detail pertaining several aspects.

2. While activity

- a. The teacher gave the students an example of recount text.
- b. The teacher asked the students to read through the text.
- c. The teacher discussed with the students about the generic structure and aspects of writing based on the text are given.
- d. The teacher asked the students to check whether the students understand the teacher's explanation.
- e. The teacher asked the students to write a recount text by choosing the topic that they want to tell. They should write it in every other lines providing the space for their peer to write down suggestion and markings. After that the students get their writing back.
- f. Then, the teacher asked the students to exchange their writing with their peer that has chosen by teacher based on the students ability.

- g. The students read his partner's draft and make suggestion regarding things that have been selected as error type. If an item is believed to be incorrect, students are to put a line through it and write what they think is correct form above or below it. And then if they are not sure about what the mistake is, they give a circle. In this research the students correct all aspect of writing analyze the content, organization, vocabulary, grammar and mechanics.
 - h. After that the students met their pairs to discuss their suggestion. The discussion may result in their writing the revise suggestion.
 - i. Then the teacher asked the students to rewrite the revision drafts based on their peer's comment and they just conclude discussion.
 - j. After rewriting, the students sat in pairs and checked their each pair once more.
3. Post activity
- a. The students collected their writing.
 - b. The teacher asked the students what they have learned.
 - c. The teacher closed the meeting.

2.9 Advantages and Disadvantages of Peer Correction

According to Jacobs in Fatriana (1996: 15) and Chaudron in Raja (2004: 24) the advantages of peer correction can be summarized as follows:

- 1. Peer correction makes students responsible on what they are doing.
- 2. Peer correction encourages the students to be more active in the learning process.
- 3. Peer correction increases the students' confidence in learning English and using their ability of English.

4. Peer correction adds variety to the range of learning situation.
5. Peer correction helps the students become more autonomous. .

While, the disadvantages of peer correction can be summarized as follows:

1. Peer correction is energy consuming and time consuming that makes students feel uncomfortable.
2. Due to the students' lack of language ability, the students may make a mistake in correcting their peer's works and it can cause another problem to solve.
3. Peer correction deprives the students of the opportunity to correct the error themselves. Moreover, some students hate to be corrected by their peers although they do not mind being corrected by the teacher.

2.10 Theoretical Assumption

Based on the problem and the theories above, the researcher assumes that peer correction is an appropriate technique to give an increase students' ability in writing recount text. Peer Correction enables the students to correct their own writing. It is possible for them to know where the mistakes are and how to correct it. By using peer correction, the students not only get a feedback, they also get a self confidence to make their writing better. Therefore the researcher assumes that teaching writing recount text through peer correction can increase students' in writing recount text.

2.11 The Hypothesis

Based on the review of related literatures above, the researcher formulated the hypothesis that Peer Correction significantly increase students' ability in writing of recount text.