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CHAPTER II

REVIEW OF RELATED THEORIES

A. The Theoretical Framework

1. The Concept of Writing

a. The Definition of Writing

Writing is one of the four language skills in English considered as a skill that provides many benefits. It is an act of communication in which through this skill, that the students can share everything on their mind in the written form which can be read by all people. According to Kalayo (2007, p. 127) writing is both a process and a product. Therefore, writing is claimed as the most difficult language skill among the four skills. The writer is not only gathering the ideas into the written form but also considering some aspects related to the writing. Hughey (1983, p. 6) states that writing is complex, difficult, frustrating, and even exhausting. But writing can also be challenging, rewarding, and exciting for both teacher and learner. Furthermore, Westwood (2008, p. 56) in Sturm and Koppenhaver cites that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription.

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Dealing with the explanation above, Hughey (1983, p. 139-141) proposes five components of writing that must be noticed by in a writing composition.

1) Content

It is related to the content of the writing itself. It means the ability of the writer to think creatively and develop thought, including all irrelevant information.

2) Organization

It pertains the ideas which must be stated clearly, well organized, logically sequence and cohesive.

3) Vocabulary

It means the vocabulary used should be sophisticated range and effective words idiom in order to make a good writing.

4) Language use/Grammatical features

It is related to the highlight effective complex construction, few errors of agreement, and the order of articles used. In composing paragraph or texts, the mastery of grammatical order is very important for the writer. It will influence what message that will be caught by the readers.



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5) Mechanics/Spelling and punctuation

It is related to the ability of the writer to master convention, spelling, punctuation, capitalization, etc. According to Patel and Jain (2008, p. 126) there are eight mechanics of writing as follow:

- a) Making strokes with proper hand movement. This means to know from where to start a letter and where to end it.
- b) Write letter of appropriate size and proper shape.
- c) Write letter in words with proper space.
- d) Write words in sentence with proper space.
- e) Write sentence in paragraph with proper space.
- f) Write correct spelling in words.
- g) Write capital letters correctly.
- h) Write legibly and neatly.

All of the writing components above are very important in writing. If one of the components of writing above is missed in a writing, the students' writing will not be coherent each other. Therefore, the students have to know all of the components in order to make a good writing.

Based on explanations of the theories of writing above, it can be concluded that writing is a skill which is not easy to be mastered. It includes many aspects that should be considered if the writer wants to



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write. Writing is also related to the other skills such as reading and speaking, making it defined as the complex process.

b. The Purpose of Writing

In writing, the writer has the purpose that he/she wants to deliver to others. Writing is not only used to express the writer's thought, feelings, and hopes but also to deliver particular purposes with particular reasons. The students need to know about the purposes of their writing in order that they can easily develop their ideas fluently without being trapped in the writer's block.

There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Furthermore, Grenville (2001, p. 1) points out the purpose of writing:

1) Writing to Entertain

Writing to entertain means that it does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

2) Writing to Inform

Writing to inform means that it tells the readers about something. It is used to give important information related to the



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readers. The example of writing to inform are newspapers, report, articles, procedures, etc.

3) Writing to Persuade

Writing to persuade means that it tries to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

The purpose of writing above is very important to be known by the students. It is one of the aspects of writing which also has impact toward the student's writing. By knowing the purpose of writing, the students will know what they want to write and be able to decide which strategy that can make them achieve good writing. Therefore, the students need to identify the purpose of writing before he/she begins to write.

c. The Process of Writing

Writing is not only the product but also the process. The writer needs to follow the process of writing before she/he is ready with the final product and publishes it. The process of writing refers to the act of gathering ideas and following the stage of writing such prewriting, outlining, drafting, revising and writing the final copy. By following the stages carefully, the students will produce a good writing. The



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process of writing is called composing. Williams (2003, p. 101) states that there are various stages of composing. They are invention, planning, drafting, pausing, reading, revising, editing, and publishing. However, the students should not always do all of the stages above. Pertaining to Houge (2006, p. 15) the process of writing has roughly four steps: prewriting, organizing, writing, and polishing. These four main steps can be followed by the students in the process of writing.

1) Prewriting

Prewriting is the first step in the process of writing. Dealing with Syafi'i, Ansyari and Kasdi (2011, p. 107) points out that prewriting is viewed as thinking before writing. The writers have to explore their mind in order to get ideas about the topic will be written. He/she also has to active his/her knowledge to gather all information before he/she starts to write. The Students have to use prewriting in order that they can generate their ideas systematically.

2) Organizing

Is similar to outlining. This is step of organizing generated ideas into an outline. According to Syafi'I (2007, p. 23) an outline is viewed as a plan for a paragraph. An outline also can be considered as a way which can help students in the process of writing when they have difficulties in organizing the material they have gathered. In making an outline, it is necessary for the students



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to write down all of the main point and sub-points that they are going to develop. By outlining, the students will be easy in drafting their essay.

3) Writing

Writing is the most important step in the process of writing. In this step, the writer is writing the rough draft by using organized outline as a guidance. When writing the rough draft, Hogue (2006, p.18) suggest to write as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on the paper. In the other words, the main idea in this step is to write, write and write.

During the process of this step, the students are warned to remember one “jargon”, *no piece of writing is ever perfect the first time* based on Syafi’i (2007, p.25). Therefore, the students will probably find many errors in their rough draft. That’s the task of the students to fix the errors and improve the draft of their writing. The students can also add some ideas which are not included in their outline and add a concluding sentence at the end.

In writing the rough draft, there are several steps which can be followed by the students.

- a) Write down who your audience will be and the purpose of your writing is.



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- b) Write down the topic sentence and underline it.
- c) Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow you to add more details, information, examples, etc.
- d) Write your paragraph, following your outlines as closely as possible.
- e) Do not worry about the grammar, punctuation, or spelling.

4) Polishing: Revising and Editing

According to Houge (2006, p. 27) polishing is the last step in the process of writing. In this step, the students polish what they have written. This step is also called revising and editing. In this case the students are suggested to follow the two steps (revising and editing) in order that polishing is successful. Revising means checking over the writing for better content and organization. Besides, the students are also recommended to change, re arrange, add or remove some parts which is need to be revised. Meanwhile, editing means checking over the writing for grammar, punctuation, and mechanics.

I.S.P Nation (2009, p. 120) states that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. During this steps, the students can ask for help to the other students to



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check the writing called peer feedback (can also be called peer editing, peer response, peer review, etc.). the job of peer is to read, ask question, and comment on what's good and on what might be changed or made clearer.

In conclusion, as stated above, writing is both a process and a product. All of the stages in writing process is necessary to be known and learned in order to make a good writing. If the writer makes his/her writing clear, of course, the reader will be easy to catch the idea of the writer.

d. The Assessment of Writing

In assessing writing, the teacher cannot measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement. The assessing and scoring students' writing descriptive text adopt from Brown (2007) some criteria that should be measured by the teacher.

2. Writing Descriptive Paragraph

Wardiman (2008, P. 122) states descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. Pertaining to Woodson (p. 73) description is a part of another piece of writing and is used to inform an



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audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion. As Barbara Fine Clouse (2004, p. 142) said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".

3. The Concept of Students' Peer Feedback

It might be monotonous if the feedback only from the teacher in every writing class. The students should need another greater variety of suggestions. Proofreading other people's work prepares the students for proofreading their own work. The students may also practice to be teachers for their friends. Therefore, they will probably feel secure since they are in their own friend circle and they will promote their own active learning.

Peer feedback can be reflected of cooperative learning as it requires interaction between one student with another students. It fits with the concept of the cooperative learning which emphasizes work collaboratively between or among students. Cooperative learning is part



of a more general instructional approach also known as collaborative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.

Peer feedback with its potentially high level of response and interaction between reader and writer can encourage a collaborative dialogue in which two-way feedback is established and meaning is negotiated between two parties (Rollinson, p.26). From the statement, the researcher see the relationship between peer feedback and cooperative learning. In a classroom using peer feedback as the technique, the learners are center of the learning. By working cooperatively, the students will not only see his/her work from his/her perspective but also see from another perspective through his/her peer. In this situation, they exchange information about their ideas, feeling, and needs.

a. The Definition of Students' Peer Feedback

There are many definitions of feedback introduce by many psychologists. As quoted by Berewot (2001, p. 17), Gagne (1961) presents that feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available. It means that as the students have already accomplished their learning, they need corrections, criticisms, or even appreciation from any other sources to assess their learning

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result. More to the point, Kauchack and Eggen (1989, p.85) define that feedback is any information about current behavior that can be used to improve the future performance of the students. From those two definitions, it is clear enough to conclude the feedback is beneficial backwash provided for learners to improve their performance on what they have learnt.

b. The Advantages of using Students Peer Feedback in Teaching Writing

Lewis (2002, p.3-4) also provides the purposes of feedback for both teacher and students. Feedback aims to give information to teacher and students. Teachers collect the information to assess their teaching in class. The important thing is that the teachers might know their class progress so that they could make plans of how to generate the class to be better than the previous one. Lewis (2002, p.3) finds the following:

“Feedback is a way for teacher to describe their learners’ language. It gives teachers information about individual and collective class progress and, indirectly, is a form of evaluation on their own teaching. For learners, feedback is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weaknesses, the comments provide



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information about individual progress, until marks or grades, which tend to compare one student with another.”

Feedback also provides the students with information which tends to be an ongoing assessment for them. It means that feedback is more than grades but value. The students should value their strength to be developed and their weakness to be evaluated and turn these weaknesses to be beneficial features to learn.

According to Ferris & Hedgcock (2005, p. 226) the benefits of peer feedback for the students' writer can be seen as follows:

- 1) Students can take active roles in their own learning.
 - 2) Students can reconceptualize their ideas in light of their peers' reactions.
 - 3) Students can engage in unrehearsed, low-risk, exploratory talk that is less feasible in classroom and teacher-student interactions.
 - 4) Students receive “reaction, questions, and responses from authentic readers”.
 - 5) Students receive feedback from multiple sources.
 - 6) Students gain a clearer of reader expectations by receiving feedback on what they have done well and on what remain
- Responding to peers' writing build the critical skills needed to analyze and revise one's own writing.



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- 7) Responding to peers' writing build the critical skills needed to analyze and revise one's own writing.
- 8) Students gain confidence and reduce apprehension by seeing peers' strengths and weaknesses in writing.
- 9) Peer response activities build classroom community.

Successful peer feedback can be considered as one of the key elements of the successful students' writing because in this stage, the students to analyzed, comment, and give suggestions and revisions on peers' writing making them able to write better.

c. **Applying of Teaching Writing Using Students' Peer Feedback**

The process of writing includes various stages in which one of them is feedback. Feedback on students' writing includes all reaction to writing, formal or informal, written or oral, from teacher or peer, to a draft or oral final version.

Meanwhile, to conduct peer feedback in the teaching and learning process, Lam (2010, P. 118) states that there are five activities that should be followed by the students:

- 1) Clarifying: to elucidate writing's intention.
- 2) Identifying: to search problematic areas.
- 3) Explaining: to describe the nature of problems.



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- 4) Giving suggestions: to provide workable suggestions for modifications.

B. The Relevant Research

To avoid the same title used in this research, the researcher showed the research which relevant to this research. According to Syafi'i (2013, p. 94), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. There are two previous researches which have relevancy to this research.

First, the research was conducted by Endri Capri in 2012 entitled The Effect of Peer Feedback Technique toward Students' Ability in Writing Analytical Exposition Text at the Second Year of State Islamic Senior High School 1 Taluk Kuantan Singingi Regency. He tried to find out the influence peer feedback technique on writing analytical exposition text. He found that peer feedback technique influenced the students' writing ability in analytical exposition text.

Second, the research was conducted by Rozuma in 2011 entitle The Effectiveness of Using Peer Response Group Technique toward Student Writing Ability at The Second Year of Islamic Senior High School of Darel Hikmah Boarding School Pekanbaru. She tried to find out the effect of using



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peer response groups technique on students writing ability. In her research, she found that there is a significant effect of using peer response groups technique on students writing ability at the second years of Islamic Senior High School of Darel Hikmah Boarding School Pekanbaru.

In conclusion, the similarity of these researches is try to find out how most important and effectiveness of peer feedback influence students writing ability. The research was conducted by Endri Capri and Rozuma different from this research, the writer tries to find out the significant correlation between students' peer feedback and their ability in writing descriptive paragraph at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.

C. Operational Concept

According to Syafi'i (2013, p. 94) operational concept is empiric points from theoretical concepts on all of variables that should be operated. In order to clarify the theories used in this research, the researcher will explain briefly about the variables used in this research. This research is correlational research in which focus on the correlation of using students' peer feedback on students' writing ability in descriptive paragraph. Therefore, in analyzing the problem, there are two variables used. They are variable X and variable Y. In this research variable X variable is students peer feedback, and variable Y is Students' writing ability. Variable X is independent variable. The independent variable in this research is the use of students' peer feedback. Meanwhile,



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variable Y is dependent variable. The dependent variable in this research is students' writing ability.

The indicators of variable X (students' peer feedback) are as follows:

1. The Students identify the main point of peers' writing descriptive paragraph.
2. The Students analyze the strengths and weakness of peers' writing descriptive paragraph.
3. The Students describe the point in peers' writing descriptive paragraph that will be revised.
4. The Students give suggestion to peers about their writing descriptive paragraph.
5. The Students revise their own writing descriptive paragraph.

Indicators of variable Y (students' writing ability) are as follows:

1. The students are able to write grammatically in writing descriptive paragraph.
2. The students are able to express their ideas in writing descriptive paragraph.
3. Students are able to choose appropriately vocabulary in writing descriptive paragraph.



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4. The students are able to use the language features of English correctly in the writing descriptive paragraph.

D. The Assumption and The Hypothesis

1. The Assumption

- a. Descriptive paragraph has been learned by the tenth grade students at the first semester. It is assumed that the semester of the tenth grade students at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit are able to write the descriptive paragraph well.
- b. The better students' peer feedback is applied it is assume that the easier students are able to write descriptive text.

2. The Hypothesis

- a. Null Hypothesis (H_0): There is no significant correlation of using students' peer feedback on students' writing ability in descriptive text at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.
- b. Alternative Hypothesis (H_a) : There is a significant correlation of using students' peer feedback on students' writing ability in descriptive text at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit