CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some theories based on this study and the framework of the study. It contains the previous studies, related literature, conceptual framework and hypothesis.

2.1 Previous Studies

In this study, the writer took five previous studies. Those are: the first previous studies is the article entitled "The Implementation of Peer Feedback Strategy for Writing Instruction at The First Semester of Writing 1 Class at Muhammadiyah University of Metro". It was done by Lilis Sholihah on April 2015. According to this study, students were assigned to do prewriting activity on the first meeting. They were ordered to write paragraph that had minimum 100 words for their draft. The next meeting, it concerned on the peer feedback implementation. The students read one paragraph with some errors on punctuation, grammar and spelling. They discussed it in groups and then gave feedback by filling the checklist as the guidelines. The last meeting, the students discussed their feedback and revised their first draft. She concluded that peer feedback provides students to give some comments and revise their friends' task for a better writing quality. In the other hand, peer feedback minimize the errors of students in writing task before submit it to the teacher. Even though, teacher's guiding is still needed as the role of giving feedback and teacher also gives clarification from the feedback.

The second previous studies was conducted by Dessy Iryanti on April 2015. The research entitled "The Effectiveness of Peer Feedback in Improving

Students' Writing Achievement (An Experimental Study at SMA Negeri 11 Kota Tangerang Selatan)". After implement peer feedback, the score was increased from 40.375 to 62.562. Then, based on the t-test calculation, the result of t_0 of this study showed 2.857 and the value of t_{table} with significance degree of 5% indicated 1.67. It meant that t_0 was higher than t_{table}. Therefore, the alternative hypothesis is accepted. In conclusion, she said that using peer feedback in teaching writing gives valuable effect in improving students' achievement. However, the teacher clear guidance is important before students give feedback each other.

Then, the third previous studies was done by Grami Mohammad Ali Grami on June 2010. This research entitled "The Effect of Integrating Peer Feedback into University-Level ESL Writing Curriculum: A Comparative Study in a Saudi Context". According to the research, the most common error types in writing 100 words arranged according to average are: grammatical errors (8.61), punctuation (4.30), spelling (3.00) and run-off sentences (0.09). The gathered data from questionnaire's responses demonstrate 62.7% respondents believe peer feedback was either useful or very useful. In addition, peer feedback was developed both of final product and also improves many skill that is including the ability to work in a team. Besides that, students believe that they have more chances to develop their writing skill when they receive more feedback from their peer. Even if teacher's intervention level is minimized in peer feedback session, consistently training and suitable peer feedback checklist still gives an important impact.

The fourth previous studies is the article entitled "Journal Writing with Peer Feedback: A Friend or A Foe for EFL Learners". It was done by Thanyapa Chiramanee and Watcharee Kulprasit on July 2014. This research found some results. The average of 4.26 respondents showed they were enjoy (strongly agree) in their partner's task; and the average of 34.26 respondents showed they were excited (agree) on peer feedback implementation and they also could learn grammar from peer feedback; the average of 2.67% respondents found difficulties (neutral) to give feedback. However, the average of 14.83 respondents did not agree with peer feedback. They prefer teacher feedback rather than peer feedback. Because the felt uncomfortable when the other friend knew their task. Nevertheless, in this research, implementation of peer feedback in EFL writing classroom cultivates the new concepts of teaching writing that made students more active in the writing activity. The students' positive attitude signs the better movement under a collaborative atmosphere.

The fifth previous studies is the article entitled "Improving the Effectiveness of Peer Feedback for Learning" that conducted by Sarah Gielen, et al on 2010. After conducting this research, there were 3 assignments in doing the peer feedback. The score of first assignment showed improvement from 7.165 to 8.1, second assignment's score showed improvement from 7.605 to 8.225, and the last assignment's score also showed improvement from 7.585 to 8.54. There, the findings could demonstrate students' encouragement in solving the problem to justify their idea and explain their answer to each other can develop peer feedback training. They conclude that peer feedback develops students' performance in the classroom from some critiques.

Based on those previous studies, the first previous study concerned to give writing instruction during the writing process. Meanwhile, this study concerns in improving students' writing score. The second previous studies was conducted on writing a hortatory exposition text, but this study conduct for writing explanation text. The third previous studies was for students' perception in university-level and this study is for knowing the students' score of writing at high school level. The fourth previous studies discuss about doing journal writing activity with peer feedback while this study focuses on writing of text type. At last, the fifth previous studies discussed about improving the guideline of providing feedback. However, this study investigate the effect of giving peer feedback. Nevertheless, the sample and the research setting were different from the previous studies.

2.2 Related Literature

In this study, there are some theories that used by the researcher. It is related to writing skill, steps of writing and peer feedback technique.

2.2.1 Writing

Writing is a way for people in sharing their personal meaning and feeling in written form (Hyland, 2003: 9). People transfer their idea into a written text for making the other understanding about their feeling. Moreover, according to Graham and Perin in Kantor (2012: 1), writing provides people communications across the time and space. Through writing, people are allowed to have communication across the time and space. The written forms are able to hold out for distance. In the other hands, written text stay around

for hundred or thousand years and known by people around the world (Harmer, 2004: 7).

Nevertheless, writing is a product constructed from writer's idea that is regarded a grammatical and lexical knowledge to produce a good sentence (Sholihah, 2015: 2). They do not only share their idea, but they also need to understand about the role of writing. Therefore, according to Swick (2009: vii), people need to understand of grammatical structure, vocabulary and tenses usage in writing a text.

In education setting, students use the different style in writing that is called by academic writing. According to Oshima & Hogue, (2007: 3), academic writing is the formal writing that students should write a complete sentence and organize these sentences in a certain way.

In addition, according to Broughton et al, 2003: 116, writing engaged students in both activity of private and public activity. The private activity refers to activity of composition that is from the writer solitary. While, the public refers that most writing intend for audience. In the other hands, writing act is less spontaneous and more permanent. Every sentence in writing should be prepared well to make the audience understand the writer's mean because this written text will be a permanent manuscript.

Therefore, writing activities are complex activity. It usually difficult for student when they asked to write by the teacher. Writing not only express what people feel. But, it also should make the others understand what person's feel by his or her text.

2.2.2 Micro and Macro Skill of Writing

According to Brown (2004: 220), micro skills refer to imitative and intensive types of writing task. It temps to assume teaching English for the young learners. Imitative intends to produce written language that the learners should attain it fundamentally. They try to master writing mechanics system. Meanwhile, intensive writing concerns to produce an appropriate vocabulary on a context. In addition, micro skills included producing graphemes and orthographic English patterns; producing an appropriate word and an acceptable grammatical systems: and expressing a particular meaning in different grammatical system.

In the other hands, Brown (2004: 220) states that macro skills refers for responsive and extensive writing. Responsive writing aims at making learners proper in connecting sentences in a paragraph and also creating a logical connected sequences of many paragraph. While, extensive writing prepares students in managing all of the writing process. Additionally, macro skills included accomplishing the communicative function of written text according to the text purpose; distinguish the literal meaning and implied meaning in writing a text; and using rhetorical form and convention in written text.

2.2.3 Writing Process

Writing is a continuous action that need a creative act. In the first time, students need to think an idea and the way to express it. After it is done, students need to read it once again and make any correction. They write and revise it many times until they are satisfied with the text. According to Oshima & Hogue (2009: 15), the process of writing has four steps. Those are:

2.2.2.1 Pre-writing

Pre-writing is activities that encourage students in writing a text. This step stimulate students to get any ideas. It is the way to make students get ideas. In this step, students choose a topic and collect some ideas that will explain on their text. According to Richard (n.d: 317), students get the ideas by doing some activities as brainstorming, clustering the words and WH-Questions.

2.2.2.2 Organizing

In the next step, students organize the ideas into a simple outline. They write the main idea for each paragraph then write the outline that will explain for the each paragraph.

2.2.2.3 Writing

In this step, students write a rough draft based on their outline as a guide. Students just write it continuously without thinking about grammar. They just need to write down their ideas on paper. In the rough draft, students will probably get some errors.

2.2.2.4 Revising and Editing

Students need some emend to revise the rough draft. Revising refers to check for the content and the ideas' organization. While, the editing refers to make the students' text ready for evaluation by the teacher. Revising and editing can be done by themselves or with their chair mate as a peer.

2.2.4 Explanation Text

An explanation text is a non-fiction text that is used to explain the processes relating to phenomena happen. It includes a sequence of events (explaining how) and provides the reasons for a process or phenomenon (Hartono & Purwanto, 2017).

Social function of explanation text is aimed to explain the processes involved in the formation or workings of natural or social phenomenon.

2.2.3.1 General Structure of Explanation Text

According to (Sadler & Hayllar, 2004, p. 79), most explanation texts are organized as following:

- **General Statement** : Stating the explained phenomenon or introducing the topic.

- **Sequenced Explanation** : Explaining of why or how something occurs, or a series of chronological steps that explain how or why something happens.

- **Closing** : Sums up the explanation as a closing.

2.2.3.2 Language Features

- Focus on generic, non-human participants

- Use Simple Present Tense

- Use action verbs

- Passive voice may be used

- Use temporal and causal conjunction

2.2.3.3 Model of Explanation Text

Generic Structure	How A Fuel Light Works
General Statement	Many cars, motorcycles and other modern vehicles have fuel warning light devices. The warning light gives the driver information about the amount of petrol in the tank. When the light switches on red, it tells the driver that the petrol in the tank is almost empty. Therefore he have to put more fuel into the tank. However do you know how the fuel warning works?
Sequenced Explanation	Well this is the way the fuel warning light work and gives the driver information about the accurate amount of the petrol in the tank. When the level of the fuel falls, the float inside the tank moves downwards. When this condition happens, the arm also moves downwards and it make the lever touch an electrical contact. This switches on the fuel light in the car dashboard. The red light which appears in the fuel panel of the dashboard tells the driver that he needs more petrol for his car. When he pours more petrol into the tank, this condition makes the fuel level rise and it pushes the float upwards. In return it disconnects to the electrical contact and makes the red light switch off.

Source: http://britishcourse.com/explanation-text-definition-generic-structures-purposes-language-features.php

2.2.5 Collaborative Learning

According to Espitia & Corzo (2013: 134), collaborative learning defines as an active knowledge construction that provides learners for sharing their information and ideas though pair or group communication. It could be seen as a social process which learners are working together in achieving learning goals. There is no single visible hand in the final product. Every members should have contribution in the final product.

Deutsch states that collaborative learning is an umbrella that constructs many educational approach varieties in involving students on the learning process. Students are working together with their friends to find out new knowledge; solve some problems they are faced; and create any product. Students explores many resources to obtain knowledge not only from the teacher (Madehang, 2010: 5).

Collaborative learning refers to students work together in achieving learning goals. Collaboration is important feature when applying collaborative learning. It means all group members have to engage in working together actively while obtaining the learning goals. Through collaborative learning, students get meaningful learning. They increase their knowledge and also increase their understanding deeply (Barkley, Cross, & Major, 2005, pp. 5-6).

According to Rezeki (2017: 25), collaborative learning especially in writing activity allows students to increase their confidence in constructing a written task. Nonetheless, students individually need reviewing to utilize their knowledge and skill. Therefore, writing collaboratively give students chance to negotiate their ideas. They also could develop their social and interpersonal skill in giving responsibility while learning process. Students' learning style might change during collaborative writing.

2.2.6 Peer Feedback

Peer feedback is one of collaborative learning forms. It has characterized collaborative writing activities. In general, peer feedback defines as an activity of giving feedback or suggestions that is done by students while

learning process. It provides students' writing sense in giving comments to the other's writing (Rezeki, 2017: 26). Peer feedback provides learners exchange personal opinions with their friend and also provides them with regular evaluation that usually given by teacher based on their written task (Espitia & Corzo, 2013: 134).

According to Bijami et all (2013: 93), peer feedback defines as a way for learners in giving comment and critique each other's draft in the writing process that is normally given by the teacher. Peer response provides both of improving writers' draft and developing their understanding about a good writing text (Hyland, 2003: 198).

Topping in Gielen et all (2010: 305) states that peer feedback is provided by both formative assessment and a form of collaborative learning. Peer feedback gives an opportunity to the students to bright by sharing their expertise to each other. Because every student has a potential to be an expert. It facilitates students to give their review to her or his friend. Students do not need to wait too long to get a feedback of their duty from the teacher (Sackstein et al, 2017: 11).

Peer feedback is source of any information that students take on the responsibilities in commenting each other's draft in the writing process. Therefore, students become aware that the teacher is not the only source of feedback. But, they also could provide feedback to the other's task. It also could contribute to students' social interaction, improving their intellectual and critical thinking of some problems. When students exchange feedback, they get a new revision perspective. Because, while students only get

feedback from teacher, they only see a judge who critiques what they write without getting any responses (Cinar & Erdost, 2015: 531)

Peer feedback provides non-coercive decision for students in adopting their peer's suggestions. In the other hands, peer feedback makes students feel freer and more independent for making their own decision. In addition, peer feedback is giving suggestion to students that allow them to see the similar problem. So that they are able to express their thinking and they know their weakness in their writing (Lin & Chien, 2009: 80). In the other hand, peer feedback engage learners in an equal community who response each other's work and create a learning social interaction together (Hyland, 2003: 198).

2.2.7 Pros and Cons of Peer Feedback

Hyland (2003: 198-199) said that peer feedback has two sides both positive and negative side. On the positive side, peer feedback helps learners engage in an equal community who respond each other's work. Learners are able to actively participate in learning by getting response on the learning process. In the other hands, learners could reduce their anxiety about writing. Because they could share their expertise in writing a text when giving feedback each other. Moreover, unconsciously, learners could understand the material from their peer and they also could improve their critical thinking in analyzing their peer's task. For teachers, they could reduce their workload on learning process.

On the negative side, the fact that inexperienced learners could get difficulties on sentence level problem rather than the context and organization. Some peer's comments have ambiguity and unhelpful.

However, some students prefer teacher feedback rather than peer feedback. Therefore, they students unconsciously reject in doing peer feedback.
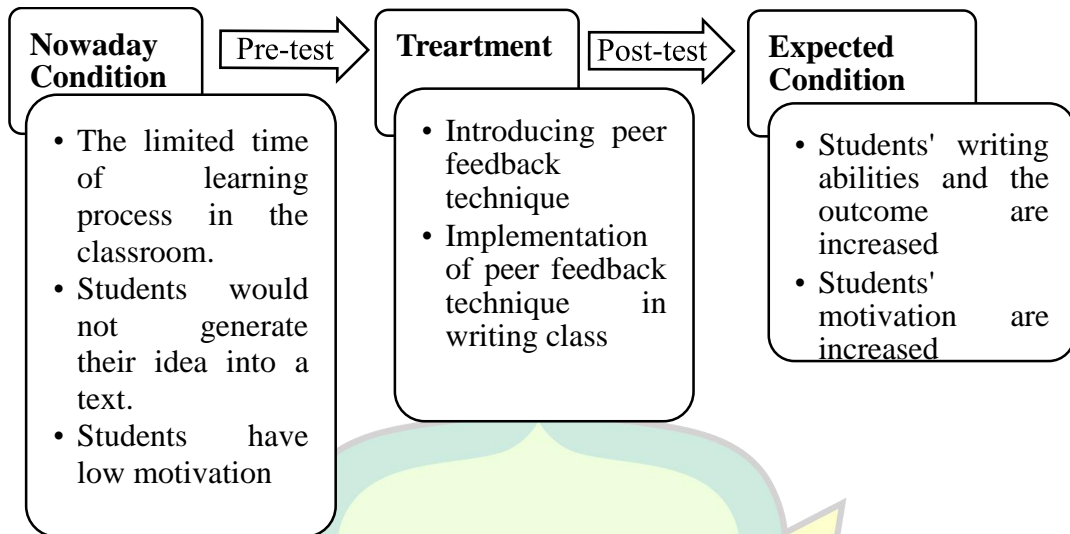
2.2.8 Step of Peer Feedback Implementation

According to Sholihah (2015), there are some steps for implementing peer feedback technique, as the following:

2.2.4.1 Asking students to list their idea into a first draft

2.2.4.2 Discussing the draft by filling the checklist as a revising guidelines.

2.2.4.3 Giving a model for providing feedback to the sample of paragraph.

2.2.4.4 Ordering them to discuss about providing feedback based on the model given.

2.2.4.5 Asking students to list their idea into a first draft

2.2.4.6 Having them to read their peer's draft and give feedback about that.

2.2.4.7 Getting them to give feedback about each other's draft by giving comment and suggestion through elaborating on their checklist.

2.2.4.8 Asking them to revise theirs based on their peer's feedback.

2.2.4.9 Asking them to rewrite it become a final draft.

2.3 Conceptual Framework

In this study, the researcher has conceptual framework for doing this research. The framework explains in diagram schematically below.

Nowaday Condition		Treartment		Expected Condition
• The limited time of learning process in the classroom. • Students would not generate their idea into a text. • Students have low motivation	Pre-test →	• Introducing peer feedback technique • Implementation of peer feedback technique in writing class	Post-test →	• Students' writing abilities and the outcome are increased • Students' motivation are increased

2.4 Hypothesis

The hypothesis that propose if teacher teaches writing activity by using peer feedback technique are:

Alternative Hypothesis (Ha) : There is significant difference between students' writing score before a treatment and after the treatment. The peer feedback technique is effective in teaching writing.

Null Hypothesis (H_0) : There is no significant difference between students' writing score before a treatment and after the treatment. The peer feedback technique is not effective in teaching writing.