

CHAPTER II

THEORITICAL FOUNDATION

A. Writing

1. Definition of Writing

One of language skill in English is writing. Writing is important to be studied because it is considered as the productive skill with the process of using symbols (alphabet, punctuation, and spaces) to communicate the thoughts to be a good sentences on a paragraph. In simple way, Byrne in Agus Imran Mashadi states that “Writing is the act of forming the graphic symbols such as letter and number, which are arranged in certain rules into meaningful words, sentences, and paragraphs and so on¹.

However, writing is not only about process of using symbols, yet it is also about using them to show and communicate an ideas of the writer’s own to a readers. Based on Caroline T. Linse that writing is a combination of process and product. The process refers to the act of gathering ideas and working that is presented in a

¹ Agus Imran Mashadi, *Improving Students’ Writing Abilities Through Peer Feedback Technique* (Skripsi, 2014), 8.

manner which is polished and comprehensible to a readers². Moreover, Gordon Taylor also stated that most people define writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways, so it become an agonizing experience for them which doesn't necessarily get easier with the passages of the time and accumulation of experience³.

Therefore, writing is complex activity, which it is also how to write correctly in the term of spelling, diction of vocabulary selection, and grammar, then a purpose of the messages will be delivered to a reader. Penny Mckay stated that "Writing is a complex activity requiring children to think about a number of factors simultaneously, for example, the formation of letters or characters, vocabulary, grammar and punctuation, layout, organization and selection of appropriate content for the intended audience⁴.

² Caroline T. Linse, *Practice English Language Teaching Young Learners* (New York: 2005) McGraw-Hill, 98.

³ Gordon Taylor, *A Student's Writing Guided* (New York: Cambridge University Press, 2009), 4.

⁴ Penny Mckey, *Assessing young language learners* (New York: Cambridge University Press, 2006), 29.

Allah said in Surah Al-Qolam:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

The meaning: Nun. By the pen and by the (Record) which (men) write, (1)

In short, writing is an expression of ideas, feeling, and thought which is created by a writer on the written form that is readable and comprehensible.

2. Teaching Writing

Brown states that as the member of literate community, people need to learn how to write. In writing learning, the teacher need to give special treatment in order to facilitate the students in learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as a discovering process. The guidance from the teacher is necessary for students on several steps in the writing process⁵.

Teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly in a skill on their own. When teaching writing, the

⁵ H. Douglas Brown, *Teaching by Principle: An Approach to Language Pedagogy* (New York: Longman, 2001), 335.

teacher guided students to give their ideas on their own so that they can write it and develop their language so teacher used peer feedback correction to give reinforcement to students from the other students.

Often, even the most fluent writers in their own language need time to generate ideas and to plan what they are going to write. If teacher going to ask them anything more substantial, he has to give them opportunities to think and express their ideas⁶.

3. Process of Writing

Caroline T. Linse said that the process of teaching writing consist of five basic stages and added one by Harmer they are prewriting, writing, responding, revising, editing and publishing. For each stage, various learning activities can support the learning specific writing skill are suggested.

1. Prewriting

For every piece of writing there is always a preview activity. Since its function is to stimulate students' ideas and give an opportunities to think what they are going to write.

⁶ Jeremy Harmer, *How To Teach Writing* (Longman: Pearson Education Limited, 2007), 87.

2. Writing

After have done prewriting, the next stage is to get thoughts and ideas down on paper. The students need to know that at this point in the writing processes, they can write down any idea related to the topic. The ideas can be rearranged, added to, and edited later on. Some students may get silly and write things that they think are funny but completely unrelated to the topic. They needed to be reminded that what they write must be related to the chosen topic.

3. Responding

Peer students are respond other's writing which has a purpose in the successful implementation of using peer feedback on writing process. Responding intervenes between writing and revising, it can be oral or in writing.

4. Revising

At this stage, the students review their writing on the basis of feedback in responding stage. They revise their writing which is corrected from their peer to see how effectively they have to communicate their meaning to the reader.

5. Editing

Students have a hard time accepting that editing is necessary. Editing is a final process of writing before publish it whereby students must be check their writing.

6. Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for students⁷.

In addition, teacher will implies peer feedback in teaching process, that teacher suggests one student to correct and respond other students writing so that students may to revise and edit their writings. Using this process, peer students will help them to be better writers. Like Harmer said that peer response may provide a welcome alternative to the teacher's feedback, as well as offering a fresh perspective on the writing⁸.

⁷ Caroline T. Linse, *Practice English Language Teaching Young Learners* (New York: 2005) McGraw-Hill, 105.

⁸ Jeremy Harmer, *How To Teach Writing* (Longman: Pearson Education Limited, 2007), 12.

4. Writing Assessment

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

Based on Longman Dictionary of Language Teaching, assessment can be defined as the systemic approach in collecting information of the learners or the learning process⁹. This information is used as the source to see either the students have developed or succeeded their learning or not. Besides that, this information can also show either the learning process is successful or not.

Assessment can be conducted through several sources. Test, questionnaires, interview, observation, are the common sources for the assessment. Through those things, information can be gained as to control and to evaluate the learning process.

⁹ J. C. Richard and R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic* (London: Pearson Education Limited, 2002), 35.

Brown defines assessment by revealing the difference between the test and the assessment. Although to test and to assess are usually misunderstood as the same term, they are technically different. Test is used to measure a person's knowledge, ability, or performance in a given domain. Meanwhile, assessment is an ongoing process which encompasses a wider domain¹⁰. Hence, test is subset of assessment. Assessment allows the teachers or the learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. Hence, assessment helps the teachers and the learners to improve their learning process so that the learners can develop their language ability.

5. The Kind of Writing

According to many expert there are many kind of writing text. Moreover, based on Priharini that there are ten kinds of writing text there are; *News Item* is giving the information to the readers of any events or events of the day that are deemed important or newsworthy. *Recount text written* that reporting events or activities that occurred in the past time to preach or entertain. *Explanation*

¹⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Pearson Education, 2004), 4.

text is used to explain the processes involved in the formation or workings of natural or sociocultural phenomena. Hence, *Exposition writing* is giving information but it divided to two types; *Analytical Exposition* and *Hortatory Exposition*. The written text is to persuade the readers or listeners that something is the case and also to tell that something should or should not be. *Review* is to critique an art work or event for a public audience. *Discussion* is to present (at least) two point of view about an issue. *Report* is to describe the way things are, with reference to a range of natural, and social phenomena in our environment. *Narrative* is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution. *Descriptive or Description* is to describe a particular person, place or thing. *Procedure* is to describe how something is accomplished through a sequence of action or steps¹¹.

In this research, the writer chooses a description writing to be discussed in order to provide how to write and describe anything around.

¹¹ A.W.D. Priharini, Marta Yuliani, Yuniarti Dwi A, *Detik-detik Ujian Nasional Bahasa Inggris* (Klaten: Intan Pariwara, 2012), 38-55.

B. Descriptive Writing

1. The Definition of Descriptive Writing

Descriptive or description writing is a type of text that is widely used in everyday life on describing objects, places, people, animals, etc. Descriptive is also an English text to describe objects of living things that we describe either the appearance or texture of it. Based on John Schacter, Ph. D states that descriptive writing describes a person, places, or thing in a way that enables the reader to visualize it. This type of writing is characterized by sensory details, precise language, comparison, strong verbs, and hyperbola¹².

Furthermore, in a book *Students' Writer* it states that "Description adds an important dimension to our lives because it moves our emotions and expands our experience by taking us to places we might not otherwise know much about"¹³. Sometime, we did not notice that we always find descriptions in our everyday lives. For instance, in mass media, we can easily read an article or news that describes about popular issues or

¹² John Schacter, Ph. D, *The Master Teacher Series Descriptive Writing*, 5.

¹³ Barbara Fine Clouse, *The Students' Writer* (New York: McGraw-Hill, 2002), 153.

when we had a bad experience and we tell about it to our friends in much detail, they will feel it too. But, if we slightly talked about our vacation to someone, perhaps he or she would not get the whole picture.

In teaching descriptive, rather than teach writing using a singular approach, we employ a variety of experimentally proven strategies. While the students will experience elements of process writing, study of models, collaborative writing and guiding instructional approach (Goal and progress feedback).

2. The Descriptive Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph has three major structural parts¹⁴.

The first part is called **The Topic Sentence** states the main idea of a paragraph. It not only names the topic of paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of the single paragraph. The specific area is called the controlling idea.

¹⁴ Alice Oshima, Ann Hogue, *Writing Academic English* (Longman: Literacy of Congress Cataloging, 1991), 16.

The second part is called **Supporting Sentence** develop the topic sentence. That is, they explain the topic sentence by giving reason on, example, facts, statistics, and quotations.

The last part is called **The Concluding Sentence** signals the end of the paragraph and leaves the reader with important points to remember.

The descriptive paragraph or paragraph description is a paragraph whose contents describe an object that is coupled with words that can attach the reader's senses. They mean the writer wants the reader should come to see, hear and feel through the writing he wrote.

3. The function and purpose of descriptive writing

There are many function and purpose of descriptive writing which can help us how to write. According to Barbara F. Clouse the basic purpose of it is to entertain, i.e. to gain and hold the readers' interest in story, to express feelings, to relate experience, to inform such as the reader unfamiliar with the

subject, and to persuade, i.e. to convince the reader that some music videos degrade women.¹⁵

4. The Generic Structure of Descriptive Writing

The generic structure of descriptive text consist of: Introduction and Description. *Introduction* is identifies the phenomenon to be described. *Description* is describes parts, qualities, and characteristics.

The language features usually found in a descriptive text are:

- a. Focus on specific participants
- b. Use of *Attributive* and *Identifying processes*
- c. Frequent use of Epithets and Classifiers in nominal groups
- d. Use of simple present tense¹⁶

¹⁵ Barbara Fine Clouse, *The Students' Writer* (New York: McGraw-Hill, 2002), 154.

¹⁶ Gerot and Wignel, *the Genre-Grammatical Connection* (Unidad, 2011), 209.

C. Peer Feedback

1. Definition of Feedback

According to Richards and Schmidt feedback can be defined as any information or comment as a result of a behavior¹⁷. Feedback can be in the form written or spoken. In teaching, feedback is everything that is given by the teacher, caregiver, or others to the learners regarding their students' work. The feedback is believed as a way to improve the students' competent.

Harmer states that the way the teacher gives feedback can enhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students' motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use feedback to lead the students back to learning goals that are expected to be reached by the students.

Furthermore, Harmer also adds that feedback can be defined as responding and correcting¹⁸. Responding deals with the way

¹⁷ J. C. Richard and R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic* (London: Pearson Education Limited, 2002), 199.

¹⁸ Jeremy Harmer, *How to Teach Writing* (Longman: Pearson Education Limited, 2007), 108.

teacher react on the students' work. The difference between responding and correcting is that in responding the students' work, the teacher is expected to give directional question rather than mentioning which one is correct or wrong. The directional comment is best used in the process of writing in the editing and revising step.

2. Definition of peer feedback

According to Richards and Schmidt "Peer feedback is also peer review or peer editing, that can be defined as an activity of the students receiving feedback from other students"¹⁹. Peer feedback is usually conducted in pairs. The students receive their friends' work and then review it and give comment on it.

Moreover, Hossein Kashef states that peer feedback is referred to under different names such as peer response, peer review, peer editing, and peer evaluation²⁰. Peer feedback is viewed as an important aspect of writing instruction. Several

¹⁹ J. C. Richard and R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic* (London: Pearson Education Limited, 2002), 390.

²⁰ Sayyed Hossein Kashef, *Peer Feedback in Learning English Writing: Advantages and Disadvantages*. Vol 3. No. 4 Journal of Studies Education (Macrothink Institute: University Sains Malaysia, 2013), 93.

studies indicated that peer feedback is effective²¹. Peer feedback use in writing classes to provide students more opportunities to learn from each other's. However, Hogeveen adds that sometimes the studies did not focus on the specific of peer feedback that made it effective.

Meanwhile, peer feedback is cardinal to the improvement of student's learning because it allows students to construct knowledge through social sharing and interaction.

3. Implementing peer feedback on writing

According to Ferris there are several steps in the implementation of peer feedback. They are:

- a. Utilize peer feedback consistently.

In utilizing peer feedback consistently, the teachers should determine that peer feedback will be used in the class.

- b. Explain the benefits of peer feedback to students.

Students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent though they love peer feedback technique. Hence, the teacher should assure them with this technique. Besides that,

²¹ Mariette Hoogeveen, *Writing with peer response using genre knowledge* (The Netherlands: University of Twente, 2013), 19.

the teacher can give the students freedom to say how this technique can match their interests, and then they will get more enthusiastic toward the technique.

c. Prepare students carefully for peer response.

In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.

d. Form pairs thoughtfully.

In forming pairs, the teacher can be strict to the stable pairs. But it would be better if the students are given freedom to choose their partners as the chemistry of them can help the learning process as well.

e. Provide structure for peer review sessions.

This is one of the steps that can lead to successful learning technique. The teacher should provide good structure for peer review so that the students can make the best of it. Ferris argued that it would be better if the peer feedback is in the written form since it can give students more time to think.

f. Monitor peer review sessions.

In monitoring the peer review sessions, the teacher should be also involved but not too intrusive. It is because the students will tend to wait for the teacher to give them lead when the teacher is too involved.

g. Hold students' responsibilities for taking peer feedback

In this step the teacher should underline that peer feedback is important. The students can learn and take a benefit from the activities.

4. Procedure of Peer Feedback

Writing with peer response is assumed to be beneficial for the teaching of writing. The readers commenting on text that supposed to help writers to go through the complex writing process. Young writers become aware of the needs of their readers and develop goal and audience orientation when writing texts. And the reader also gives the motivation to write meaningful text and discussing it with peers to help the writer develops and realizes the purpose of their text²².

²² Mariette Hoogeveen, *Writing with peer response using genre knowledge* (The Netherlands: University of Twente, 2013), 20.

a. Identifying the text.

The peer review should be identifies the text and gives positive feedback on it.

b. Describing the text.

The writer explains the main ideas of the text and how it is organized. How are the lead, the body, and the end related.

c. Asking question about the text.

Asking question about the text wording. How be explicit about what seen to be problems.

d. Suggesting points to revise.

Giving suggestion to improve the text and discussing what wish the text had said or what it might have said, even the information or the structure sentence²³.

5. The Advantages of Peer Feedback

Every technique, strategy or method in the learning process must have advantages and disadvantages. The teacher must know the advantages and disadvantages of the technique in order to choose which one fits and matches the material to be taught.

²³ Richard M. Chisholm, *Introducing Students to Peer Feedback of Writing* (Vol. III, No.1), 11-12.

According to many expert that peer feedback has many advantages. Peer feedback encourages student to participate in the classroom activity and make them less passively teacher-dependent. It is plays a pivotal role in increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modelling, and reinforcement. Moreover, Peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. More importantly, the practice of this technique allows student to receive more individual comment as well as giving reviewers the opportunity to practice and develop different language skills.

6. The disadvantages of Peer Feedback

The writer has previously discussed the advantages of using peer feedback in teaching writing activity. However, it also has many disadvantages.

Many students in L2 contexts focused on sentence-level errors (local errors) rather than on the comment and ideas (global errors)²⁴.

The researcher still uses this technique although has some disadvantages because the advantages more role in improving students' writing skill.

D. The Previous of the Study

Written by Agus Imron Mashadi with the title *Improving Students' Writing Abilities through Peer Feedback Technique at Class VII D Of SMP Negeri 1 Mlati in The Academic Year of 2012/2013*. From the research findings, it can be implied that the use of peer feedback activities can help the students improve their writing abilities. They improved in several aspects of writing such as content, organization, vocabulary, language use, and the mechanic. The peer-feedback activities allowed the students to get feedback such as correction, comment, and suggestion from their friends. The feedback was expected to help the students to make their draft better and the students could learn from the feedback as

²⁴ Sayyed Hossein Kashef, *Peer Feedback in Learning English Writing: Advantages and Disadvantages*. Vol. 3. No. 4 Journal of Studies Education (Macrothink Institute: University Sains Malaysia, 2013), 94.

well. It can also be implied that the peer-feedback activities can be useful for the teacher in order to help the students improve their writing abilities. Besides that, the peer-feedback activities can strengthen the teamwork between the students since the students will get used to give and to get feedback from their friends. Hence, the students will be more open-minded. They will also appreciate their friends' opinion or suggestion. Finally, it can also help the students to be more autonomous in learning²⁵.

Written by Alasdair Blair and Samantha McGinty with the title peer feedback: An Effective approach to feedback delivery. Based on the result of this journal, the implementation of peer feedback can be effective in supporting student understanding of academic criteria and encouraging a more inclusive approach to feedback. Furthermore, it has the potential to provide the interim feedback on draft assignments that students want to ensure that they are 'on the right track' and enables them to receive much more immediate feedback than is possible for lecturers to deliver. However, it is paramount for lecturers and students to understand

²⁵ Agus Imron Mashadi, *Improving Students' Writing Abilities through Peer Feedback Technique at Class Vii D Of SMP Negeri 1 Mlati in The Academic Year of 2012/2013* (Thesis, 2014)

the pedagogic benefits of peer feedback if it is to be carried out effectively. We advise caution, this is not a quick-fix strategy for avoiding copious amounts of marking, nor are we encouraging students to grade each other's work. Additionally, it will take time and careful training to ensure that students can give each other feedback in a sensitive and constructive manner. It will also take time for students to get over their reluctance to show their work to others and to give and receive feedback. Nevertheless, we believe the benefits to students in terms of developing their ability to reflect on their assignments, adopt a more iterative process of writing (Taras, date) and develop their confidence as valid commentators on their assignments and those of their peers is invaluable²⁶.

²⁶ Alasdair Blair and Samantha McGinty. *Peer feedback: An Effective approach to feedback delivery* (NTFS Good to Talk Project, 2010)