

## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Writing Skills

Writing is the act of creating the signs and symbols required to communicate our ideas (Akyol, 2005), and learning these abilities is not simple (Kellogg, 2006). Writing demands more cognitive work than reading because it makes better use of cognitive processes (Snowling, 2000). Because of this, developing writing skills requires holding consistent, regular writing sessions. Additionally, it's critical to teach pupils that writing effectively happens in stages. Many abilities are needed before to, during, and following writing in order to provide essays or papers from pupils.

One of the key talents that students' need to acquire is writing. This is significant because, in addition to speaking, writing is a means of communication. Students need to be proficient writers considering how important writing is. Writing can aid in the learning and

improvement of students' English by allowing them to convey their ideas, opinions, and knowledge. can be written as essays, letters, paragraphs, short stories, etc.

Students view writing as one of the most demanding and tough talents. There are numerous reasons why kids find writing to be challenging. Put differently, they lack the inspiration to compose a sentence like to the recount text example. When they write, they frequently lack ideas, spell and choose words incorrectly, and have a limited vocabulary.

### **1. Types of Writing**

In writing, there are four types of writing based on its purpose, namely:

- Exposition

Exposition is writing that aims to inform or explain something to the reader. Expository writing is also called explanatory writing because it intends to explain (to explain) a concept or topic with the support of data and statistics if needed.

Examples of expository writing are news in the media, tips, textbooks, recipes, and scientific writing – papers, thesis (S1), theses (S2), dissertations (S3).

- Persuasion

Persuasion or persuasion is writing that contains the author's opinion in order to influence, convince, and invite the reader to do something. Writing on persuasive texts is subjective because the content is purely the author's personal view of a topic.

- Narrative

Writing that tells tales or narratives about actual or imagined occurrences is referred to as narrative writing. A narrative is a kind of paragraph structure in writing where a sequence of events is occasionally portrayed in the beginning, middle, and end order. The word "narrative" derives from the verb "to tell a story" (story telling). The narrative consists of a sequence of factual and fictional events that occur in chronological order. Because narrative writing involves telling a story, it is typically lengthy. In

addition to attempting to convey information, the author also makes an effort to create and tell a story, complete with characters, conflicts, and settings. Narrative writing encompasses several forms such as novels, poems, short stories, and anecdotes.

- Description

Writing that provides a thorough description of a subject, whether non-fiction or fiction, is known as descriptive writing. Drawing from the verb describe, which means "to describe," descriptive writing employs all five senses—sight, hearing, taste, smell, and touch—to vividly and thoroughly depict the physical attributes of objects, including their size, shape, color, and personality. Additionally, it employs words or phrases that denote situations or adjectives.

Examples of descriptive writing include poetry, journals, nature descriptions, novels, plays, or descriptions of a concept or idea.

## 2. The stage of writing

According to Semi (1990:11-15), there are at least 7 stages or steps that someone will go through in writing activities, namely:

### 1) Selection and determination of the topic

The topic of writing is the problem or idea to be conveyed in the writing. The problem or idea can be extracted from several sources, namely from experience, observation, imagination, opinion, and belief.

### 2) Collection of information and data

Information and data collection can be done so that the writing becomes weighty and convincing.

### 3) Goal setting

The purpose of writing needs to be determined before starting to write because the goal is very influential in determining the form, length, nature and method of presenting the writing.

#### 4) Writing design

The results of designing this paper will, among other things, be in the form of an outline and the determination of the style of presentation of the writing.

#### 5) Writing

Writing is a writing framework that is ready to be developed. When writing is done, the writer needs to pay attention to the purpose of writing and the group of potential readers of the writing.

#### 6) Editing or revision

Activities carried out in this editing are removing things or things that are not necessary, adding something that needs to be added, correcting sentences, spelling, and vocabulary that are not quite right, replaced with more precise ones, and revising the accuracy of wrong numbers or names.

### 7) Writing the finished script

After editing is done, it must be rewritten to make the writing neat and clean. Things to pay attention to are spelling, punctuation, and facial expressions.

### 3. Purpose of Writing

Writing is an effective way to use language. To put it briefly, using language to communicate concepts or information both orally and in writing is referred to as productive language use. Speaking is another useful linguistic exercise in addition to writing. The term "productive language activity" describes a speaker's efforts to communicate information, ideas, sentiments, and messages (Darmuki et al. 2017). Effective language use is the process by which a speaker communicates concepts, feelings, thoughts, and informational messages.

The alleged speaker serves as a hint that this has to do with speaking engagements..

According to Rosidi (2009) Writing has a variety of functions, including as describing something,

persuading or motivating the reader, telling something, or enlightening or clarifying. Inform or explain anything; by identifying these objectives, it will help with the writing process.

The writing task's objective may determine the presence of products or a process-oriented methodology. A product-oriented approach places more emphasis on learning processes, grammar, and sentence structure, with the goal of preparing students to look as proficient and competent language users. Less stress is suggested since process-oriented techniques concentrate on discourse-level activities; students are asked to write as much as they can without worrying about grammar or formality in order to boost creativity. Tasks for Process techniques include peer correction reading the next draft, participatory writing, and story writing. There are two approaches to teaching writing: process and product.



#### **4. Benefits of Writing**

We all know that writing has great benefits, both for ourselves and others. The resulting writing will be able to open one's insight and mindset. Graves (in Yunus et al. 2014) conveys the benefits of writing as follows: writing develops intelligence; writing develops initiative and creativity; writing fosters confidence and courage; writing encourages habit and fosters the ability to find, collect, and organize information.

##### **B. Definition of Peer Correction**

Peer correction refers to the information that individuals progressively impart to others in order to improve their performance through assessments or corrections. Feedback may come from peers, parents, instructors, and other people.

According to Jacobs (1989: 68) Peer correction is a kind of group-based correction. Peer involvement adds a new level of understanding into the writing process, which is a beneficial consequence. As a result, peers help

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### **C. Step of Peer Correction**

Some of the processes in the peer-correction technique are listed by Raimes (1983):

1. The instructor goes over the content on how to write an effective descriptive paragraph.
2. The instructor splits the class up into small groups or couples.
3. The instructor hands out guidebooks on the peer-correction method.
4. The instructor provides an explanation of the peer-correction process.

5. The instructor gives the pupils' written work to be reviewed. (Pre-test initial draft).
6. Students give their companion their initial draft.
7. The instructor instructs each pupil to read the writing of a buddy.
8. The instructor requests that students evaluate their friends' writing using the guidelines.

#### **D. The Effect of Peer Correction technique on Students' Writing Ability**

According to Jacobs (1981) as cited in Adi, Sutarsyah, & Nurweni (2017), Peer correction is a kind of group-based correction. The inclusion of peer roles broadens students' understanding of the writing process, which has a favorable effect.

As a result, peers help students get ready to write without the teacher's guidance. According to Harmer (2004), students can overcome obstacles in their writing process by using the peer-correction technique. Students can learn from their mistakes through collaborative work using the peer-correction technique, which involves both

peer and self-correction. There are several ways that the peer-correction process might help students become better writers. Students provide and receive peer comments on their writing as part of this remedial strategy. It can be used in the classroom to improve students' participation, autonomy, cooperation, and engagement (Sultana, 2009).

Peer correction gives students the chance to assume accountability and develop their independence as learners. Students will be more adept at comprehending, writing about, and editing their errors in this assignment. Strategies will aid students in communicating with others in a systematic manner, hence enhancing their writing skills.

Student replies during teaching and learning interactions can also be used to identify the benefits of the Peer-Correction technique in writing instruction. Students find it difficult to feel at ease when a strategy is utilized during the initial meeting or start of the teaching and

learning process. Many of them find it awkward when their classmates make corrections to their writing. but after more explanation, they found the session to be really enjoyable and engaged.

### **E. Definition of Descriptive Paragraph**

Writing that uses pictures to describe an event and convey the author's creative powers is known as descriptive writing. Kunjana Rahardi claims that the description describes whatever that the author can see with their own eyes. As a result, the layout or layout of the object written on this paper is faithful. Another name for descriptive paragraphs is "paragraphs to paint." The visual world is described in this line.

So, this paragraph is spatial or layout. The conversation can sequentially from top to bottom or from left to right. In other words, descriptive is dealing with the little things that are caught by the five senses. Meanwhile, according to Mahsun, descriptive text is a text that has a

purpose social media to describe an object or objects individually based on physical characteristics.

## 1. Features of a Descriptive Paragraph

Dalman Essay claims that the description contains the following distinguishing qualities:

- A. Description should include further information or specifics about the object;
- B. Be sensitive and sculpt the reader's imagination;
- C. Be presented in an appealing manner with stimulating word choices; and
- D. Explain something that is audible, visual, and tactile.

Things, the outdoors, colors, and people are a few examples.

## 2. Types of Descriptive Paragraph

According to Akpriya (in Dalman, 2015: 96-97) the description includes two types, that is:

### a. Place Description

Every event has place, which is very significant. Events do not exist that are unaffected by location or surroundings. Every story has a setting,

and the path of an event becomes more intriguing when it is connected to the location of the incident.

b. Description of People

There are several ways to describe or describe a character that is:

- a) Physical depiction, which aims to provide a clear picture of the condition of a character's body. This description is multifaceted objective.
- b) Depiction of the behavior of a character. In this case the author follow closely all the actions, movements of the character from place to place, and from time to time.
- c) Depiction of the circumstances surrounding the character, for example, depictions of clothing, residence, vehicles, and so on.
- d) Depiction of the feelings and thoughts of the characters. This is indeed not possible absorbed by the human senses. However, between feelings and physical elements have a very close relationship.

The look on the face, the look in the eyes, lip movements, gestures are an indication of the state of feeling someone at that time.

- e) Depiction of a person's character. This aspect of character is the most difficult described.

### **3. The Step of Descriptive Paragraph**

The steps for compiling a description are:

- a) Determine the object or theme to be described;
- b) Set goals;
- c) Collect data by observing the object to be described;
- d) Arrange the data into a good order (systematic) or make an outline;
- e) Outline/develop the outline of the essay into an essay description in accordance with the specified theme. In writing text the description must pay attention to the use of language and writing.



## **F. Previous Study**

First, conducted by Adi, et.al. (2017). They studied how to teach recount text writing through the use of self-correction. The purpose of this lesson is to examine how well students do when composing recount texts after receiving self-correction instruction and to identify areas where writing dramatically improves. There was a statistically significant increase in students, according to the results. This study examined whether students' writing abilities had significantly improved; however, it differed from the Adi et al. (2017) study in that it employed both self-correction and other strategies.

Second, Sinaga et.al(2013) investigated the effectiveness of peer correction in raising students' accuracy when composing descriptive paragraphs. They came to the conclusion that students' accuracy in producing descriptive text can be enhanced by peer correction. They also came to the conclusion that peer correction could improve students' writing correctness

overall, particularly with regard to grammar and spelling. This indicates that peer correction is useful for enhancing students' descriptive text writing, particularly for assisting students in making fewer errors. There are similarities between this study and the current one. Peer correction during descriptive paragraph writing in writing classes was examined in both experiments. The difference with this study is that Sinaga et al.'s research only used the peer correction technique to measure students' writing ability.

"Teacher-correction, Peer-correction and Self-correction: Their Impacts on Iranian Students' IELTS Essay Writing Performance" is the title of Mansoor's third (2009) study. The robust theoretical foundation for these two approaches indicated that the study was significant, according to the findings. There are similarities between this study and the current one. Peer correction in writing classrooms was examined in both studies. This study differs from the others in that my research will be carried out at SMAN 04 Bengkulu Utara, although the Mansoor

Ganji study also uses the instructor correction technique in Iranian students' IELTS essay writing performance.

The fourth study was carried out in 2018 by Amrina and Cahyono et al. They keep looking into how self- and peer-correction might help EFL students become better Indonesian writers. They came to the conclusion that writing processes benefit greatly from peer and self correction. There are similarities between this study and the current one. Peer correction in writing classrooms was examined in both studies. The purpose of this research differs from that of Amrina and Cahyono's, which is to help EFL students write better in Indonesian, and mine, which is to help grade 8 students at SMAN 04 Bengkulu Utara write better descriptive paragraphs.

Last research results of Sapkota's most recent study, "Developing Student Writing Skills through Peer and Teacher Correction: An Action Research," which was completed, analyzed, and interpreted, showed that

students' overall performance in developing or acquiring writing skills was found to be satisfactory on almost all tests in an increase. There are parallels between this study and the second one, which looks into how peer correction strategies might help students write better.

The difference between Sapkota's research and this research Using an action research design, researchers observe problems by asking questions they write simple essays, This study is limited to undergraduate level community college in Lalitpur district. There are two techniques in this peer and teacher correction techniques used in this study. While my research uses an experimental design, observing the problem in a way asking students of class XI Mipa 1 and XI Mipa 2 SMAN 04 Bengkulu Utara to write some descriptive paragraph.

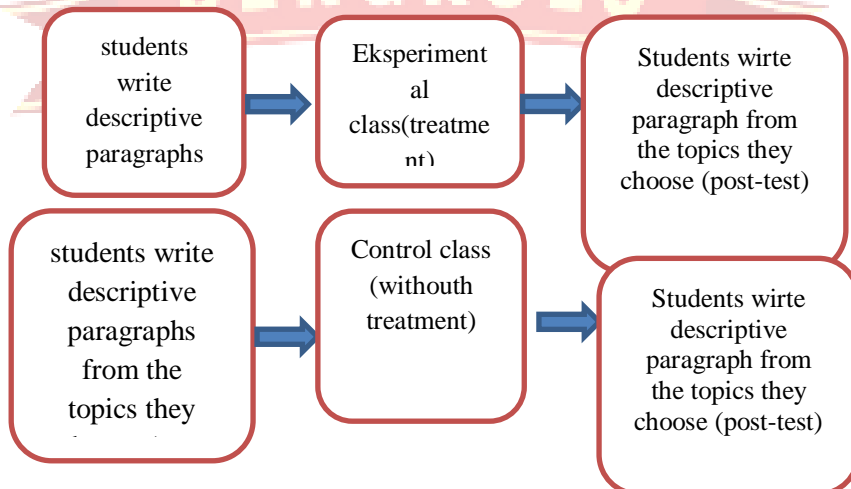
In contrast to the fifth research above, this research is to examine whether peer correction have a significant effect on EFL students ability in writing

descriptive paragraph. The research design is a quasi pretest posttest experimental design.

### G. Conceptual Framework

The key to preventing misinterpretations and misunderstandings in a particular study is the operational idea. It is a crucial component of scientific research to determine the researcher's course of action in the field. As a notion, it still functions in an abstract form based on study and planning, which needs to be specifically understood in order to be quantifiable. The picture below illustrates the operational ideas of the variable in this study:

**2.1 Table of Conceptual Framework**



## H. Hypothesis

Based on the previous problem, the hypotheses are :

Ho : There is no significant difference in writing ability between the student who were using peer correction and those who were not.

Ha : There is a significant difference in writing ability achievement between the students who were taught using peer correction technique and those who were not.

