

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of some literatures related to this research, they are: writing, information and communication technology, descriptive text, the technique of teaching writing using peer correction, and previous study.

A. Writing

Writing is a basic skill, as important as speaking, listening, and reading. In addition, writing is a creative act. It is an effort to create a relationship with a reader. We can tell our experiences or stories, describe something or events, and many other things through writing. However, writing is considered as difficult skill because learners may find difficulties in expressing their ideas through writing. Some difficulties often faced by them is that they; have problems with grammar; write run-on sentences; create incoherent paragraph; have poor spelling skills; have limited vocabularies; and have problems with translating their ideas into readable text, The concept of writing according to Spratt *et al.* (2005, 23) is:

Writing is one of the four language skills: reading, writing, listening and speaking. Writing is a productive skill. That means it involves producing language rather than receiving it. Very simply, we can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. Sudaryanto (2001:64) says that writing is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. Furthermore, Meyers in Candra (2011:40) states:

Writing is speaking to others on paper or on computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

It can be concluded that writing is an activity or an ability to express our thoughts in a written language that contains meaningful values so that the readers can get the benefits from it. Writing enables students to synthesize the knowledge they have into an acceptable text which is appropriate with the English writing conventions, such as using correct grammar, vocabulary, spelling, format, and so on. Thus, writing must be learnt because its process consists of many activities which require specialized skills such as thinking, drafting, and revising.

a. The Micro-and Macro-Skills of Writing

Two skills identified in writing are micro- and macro-skills. Micro-skills are more related to the smaller chunks of language while the macro ones deal with the larger elements. These are needed for producing good writings. Micro- and macro-skills for writing production asserted by Brown (2000:342) are enumerated in Table 2.1.

Table 2.1 Micro- and Macro- skills for Writing

Microskills	
1.	Produce graphemes and orthographic patterns of English.
2.	Produce writing at an efficient rate of speed to suit the purpose.
3.	Produce an acceptable core of words and use appropriate word order patterns.
4.	Use acceptable grammatical system (e.g., tense, agreement, pluralisation), patterns, and rules.
5.	Express a particular meaning in different grammatical forms.
6.	Use cohesive devices in written discourse.
Macroskills	
1	Use the rhetorical forms and conventions of written discourse.
2.	Appropriately accomplish the communicative functions of written texts according to form and purpose.
3.	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4.	Distinguish between literal and implied meanings when writing.
5..	Correctly convey culturally specific references in the context of the written text.
6..	Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

By knowing the micro- and macro-skills of writing, it is expected that the students can determine what they actually need in writing, based on their purposes. It also makes writing become more systematic and achievable so the teacher can ask the students to cope with the process of writing.

b. Writing Process

Writing needs a process since it is one of productive skills. Brown (2000:348) states three stages of writing, they are; prewriting, drafting, and revising. The pre-writing stage encourages the generation of ideas, which can happen in numerous ways, such as; reading a passage, skimming/scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, and freewriting.

The drafting and revising stages are the core of writing process. In traditional approaches to writing instruction, students either are given timed in-class compositions to write from start to finish within a class hour, or they are given a homework writing assignment. The first option gives no opportunity for systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade on their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

In line with Brown, Harmer in Yatimah (2014: 67) states '*writing process is the stages that a writer goes through in order to produce something in its final written form*'. There are four steps in writing process:

1) Planning. When planning, the writer has to think about three main issues.

In the *first* place, they have to think about purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include.

Secondly, they have to think about the readers they are writing for, since

this will influence not only the shape of writing, but also the choice of language. *Thirdly*, writer has considered the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre writing.

- 2) Drafting. The first version of writing called draft. The writer must use the idea that he generates in the planning as a guide. This stage needs an editing for checking the text.
- 3) Editing. It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that 'in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like'.
- 4) Final Version (final draft). Once the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Those stages become the reason why writing is considered as difficult skill to be mastered. It is because writing needs process and its process is passed

through some steps. Therefore, the students are expected to do maximal efforts in each stage in its process in order to have acceptable writing.

c. Writing Assessment

Assessment is conducted for many purposes, but the main goal is to improve instruction for the students. Different writing tasks and different purposes require different scoring methods. For example, holistic scoring is an efficient means of scoring a large number of papers quickly, but it does not provide detailed feedback for the writer. Analytic scoring provides detailed feedback to help the student improve his or her writing, but it takes considerably longer than does holistic scoring (Writing Assessment and Evaluation Rubrics, Grade 6).

Six general categories, according to Brown (2000:357) that are often used as the basis for evaluation or assessment of students' writing are shown in Table 2.2.

Table 2.2 Categories for Evaluating Writing

<i>Content</i>	<ul style="list-style-type: none"> - thesis statement - related ideas - development of ideas through personal experience, illustration, facts, opinions - use of description, cause/effect, comparison/contrast - consistent focus
<i>Organization</i>	<ul style="list-style-type: none"> - effectiveness of introduction - logical sequence of ideas - conclusion - appropriate length
<i>Discourse</i>	<ul style="list-style-type: none"> - topic sentences - paragraph unity - transitions - discourse makers - cohesion

	<ul style="list-style-type: none"> - rhetorical conventions - reference - economy - variation
<i>Syntax</i>	
<i>Vocabulary</i>	
<i>Mechanics</i>	<ul style="list-style-type: none"> - spelling - punctuation - citation of references (if applicable) - neatness and appearance

Analytic scoring is used to evaluate the students' writing in this research. It provides detailed information and is based on an in-depth analysis about students' writing abilities in different aspects of writing. Scoring rubric used is proposed by Jacob *et al.* (1981: 154) from Weigle (2002: 79). It is presented as follow:

Table 2.3 Writing Scoring Rubric

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of

SCORE	LEVEL	CRITERIA
		subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, Cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little

SCORE	LEVEL	CRITERIA
		knowledge of English vocabulary
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD:demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor

SCORE	LEVEL	CRITERIA
		handwriting, meaning confused or obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The scoring rubric is used to assess the students' writing. The writing evaluation system is based on the five writing components including content, organization, vocabulary, language use, and mechanics. The level of students' writing can be described into four categories; excellent to very good, good to average, fair to poor, and very poor. Each category has their score level as indicated in table 2.3. This scoring rubric is used in order to make fair assessment on scoring process.

B. Information and Communication Technology

Technology is the broad term used to address any kind of media (electronic or otherwise) which help support learning. Technology in language teaching is not new. The development of the use of technology can be summarized as follows:

Tape recorders, language laboratories, and video were used as media in language teaching in 1960s and 1970s. Computer Assisted Language Learning (CALL) was introduced in early 1980s and Technology Enhanced Language Learning was introduced in 1990s. Meanwhile, Information and Communication Technology was applied in language teaching in 2000s.

Information and Communication Technology (ICT) is the term that is currently used worldwide to describe new technologies which depend mainly on computers nowadays. Even the traditional technologies such as radio, television and telephone are considered as ICTs. ICT has significant developments and has changed all aspects of society nowadays. Technological advancement and innovations have made a visible impact even in education sector.

ICTs have changed the pace of teaching strategies to suit the goals of materials and the needs of students. On the other hand ICTs have given the students, many opportunities to practice English in and out the classroom. With the help of the modern technologies they have time and freedom to understand, reflect and analyze what have been exposed to. Moreover, the ICTs put forward an influential base for efficient education. Now, we need the modern technologies for a better blended method of delivery to create apt teaching techniques to enhance the process of learning English language (Jayanthi & Kumar, 2016:35).

The reasons why the use of technology in the classroom is becoming increasingly important are;

1. Internet access is becoming increasingly available to learners.
2. Younger learners are growing up with technology, and it is a natural and integrated part of their lives.
3. Technology, especially the internet, presents us with new opportunities for authentic tasks and materials.
4. The internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.

5. Technology is offered with published materials such as course books and resource books for teachers.
6. Technology offers new ways for practicing language and assessing performance.

Furthermore, Rekha & Susan (2011: 54) explain that ICT tools have now removed the time and space limitation found in traditional teaching. Classroom dialogue can now extend beyond the time and space constraints of class time. The integration of ICT tools in the teaching and learning of English have found to bring other specific benefits too. Besides motivating pupil and raising self-esteem and confidence, ICT can enhance pupil interaction, verbalization and involvement in collaborative learning. ICT extends children's experiences and literary skills.

It encourages the learner to express their ideas, thoughts and feelings effectively and add to students' understanding and pleasure. Communication technologies like videoconferencing, digital video and interactive white boards will motivate language learners, especially foreign language learners to express freely.

The variety of ICTs, explained by Fortunasari (2016), can be categorized into;

1. Multimedia programs/Single Courseware. A single courseware refers to multimedia programs integrated with texts, graphics, audio, and animations, created with the popular presentation tools, Microsoft PowerPoint, Prezi or interactive web development software, such as Adobe Flash. The multimedia-based courseware is often used to stimulate

students' interest in learning the language, to enhance reading comprehension, and to support interpretation of literature.

2. **Communication and Collaborative Tools.** Communication tools involve emails, instant messages (e.g., MSN, Gmail, Yahoo, Hotmail, Facebook), chat rooms (Whatsapp, Bee Talk, FB Messenger, Blogs), a software application that allows users to make simultaneous voice calls over the Internet (e.g. Skype, Line, Face Time), and blogs. E-mails allow students to exchange information and additionally can be used to support writing skill development, whereas the synchronous communication tools such as instant message/chat rooms can be used to support collaborative reading and writing tasks.

In addition, the emerging online collaborative applications, such as bulletin board and wiki, have provided educators with additional tools to guide students in collaborative learning activities. The teacher can use the collaborative technologies mentioned above to guide writing on an interesting topic, provide prompt feedback, and students can make revisions based on the teacher's feedback and ask further questions or for clarification in a timely manner (Xia & Sun, 2010).

3. **Mobile Technology.** Indonesia supports the rapid development and wide use of mobile technology, such as smart phones, tablets, and netbooks. Mobile technology is exactly what the name implies, technology that is portable. It is typified by being small, light, easy to carry, and convenient for communication through voice or text messages. With a wireless

Internet connection, users can search for resources and share information easily.

The addressed Technology (ISTE) Standards for Students, as cited from Awada (2016: 89), are as follows;

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
4. Critical thinking, problem solving, and decision-making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision.

Therefore, Information and Communication Technology (ICT) in education, specifically in language learning, is expected to be used to improve pedagogical practices and achieve learning objectives.

a. Mobile Assisted Language Learning (MALL)

Mobile-assisted language learning (MALL) has developed over the past decade as a sophisticated field within its own right, with an increasing number of articles that examine various mobile devices used in environments both inside and

outside of formal language learning situations. MALL has been defined as the use of “mobile technologies in language learning, especially in situations where device portability offers specific advantages” Kukulska-Hulme (2013:301) as cited in Stockwell & Hubbard (2013:24).

Fattah (2015:116) states ‘there is an increase use of wireless technologies in education all over the world’. In fact, wireless technologies such as laptop computers, palmtop computers and mobile phones are revolutionizing education and transforming the traditional classroom-based learning and teaching into *anytime* and *anywhere* education. The term “mobile learning” or “m-learning” is not a new one. It describes learning of the learners’ not defined location or when he or she uses the benefits of mobile technology when learning.

Mobile learning was previously limited to laptops, but today it mainly refers to *smartphones*, tablet PCs or mobile gaming and entertainment consoles. The strengths of mobile learning lie primarily in the use of learning programs not dependent on time or place, that are in the extremely efficient use of the available time. Periods of idle time between customer meetings or waiting times at airports can be used to access learning modules. Therefore, the vision behind this is the learning is to get what you want, where you want and when you want. Mobile learning importance has increased since the beginning of the twenty first century.

Berger in Fattah (2016:116) lists the implications that mobile technology can bring to teaching and learning, they are; better realization of “anywhere, anytime”; freedom of organization in and out of the classroom; collaboration among students separated geographically; transparent connection to nets; remote

sensing and integration of information; and shift from “anywhere, anytime” to “everywhere, every time.”

Four principles of value to MALL are; equitable use, “deliver content in the simplest possible format”; flexible use, “package content in small chunks”; tolerance for error “scaffold and support situated learning methods”; and instructional climate, “push regular reminders, quizzes, and questions to students.”

Mobile learning for language learning has reached a stage where it is starting to move out of the classroom and into the real world. Through mobile phones, we have the potential to provide a rich learning environment for our learners, but there are still issues that must be considered before they can reach their full potential. Obviously, there is still the problem of the lack of willingness to try new mobile technologies, but this is something that may slowly become less of an issue as perceptions change (Stockwell, 2010:107).

b. *WhatsApp Messenger*

Information and Communication Technology (ICT) affects greatly in the education world. The use of ICT in education, including language teaching and learning, is a positive response to the development of the information and communication technology in the third millennium. There has been a new trend in the ICT world which is called the social network. Social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts and interests with each other. This social network has opened up new opportunities of interaction and collaboration between teachers and learners.

If we talk about social network, we should know about social media. Social media is defined as a form of electronic communication in which the users interact as they want and share or discuss information, ideas, personal message,

and the other contents by using various multimedia tools which utilizes online platform when connecting to the internet. Social media are computer-mediated technologies that allow the creating and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks (Wikipedia, 2016: 31).

There are many kinds of social media, such as *Facebook*, *WeChat*, *Twitter*, *Instagram*, *Skype*, *Blackberry Messenger*, and so on. However, the discussion will be limited to *chatroom* social media; that is *WhatsApp Messenger*. *WhatsApp* is chosen as an appropriate *chatroom* medium because of its popularity and its practical use. *WhatsApp Messenger* users as of September 2016 are 1,000,000,000.

Table 2.4 List of the Leading Social Networks as of April 2018

Name	Users
Facebook	2,234,000,000
YouTube	1,500,000,000
WhatsApp	1,500,000,000
WeChat	980,000,000
Instagram	813,000,000
Tumblr	794,000,000
QQ	783,000,000
Qzone	563,000,000
Sina Weibo	392,000,000
Reddit	330,000,000
Twitter	330,000,000
Baidu Tieba	300,000,000
Skype	300,000,000
LinkedIn	260,000,000
Viber	260,000,000
Snapchat	255,000,000
LINE	203,000,000

Pinterest	200,000,000
Telegram	200,000,000

WhatsApp Messenger is a proprietary, cross-platform, encrypted instant messaging client for smartphones. It uses the internet to make voice calls, one to one video calls; send text messages, documents, PDF files, images, GIF, videos, user location, audio files, phone contacts and voice notes to other users using standard cellular mobile numbers. The client software is available for iOS, BlackBerry OS, Android, Series 40, and Windows Phone.

Barhoumi (2015:222-223) states the general benefits of using *WhatsApp* instant messaging in the blended mobile lecture, those are; (1) *WhatsApp* instant messaging facilitates online collaboration and cooperation between online students connected from school or home in a blended mobile lecture; (2) *WhatsApp* is a free application that is easy to use; (3) groups connected to *WhatsApp* instant messaging can share learning objects easily through comments, texting and messaging. Discussions are related to the course content taught 100% in-class; (4) *WhatsApp* provides students with the ability to create a class publication and thereby publish their work in the group; and (5) information and knowledge are easily constructed and shared through *WhatsApp* instant messaging.

Using *WhatsApp Messenger* as learning platform and media to have discussion seems possible because teacher-students interaction can be done out of class. Trenkov (2014: 12) concludes his research results related to the advantages and efficiencies of using *WhatsApp Messenger* are; it reduces need for face-to-

face meetings; it builds a deeper trust between students and instructor; it provides a larger scope of feedback; it helps motivate students better on an on-going bases; it offers minute-by-minute level feedback (with little no lag time); and continue communications even after the course is completed.

C. Descriptive Text

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the reader or hearer (Gerot & Wignel, 1994; Knapp & Watkina, 2005: 18). The proses of describing is done though ordering their characteristics clearly, starting for naming them and dealing with their attributes, behaviors, function, and so on so that the reader and hearer can possibly notice that the writer is writing about as if they could directly see it though their own eyes.

From the definitions of descriptive text above, it can be concluded that descriptive text is a text which is aimed at persuading writer or listener to describe a characteristic of something in their imagination or in a certain way.

Text organization of descriptive text is:

- 1) Identification: in this part introduces to the subject of description.
- 2) Description: in this part gives details of the characteristic features of the subject. It may describe parts.
- 3) Conclusion: optional statement to sum up main idea.

Table 2.5 Descriptive Text

Title	My Grandmother
identification	My grandmother is very gentle, loving, and caring person.

	She never raises her voice at anyone. She has lived with me for a long as I can remember. She takes care of me when mom goes to work.
Description	<p>My grandmother is very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.</p> <p>My grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about grandfather who has pass away. My dear grandmother always says good things about him. She once told me that he was nicest person she had ever met.</p>
Conclusion	I really love my grandmother.

a. Types of Text

- 1) Factual Text instruct or persuade by giving facts and information.

There are the variant of factual text: *the First*, factual description that is describes a place or thing using facts, the feature from it that is;

- a) Begins with an introductory statement
- b) Systematically describes different aspects of the subject
- c) May end with a concluding statement

- 2) Factual Recount is retells events which have already happened in time order, the variant that are;

- a) Begins with an background information who, when, where
- b) Describes the series of events in time order
- c) May end with a personal comment

- 3) information report-- classifies, describes and gives factual information about people, animals, things or phenomena
 - a) Begins with a general classification or definition
 - b) Lists a sequence of related information about the topic
 - c) Ends with a concluding comment
- 4) Procedure-- gives instructions on how to make or do something
 - a) begins with a statement of goal (could be the title)
 - b) lists materials needed in order of use
 - c) gives a series of steps (instructions) in order
 - d) each instruction begins with a verb in the present tense
- 5) Procedural recount-- tells how something was made or done in time order and with accuracy
 - a) Begins with a statement of what was made or done
 - b) Tells what was made in order
 - c) Written in the past tense
- 6) Explanation-- explains how or why something happens
 - a) Starts by naming the topic describes items related to the topic in their right order
 - b) Explains how the items relate to each other and to the topic
 - c) May end with a concluding statement
 - d) Include visual images, eg flowcharts and diagrams, which support what is written in words
 - e) Written in the present tense

7) Persuasive text-- factual text types that give a point of view. They are used to influence or persuade others.

1) Exposition-- gives reasons for a point of view to try and convince others of it

- a) Begins with a sentence that gives a point of view on a topic
- b) Lists the arguments giving reasons and evidence for them
- c) Uses convincing language eg 'will damage' instead of 'may damage'

2) Discussion-- gives different points of view in order to make an informed decision

- a) begins with some background information leading to the issue
- b) lists arguments for and against, giving evidence for different points of view
- c) conclusion might sum up both sides or recommend one point of view

8) Literary Text

1) literary description-- describes people, characters, places, events and things in an imaginative way

- a) describes characteristic features of the subject, eg physical appearance, behaviour
 - b) often forms part of other pieces of writing
- 2) literary recount-- retells events from novels, plays, films and personal experiences to entertain others
- a) begins with background information, eg character, time, place
 - b) describes the events in time order
 - c) may end with a personal comment about the characters or events
- 3) personal response-- gives a personal opinion on a novel, play or film, referring to parts within the passage
- a) describes how you feel about a novel, film, book or play
 - b) lists what did and did not appeal to you
 - c) may comment on some of the features of the writing
- 4) review-- summarises, analyses and assesses the appeal of a novel, play or film, to a broader audience
- a) describes how features (eg characters, plot, language features, humour etc) may or may not appeal
- 5) narrative-- tells a story using a series of events
- a) the scene is set in a time and place and characters are introduced
 - b) usually has a problem that is addressed
 - c) may contain a message for the reader

D. Technique of Teaching Writing Using Peer Correction

Writing is the activity or skill of marking coherent words on paper and composing text. It is considered as the most difficult skill in language learning because it involves the skill or mastery of grammar, vocabulary, and spelling. Besides, it also needs the ability to think and arrange the words into meaningful sentences. The students not only have to make sentences well-organized and clear, but also they have to check the punctuation of their writing. Writing can be intimidating, upsetting and mystifying for them.

Teaching may be defined as showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know or understand (Brown, 2007: 8). He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching writing especially the teacher should guide students in order that the students have good skills in writing many kinds of texts that should be taught based on the students' grade.

Harmer (2004:79-80) explains the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. Those several reasons are presented as follows:

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to commit the new language to memory. Students usually

find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, and reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement – and increasingly, how to write using electronic media.

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. Harmer (2007:325-330) divides them into seven approaches:

1) Process and product

When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on process, they pay attention to the various stages that any pieces of writing go through. It includes spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

2) Genre

In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students, who are writing within a certain genre, need to consider a number of different factors; knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be read by whom.

3) Creative writing

It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4) Writing as a cooperative activity

Cooperative writing can work well whether the focus is on the writing process or on genre study. Reviewing and evaluating are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own.

5) Building the writing habit

Teachers need to help students build the writing habit so that they recognize writing as being normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities.

6) Writing-for-learning and writing-for-writing

Writing-for-learning is the kind of writing that teachers do to help students learn language or to test them on language. While writing-for-writing is the kind of writing that teachers do to make students use language in producing a text.

7) The roles of the teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students, create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resource because they should be ready to supply information and language when necessary. Teachers act as feedback provider because they should respond positively and encouragingly to the content of what the students have written.

A number of different approaches to teach writing have been mentioned above but teachers need to apply the appropriate approach in teaching writing based on the ability, condition, and characteristics of students and so on.

After choosing the appropriate approach, technique in teaching should be determined. Some techniques suggested by Slavin (1995: 76) are;

1. STAD (Student Teams-Achievement Divisions)

In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. STAD consists of five major components- class presentations, teams, quizzes, individual improvement scores, and team recognition. The teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another. The main idea behind Student Teams-Achievement Divisions is to motivate students to encourage and help each other master skills presented by the teacher.

2. TGT (Teams-Games-Tournament)

TGT is the same as STAD in every respect but one: instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which students compare as representatives of their teams with members of other teams who are like them in past academic performance. TGT is very frequently used in combination with STAD, adding an occasional tournament to the usual STAD structure. A description of the components of TGT follows: class presentation, teams, games, tournaments, team recognition, materials and assigning students to teams.

3. Jigsaw

In jigsaw technique, students work in the same four-member, heterogeneous teams as in STAD and TGT. The students are assigned

chapters or other units to read, and are given “expert sheets” that contain different topics for each team member to focus on when reading. When everyone has finished reading, students from different teams with the same topic meet in an “expert group” to discuss their topic about thirty minutes, the experts then return to their teams and take turns teaching their teammates about their topic. Finally, students take assessments that cover all the topics, and the quiz scores become team scores, as in STAD. The key to jigsaw is interdependence of every student depends on his or her teammates to provide the information needed to do well on the assessments.

4. TAI (Team Assisted Individualization)

Teams Accelerated Instruction shares with STAD and TGT the use of four-member mixed ability learning teams and certificates for high-performing teams. However, STAD and TGT use a single space of instruction. Also, STAD and TGT apply to most subjects and grade levels, but TAI is specially designed to teach mathematics to students in grades 3-6.

5. CIRC (Cooperative Integrated Reading and Composition)

Madden (2004) studies that CIRC is teaching technique that focuses on two skills, reading and writing. This two skills drill students’ mastery of language arts. The technique guides teachers in motivating students to work in group at the same or different reading level.

CIRC also divides the students into a group of four students and gives a task to each group to do together. After finishing doing the task, every group has to deliver their result to the class.

Some other techniques suggested by Barkley, Cross, & Major (2005:349) are;

1. Dialogue Journals

Students are required to write a journal about their reading task, their school, experience, and so on. Each student has to do journal exchange with their friends in order to get comment and question. This technique is used to connect students' activity with their private life and to build interaction between the students.

2. Round Table

Round table is a technique used for a group of students. Students are required to write a response based on the topic given. The first student in the group starts responding the topic by writing their thought. The paper used has to be given to the next students and the same activity should be done. This activity is stopped when all students have written their thoughts. This technique is used to help the students focus on their attention and to give the reflective time for them to think about their responds.

3. Dyadic Essays

Students have to write an essay question and its answer model. Then they have to do question exchange with their pair. They have to write

the response of their friend's question. After responding the question, they have to compare what they have written with the answer model.

4. Peer Editing

A pair of students have to review their friends' writing critically. They give feedback about essay, paper, argument, research journal, or other writing task. Peer editing helps students to identify writing features of others'.

5. Collaborative Writing

This technique is applied for a group of students. In collaborative writing, students have to give their contribution in each writing steps. They have to share their thought or opinion; collect and organize the information, draft and revise the writing. This technique helps the students to learn and do writing steps effectively.

Teaching writing by using *WhatsApp Messenger and Peer Correction Technique* is categorized as collaborative writing in which the students are divided into some groups and correcting each groups to get better correction. They work collaboratively in their group discussion. Killen (2007:155) as cited in Admore (2011) defines discussion as “an orderly process of group interaction in which learners are exchanging ideas listening to a variety of points of view, expressing and exploring their own views, applying their knowledge and reflecting their own attitudes and values.” It is where teacher and students actively partake in the learning process.

Discussion can be used to implement problem-solving-based learning. It is expected to encourage learners to increase their critical thinking and to develop

their knowledge. Sanjaya (2011:154-156) lists some advantages of discussion, those are; 1) it can stimulate learners to be more creative in giving arguments and ideas; 2) it can train learners to be used to do mind exchanging in facing every problem; and 3) it can train learners to express their opinions or ideas verbally, beside it can train them to respect others' opinion.

In line with Sanjaya, Admore (2011:27) cites that discussion is good when it comes to the teaching and learning of the following: 1) change of attitudes; values, and behavior; 2) discussion is more effective when debating issues like AIDS or poverty; 3) it can be used to solve a problem, answer social and political questions, enhance learners' knowledge, develop understanding and reach a decision; and 4) discussion can promote and develop deeper thinking than lectures. To sum up, the work done by group is much better than the work done by individual.

E. Teaching Writing in Senior High School

In *Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan Mata Pelajaran Bahasa Inggris* (2016), published by the Ministry of Education and Culture, it is explained that the genres taught in the senior high schools are recount, report, narrative, hortatory exposition, discussion, and review. Therefore, the students are expected to have good knowledge on how to make a good paragraph based on the purpose with good arrangement of the genre of texts that should be mastered by them. The competencies are written in syllabus of *Kurikulum 2013 (K13) Revisi* as follows:

Table 2.6 Basic Competence of Writing Hortatory Exposition for Senior High School Students Grade XI Semester 1

Basic Competence	Learning Subject
<p>1.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik.</p> <p>2.1 Teks Deskriptif</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, terkait topik</p> <p>Menyusun teks deskriptif, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Mengajak, membujuk orang lain/pembaca atau pendengar untuk mendeskripsikan sesuatu yang direkomendasikan dalam teks • Struktur teks <ul style="list-style-type: none"> - Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan (Thesis statement) - Menyebutkan pandangan/pendapat mengenai permasalahan tersebut beserta ilustrasi sebagai pendukung (Arguments) - Diakhiri dengan jalan keluar/solusi yang ditawarkan untuk mengatasi permasalahan tersebut • Unsur Kebahasaan: <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals - Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi. • Topik <ul style="list-style-type: none"> Berbagai hal terkait dengan interaksi antara guru dan peserta

Basic Competence	Learning Subject
	didik selama proses pembelajaran, di dalam maupun di luar

2.4.2 Teaching Writing Descriptive Text by Using *WhatsApp Messenger* and *peer correction technique*

Teaching writing Descriptive Text by using *WhatsApp Messenger* and *Peer Correction Technique* is categorized as *Collaborative Teaching Writing Technique*. Meanwhile, *WhatsApp Messenger* is used as a media in which the students have their *chatroom* for discussion and Peer Correction is used as a rule to chatroom connection to others.

In applying *WhatsApp Messenger* as a media in teaching writing Descriptive Text, there are several steps needed to be done. First, the students are divided into four groups. This division is based on the consideration that the teacher will be able to handle or monitor each student's activity in each group. The second step is creating a *WhatsApp Messenger* group for them. The third is setting up the rules within the groups.

The students are asked to be active in the discussion and use English while discussing. The next step is giving a topic to be discussed. The topic is supposed to be familiar with students. Then, students in every chat-room group are asked to write down some ideas as many as possible related to the topic or issue. Communication within *WhatsApp* is monitored by the teacher during the discussion. Focusing and paying attention on the topic or issue is very important. In this step, students work as a group so that they will be able to share ideas with other students.

The teacher's roles are to guide them, to make sure that every student is contributing in group, and to give feedback or correction. After having discussion, they have to classify each idea that has similarities. Finally, students are able to begin writing Descriptive Text individually based on ideas that they share each other in group.

F. Previous Study

Table 2.7 Review of Previous Study

Title	Variable Studied	Result	Similarity	Difference
The Effect of “WhatsApp” Electronic Dialogue Journaling on Improving Writing Vocabulary Word Choice and Voice of EFL Undergraduate Saudi Students (Alsalem, 2014)	<i>WhatsApp</i> electronic journaling and writing vocabulary word choice and voice	The research revealed that voice and vocabulary choice can be improved with the addition of <i>WhatsApp</i> journaling to the writing activities that are already used in writing class.	<ul style="list-style-type: none"> - It uses <i>WhatsApp</i> as the medium to have discussion - It focuses on writing skill - It aims at improving students' writing ability 	<ul style="list-style-type: none"> - It focuses on electronic journaling - The subjects are EFL undergraduate students - It only focuses on vocabulary word choice and voice

Title	Variable Studied	Result	Similarity	Difference
The Effectiveness of Using <i>WhatsApp Messenger</i> as One of Mobile Learning Techniques to Develop Students' Writing Skills (Fattah, 2015)	<i>WhatsApp Messenger</i> and writing skill	<i>WhatsApp</i> technology can enhance students' active participation in the EFL classroom	<ul style="list-style-type: none"> - It uses mobile learning technique - It uses experimental and control groups 	<ul style="list-style-type: none"> - Its subjects are college students - The research is limited to punctuation marks, sentence structures and generating ideas.
The Influence Of Peer Correction In Students' Descriptive Text Writing At Smkn 2 Metro (Trencove, 2014)	<i>X;Peer Correction text</i>	The use of Peer Correction Technique can increase the writing descriptive text achievement	<ul style="list-style-type: none"> - It uses <i>Peer Correction Technique</i> - It focuses on writing skill - It uses control 	<ul style="list-style-type: none"> - Only use Peer Correction Technique

Title	Variable Studied	Result	Similarity	Difference
			and experimental groups	
The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management (Barhoumi, 2015)	explores the effectiveness of using mobile technologies to support a blended learning course	The researcher used the t-test to compare the means of the control and experimental groups in the test and the students' attitudes at 0.05 alpha levels.	- the learning process of the experimental group was based on continuity	- This is just a period of experiment and the material, one of picture.
Techniques of Optimizing WhatsApp as an Instructional Tool for	WhatsApp is effective to enhance the students'	The cheap and flexible WhatsApp brings potentials to help the	- Help student able to writing learning and descriptive	- Only different in the material of learning that is

Title	Variable Studied	Result	Similarity	Difference
Teaching EFL Writing in Indonesian Senior High Schools (Susanti, 2016)	language skills, motivation and rapport especially to adolescent learners	English writing learning. The three techniques presented optimized the features in the WhatsApp: share audio, video, picture, links, document, create groups, and text.	ve text	picture not use video.

From the table above, it can be concluded that the similarities of this research and the previous ones are the use of *WhatsApp and Peer Correction* in educational field and its techniques applied. Meanwhile, the differences between them are the text applied and the research's objective. The text used in this research is descriptive text with the objective that the significant difference between students' writing achievement in experimental and control groups is found.