CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Peer Assessment

a. The Nature of Peer Assessment

One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. Students must have a clear understanding of what they will give comments on their peers' works. The teacher must explain the expectations clearly to them before they begin to give assessment to their friends. Students assess the students assignment about some texts in writing using the criteria and giving feedback clearly to the students.

Peer assessment is described as an evaluation method, in which individuals evaluate each other according to certain criteria.² Peer assessment is also simply a matter of students giving score and feedback to one another on an assignment. In this evaluation method, students evaluate the quality of studies of their class-mates and provide feedback to each

¹ http://www.nclrc.org/essentials/assessing/peereval.htm.accessed on January 01, 2015.

² Falchikov, N. Peer Feedback Marking: Developing Peer Assessment.1995. 175.

other.³ The effective of peer assessment is related to clear standards and is supported by a constructive process of critique.

b. The Importance of Peer Assessment

Peer assessment is generally accepted to be the evaluation of work by other students on the same course. Peer assessment can potentially save time in classroom work because a teacher can receive a clearer or indepth perspective on the strengths and weaknesses of a student learning experience. Peer assessment has several important benefits and limitations. The benefit of peer assessment in addition to increasing motivation of students for learning is as follows: taking the responsibility of their own learning, making evaluation a part of learning. Peer assessment requires students to correct their fellow students' work, guided by criteria and standards of desired performance.

There are many benefit of peer assessment:⁴

- a) It engages students in the learning process and develops their capacity to reflect on and evaluate their own learning
- b) Thinking critically
- c) Giving constructive feedback
- d) Learning from critical appraisal received from others.
- e) Encouraging students involvement and responsibility.

³ Van den Berg, I., Admiraal, W. & Pilot, A. *Design Principles and Outcomes of Peer Assessment in Higher Education* 2006, 341

⁴ Peer Assesssment. (http://www.sydney.edu.au/selfpeerassessment). accessed on January 01, 2015.

- f) Providing more relevant feedback to students as it is generated by their peers.
- g) graded by their peers.

c. The Implementation of Peer Assessment

Peer assessment refers to students' critical evaluations of peers' performance, whether for writing, oral or visual presentations. The implementation of peer assessment is an alternative way of assessment for teachers.⁵ The teacher must explain expectations clearly to the students before they begin to give the assessment because the students must have a clear understanding when they will give comment and score their work.

Peer assessment increases students' interpersonal relationships in the classroom.⁶ One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers.⁷

One way to make sure students understand this type of evaluation is to give students a practice session with it. The teacher provides a sample of writing assignments. As a group, students determine what should be assessed and how criteria for successful completion of the communication task should be defined. The teacher gives students a sample of completed assignment about writing text and also sample of evaluation about it.

⁶ SlujiSHSns, Brand-Gruel, Van Merrienboer. *Asseessment and Evaluation in Higher Education*. 2002.

⁵ Tseng and Tsai. *The role of peer feedback*. 2007. 161. Journal.

Peer Asseessment.(http://www.ctlutexas.edu/assess/peer-assessment).accessed on January 01, 2015.

Students assess the writing text using the criteria they have developed and determine how they convey feedback clearly to the students. Students participation in peer assessment processes focuses on marking an essay or written assignment. Students can be taught to grade papers accurately and reliably by having them focus on certain aspects of the paper to evaluate each time they read it, including grammar, wording, organization, and development of ideas.⁸

d. The Function of Peer Assessment in Writing

Assessment should focus on measuring student progress and achievement in relation to the content standards and performance standards identified for the particular subject and grade. Peer assessment has been considered an important part of writing process. Peer assessment is increasingly conducted in writing classes since the prevalence of communicative approach in recent years, and it has been proved as an effective approach to improve the writing skill. 10

Peer assessment has the functions for students in writing. The functions of peer assessment in writing are to assessing, revising, editing and changing writing contents and organizing ideas.¹¹ Peer assessment in writing

Guinagh, B., & Birkett, P.L. Using a Student Cooperative Critique Group Improving Student Writing. 1982. 231.

⁹ Ontario. A Guide to Effective Literacy Instruction. 2006. 10.

Corbin, B. 2012. Improving L2 Peer-Feedback. 2012. 24.

¹¹ Van Den Berg, I., Admiraal, W., & Pilot, A. Peer Assessment in University Teaching: Assessment & Evaluation in Higher Education. 2006. 31.

helps the students receive more feedback on their papers as well as give students practice in assessing of writing descriptive text. It is obvious that peer assessment creates opportunities for interaction, and increases objectivity in assessment.

Peer assessment engages students in making judgements about the work or the performance of other students. Peer assessment is not only a grading procedure, but also part of a learning process in which skills are developed. They regard it as a good mechanism to develop critical thinking and to learn from others' work in writing descriptive text.

2. Writing

a. The Nature of Writing

Writing is a mental work of inventing idea, thinking about how to express them and organizing into statement of paragraph until it is clear for the readers. 12 Therefore, in writing, we have to write as clearly as meaning when we talk. We have to make the readers understand what we want to deliver.

Writing is the communication which has purpose to the readers. ¹³ The students' ideas, opinion and experience can be spoken in writing form. In addition, by writing the students can express their ideas and feelings without they speak.

¹² Lado, Robert. *Language Teaching*. Bombay: McGraw-Hill publishing. 1996. 143.
¹³ Peha Steve, *Writing Teacher's Strategy Guide*. 2010, (accessed on January 11, 2015)

Writing is important for people to communicate the knowledge and process of thought like to make paragraph, essay, examination, term papers and a job application. Writing allows someone to take and understand the writer's ideas out of the real of thought then the people give them a form in order to other people can read and consider what they read.¹⁴

As the researcher knows that when produce a paragraph of an essay the writer needs some aspects, such as; correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. 15 Therefore, the researcher concludes that writing skill is complex activity.

In the researcher's opinion, the activity of writing begins with brainstorming. It is because it makes students get idea easily. The benefit of writing for some people is as hobby and used for communication. Therefore, writing is an important thing for someone to give the reader some information and also to entertain the reader. The reader also may get the messages of the writing from the writer.

b. The Important Elements in Writing

Every written text has different situation. It depends on several elements. There are two elements of affective writing, such as; writing purpose and topic.¹⁶ Before beginning to plan in writing, the writer should

¹⁶ Carol Carter. Keys to Affective Learning. 248.

Writing. (http://www.oucom.ohiou.edu). accesed on January 01, 2015.
Penny Ur. A Course in Language Teaching. Cambridge: Cambridge University Press. 1996. 163

consider the purpose. Then the writer chooses topic during in the planning stage.

a) Writing purpose.

Every written text or essay must have a purpose, which has clearly defined and effectively communicated.¹⁷ The purpose of writing focuses on the meaning of the writing text. So, when someone wants to write, they have to decide what they want to accomplish before they start their writing. There are many writing purposes, such as:

- 1) To describe something to the readers
- 2) To amuse entertain the readers
- 3) To persuade the readers
- 4) To give some information to the readers

b) Topic.

Choosing a topic or a theme for writing is an important thing at the first step in English learning. Sometimes the teacher has different topic in every meeting of teaching and learning process.¹⁸ The students write their writing based on the topic that is given by the teacher. Through narrowing the general topic into certain topic sentences, the students will keep the text unified and control each paragraph in coherence. Topic helps the writer to stay focus on what they want to write.

 $^{\rm 17}$ How to write. (http://www.learningtowrite.ecsd.net). accessed on 01 January, 2015.

http://www.ed.gov.nl.ca/edu/k12/process.pdf. accessed on January 01, 2015.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. It is purpose to describe and reveals a particular person, place, or thing. The descriptive text type presents the physical characteristics of people, or objects. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general.¹⁹

b. Language Features of Descriptive Text

Language feature is a consequence of the communicative purpose of a text. It means the details of an object so that the audience has a clear description of something.²⁰ The characteristic of descriptive text based on language features as follow specific noun, using present tense, using detail phrase and relating verb, using adjective, using figurative language, etc. The first language feature of descriptive text is specific noun. Then descriptive text uses simple present tense to describe an object. Using certain adjective is used in descriptive text.

c. The Generic Structure of Descriptive Text

Descriptive text has structure as below²¹:

1) Identification

Linda Gerot, Peter Wignell. Making Sense of Functional Grammar. 1994
Zumakhsin. A Contextual Approach to Learning English. Published: Ganeca Exact. 2007. 77.

²¹ Hammond, Jenny. English for Special Purposes. 1992

It is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers to b be eager to red the text.

2) Description

It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

d. The Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the people are describing. So when the writer describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description.²² The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details,

²² Karen Blanchard and Christina Root, *Ready to Write*, (Longman: Pearson Education, 2003). 70.

specific means exact, precise. The more specific they can do, make the reader can see what they are describing.

B. REVIEW OF PREVIOUS STUDIES

In some studies, the learners expresses satisfaction with and believe they benefit from peer evaluation while in others, learners resist the process. Learners who are accepting of the process believe that the quality of their work improve as a result of the feedback they receive. Students who dislike peer evaluation believe that the process interfer the relationships with their fellow learners.

There are some studies related with this study. The first study was carried out by Insani who conducted a research entitled "Using peer assessment to improve 11th graders' ability in writing hortatory exposition text at State Senior High School 4 Malang."²³ The previous study wanted to know that using peer assessment could improve the students ability in writing hortatory exposition text. The differences between previous study and this study are; this previous study was classroom action research and had purpose to improve students' writing hortatory text by using peer assessment The result of the previous research showed that peer assessment as a device to help the students to give feedback improved the students' ability in developing and organizing their ideas in writing hortatory exposition text, but this result of this study focuses on implementation of students peer assessment in writing descriptive text.

Rizky Nadia Insani. Thesis. "Using Peer Assessment to Improve 11th Graders's Ability in Writing Hortatory Exposition Text at State Senior High School 4 Malang" (University of Malang, 2010).

The second study was found out by Wardani who conducted a research entitled "The Use of Peer Feedback to improve the Writing Ability of the Eight Graders of MTS."²⁴ The problem of this research was how to improve student's in writing ability by using peer feedback because most of students difficulties when they gave comment to the students. The differences between previous study and this study are; the previous study was classroom action research and had purpose to improve students' writing ability by using peer feedback because most of students got difficulties in constructing their ideas into writing, but this study does not apply certain techniques that improve writing skill because it focuses on analysis in the implementation of students peer assessment in writing descriptive text. The researcher used the peer assessment because not only giving feedback or comment but also giving score. The result of the previous research was the alternative way of learning writing who the teacher used peer assessment to correction the students' task in the class. The result of this research was the implementation of students' peer assessment in writing descriptive text.

The third study was carried out by Roni who conducted a research entitled "Peer correction as an alternative way of learning writing at the English Department of State University of Malang.²⁵ The problem in this study was how do peer correction in learning writing at the English Department. The differences

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Happy Kusuma Wardani, Thesis: "The Use of Peer Feedback to Improve the Writing Ability of The Eight Graders of MTS" (University of Malang, 2011).
Marianus Roni, Thesis: "Peer Correction as An Alternative Way of Learning Writing at The English

²³ Marianus Roni, Thesis: "Peer Correction as An Alternative Way of Learning Writing at The English Departement of State University of Malang" (University of Malang, 2001).

between previous study and this study is; this previous study used qualitative descriptive research and peer correction in learning writing, but in this research focuses on the implementation of students peer assessment in writing descriptive text. The researcher just observe in the class how the implementation of students giving score and feedback to their friends. The result of the previous research was the alternative way of learning writing who the teacher use peer assessment to correction the students' task in the class. The result of this research is the implementation of students' peer assessment in writing descriptive text.

The fourth study was carried out by Agustiningsih who conducted a research entitled "Implementation Peer Assessment to improve the writing narrative of the second year students of SMP Negeri 4 Palu." The differences those previous study and this research are; the previous study used classroom action research because to improve their students in writing ability by using peer assessment. In this research use descriptive qualitative research because this study focuses on implementation of students' peer assessment in writing descriptive text. The researcher just observe how the implementation of students' peer assessment in writing descriptive text. The results of the previous research conduct that help students to improve writing ability by using peer assessment. Meanwhile the result of this study is to know the implementation of students' peer assessment in writing descriptive text.

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²⁶ Diah Agustiningsih, Thesis: "Implementasi Peer assessment to Improve The Writing Narrative of The Second Year Students of SMP Negeri Palu". (Universitas Negeri Malang, 2005).

The fifth study by Qomariyah who conducted a research entitled "The Implementation of Peer Assessment in Improving Students' Reading Ability in Descriptive Text', 27 The objectives of this research were to find out the role of peer assessment in improving students' reading ability and to find out the interaction process of students and teacher in implementing peer assessment in reading ability.

The differences between this previous study and this study are; this previous study was classroom action research and had purpose to improve students' reading descriptive skill by using peer assessment because most of students get difficulties in reading, but this study does not apply certain techniques that improve reading descriptive because it focuses on analyzing students' peer assessment in writing descriptive text. The result of the previous research conducted that there was an improvement in students' reading ability, but the result of this study is to know the implementation of students' peer assessment in writing descriptive text.

Regarding those previous studies, the current study presents the difference. Here, The researcher wanted to investigate and analyzing the implementation of students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya. The main purpose of the study is to find out how the implementation of students' peer assessment in writing descriptive text.

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²⁷ Siti Qomariyah, Thesis: "The Implementation of Peer Assessment in Improving Students' Reading Ability in Descriptive Text at Seventh Grade Student of MTs Husnaba Kebandingan-Kedungbanteng, Tegal" (Universitas Pancasakti Tegal Academic Year 2010–2011).