

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the literature review of the research conducted. the introduction usually includes several main components that provide a theoretical and contextual foundation for the research conducted. the following are some elements that are generally discussed in this chapter; writing skills in junior high school, teaching writing recount text using pair work, assessment writing, theoretical framework, and hypothesis. the purpose of this literature review is to provide a strong theoretical foundation and adequate context for the research.

A. Writing Skill in Junior High School

Writing is an important aspect in English. Writing is the basic framework of communication. More communication is conveyed through writing than through any other type of media. Without writing, the flow of ideas would stop at the source. Writing skills is one of type of language skill that must be mastered by students. Many experts have put forward the meanings that have been written. According Amalia et al (2021) cite in Zheng in Sohli and Eginli (2020) acquiring writing skill in a second language is considered to be more challenging than the other language skills. It consists of cognitive strategies and background knowledge of the target culture encouraging teacher to teach many components to the students.

Writing is one of language skills. It is not an easy skill to learn. Many students consider writing to be the most difficult skill to master. It allows students to express their feeling, thoughts, and emotions in writing and to share their opinions. Writing is a form of expression that needs logical engagement in structuring thoughts and ideas in print. Being able to write does not belong only to gifted people, but everyone that wants to fulfill needs and express viewpoints Lika (2017). Writing requires a profound understanding of the text as a process, since reaching immediate feedback to form a frame to follow in writing may not always be possible, and language users may be required to write comprehensible, clear, suitable and informative texts Yuce and Atac (2019).

Writing is a communication tool in written form. Additionally, in teaching writing there is English competence including learners' grammatical competence, vocabulary mastery, and how to organize a good paragraph of English Hidayati (2018). It is an activity to express ideas thought language media. It is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structures. It is basic language skill, as important as a speaking, listening and reading. Student's writing skills can be influenced by various factors. Factors that affect learning outcomes include the following: the first factor is internal factors (factors from within students). And the second factors is external factors (factors form outside students).

Secondary students' writing skills are a critical component of developing literacy and communication skills. According Purnamasari (2021), writing

skills is the capacity to express thoughts, feelings, and opinions to other people through written language. At this level, students encounter different types of texts such as narrative, expository, descriptive, argumentative, and procedural. Each of these text types has a different structure and purpose, and students should be able to understand these elements and apply them in their writing. Mastery of these different types of texts not only improves writing skills, but also enriches students' knowledge on how to effectively communicate information and ideas.

There are several important steps in developing writing skills in middle school students, starting with idea generation, followed by outlining, drafting, revising, and editing Calinescu (2024). During the idea generation stage, brainstorming techniques are often used to explore different ideas that students can express in writing. After that, students are guided to create an outline to organize these ideas in a logical and structured manner. The drafting process allows students to express their thoughts without worrying about perfection, while revision and editing focus on improving content, grammar, and spelling McKinley (2021). Middle school writing classes also emphasize the importance of constructive feedback from teachers and peers. This feedback helps students recognize the strengths and weaknesses of their writing and provides guidance to improve it. In addition, group collaboration and in-class discussions enrich writing by encouraging students to share ideas and gain new perspectives. In this way, the writing learning process becomes more interactive and fun, and helps students gain confidence in their writing abilities.

Writing skills give students time to think through ideas rather than having to express opinions fluently, something that many, especially at lower levels, find difficult and awkward. According to Agustin et al (2022) cite in Javed et al. (2013) stated that writing skills play an important role to increase students' exposure and competence for communication and interaction purposes. Various teaching methods have been used to develop students' writing skills in junior high school. The writing process approach, which involves planning, writing, revising, and editing stages, has been proven effective in helping students understand the comprehensive writing process, Fitzgerald & Markham (2009). In addition, project-based learning models and group work have also been used to encourage collaboration and creativity in writing. Although the importance of writing skills is recognized, teachers often face various challenges in teaching writing in junior secondary schools. Such challenges include limited learning time, large class sizes, and different levels of writing skills among students. In addition, student motivation is also often a factor that affects the effectiveness of teaching writing skills.

Writing skills not only stand alone, but are also closely related to reading, speaking and critical thinking skills. According to Graham & Hebert (2010) Effective teaching of writing skills is often integrated with reading learning, as these two skills complement and reinforce each other. In addition, the development of speaking and critical thinking skills can also be supported through the teaching of good writing skills, Brisik (2014). The teaching of writing skills in junior high school plays an important role in shaping students'

communication and self-expression abilities. Effective teaching methods, challenges faced by teachers, technology integration, and linkages with other skills are important aspects to consider in developing a holistic and effective writing teaching program. With a deep understanding of these factors, teachers can improve the quality of teaching writing skills and help students reach their full potential.

Based on the explanation above, it can be concluded that writing is essential for English proficiency and communication. This writing skill allows students to express their thoughts and opinions and requires logical thinking and organization. Developing writing skills in secondary school students involves several steps such as generating ideas, creating an outline, drafting, revising and editing. Teachers often face challenges in teaching writing, including limited time, large class sizes, and varying levels of student motivation. However, effective teaching methods, integrated with reading, speaking and critical thinking skills, can enhance the development of writing skills and help students to succeed academically and professionally.

B. Teaching Writing Recount Text Using Pair Work

Teaching writing recount text is one of the important skills taught in junior high school. Recount texts aim to retell past events or experiences chronologically and aim to inform or entertain readers. One effective method to teach writing recount texts is by using pair work. This method not only improves writing skills, but also strengthens collaboration and communication

skills among students, as by working in pairs, students have to communicate effectively to convey their ideas. This involves active speaking and listening, which are crucial in the language learning process, (Storch 2005).

Pair work allows students to exchange ideas and enrich the content of their writing. Discussions between pairs can lead to more creative and in-depth ideas. Students can get immediate feedback from their partner. This feedback can be in the form of suggestions for improvement, addition of information, or correction of existing errors. With a supportive partner, students are usually more motivated and confident in writing. They feel that they are not alone in facing the challenges of writing. Pair work activities are often more fun than working alone. This can make the process of learning to write more interesting and enjoyable for students.

Using the pair work technique to teach recount text writing entails planning exercises where two students collaborate to hone their recount text writing abilities. Nowadays, working with the other students can help the teaching learning process run well Styati and Latief (2018). The use of collaborative work arouses the students' attention to take the part on the classroom activity. As Baleghizadeh, (2010) Wigglesworth & Storch, (2009) cite in Styati and Rodliyah (2021). When students work in pair, they can exchange ideas and share feedback and this may result in students' being able to write better than when they write alone. According to Supiani (2017) teaching writing through collaborative writing is a suitable technique to improve the students' writing ability. It can be used as a reference for the

teacher in improving the students' writing ability because every step of writing process can be followed easier and more flexible by the students. Teaching writing recount texts by using pair work helps the teachers to implement effective and different learning. Using this strategy allows teachers to teach more actively because they need to pay more attention to their students, structure their learning activities and organize the learning activities to run in a conducive and effective situation.

Pair work is a valuable instructional strategy for teaching writing recount texts. Students are first introduced to the idea of recount texts and their structure at the beginning of the educational process. The instructor describes the components of the text, such as orientation, a sequence of events, and reorientation, and gives examples of effective recount texts. Following that, students have the option to work in pairs to do a recount writing assignment on a topic of their choice or one that has been chosen by the teacher. Students are encouraged to work in pairs during the writing process to exchange ideas, talk about how to organize stories, and provide feedback to one another. According to Styati and Latief (2018), pair work provides students the opportunity to interact by discussing the different aspects of writing. As a facilitator, the teacher helps the students solve challenges, comprehend the recount text's structure, and develop their writing abilities.

The teacher provides student pairs with useful writing guidelines and strategies, such as the use of past tense sentences, conjunctions, and the use of detailed descriptions to improve the quality of their writing. Student pairs

check and provide constructive feedback on their partner's writing. The teacher then engages in a class discussion to share experiences, effective strategies, and aspects that need improvement from their work. According to Mukammilah (2017), Pair work is a very useful and efficient way of working in language teaching that mean pair work is kind of activity have been done by the teacher in teaching learning process, it can make students easier of writing paragraph composition. Teaching using the pair work method in writing recount texts gives students the opportunity to practice their writing skills while developing the ability to work together, share ideas, and give and receive feedback in a structured and guided environment. Styati and Latief (2018) recommend to investigate on pair work by classifying the pair based on proficiency to have better writing.

In conclusion, pair work is an effective teaching strategy that helps students collaborate, share ideas, and improve their writing skills. By encouraging active participation and fostering teamwork, pair work provides a structured and guided environment for students to develop their writing abilities. Specifically, using pair work to teach retell text writing is a successful method for language teaching. This approach not only enhances students' writing skills but also strengthens their communication, collaboration, and critical thinking abilities. By properly planning and implementing pair work activities, teachers can create an interactive and enjoyable learning environment that helps students reach their full potential in writing.

C. Assessment Writing

Assessment is closely related to evaluation. As Nodoushan, M. A. S. (2014).cite in Peha (2011) evaluation as any decision that is made based upon the information which has already been gathered through assessment. In order to design activities, support students' writing development, help them learn from mistakes, and allow teachers to track progress and pinpoint specific issues, it is essential to evaluate students' written work. Correcting written work is a time-consuming activity that teachers often dislike.

Writing test is subjective and should be evaluated by giving opinion, while formative and summative tests are the two types of assessments. According to Dolin et al (2018), formative was conducted during the process of materials development to provide information about how to revise early drafts, while summative evaluation usually provided some measure of the effectiveness of the final draft. According to Bakerson et al (2015), Summative assessment happens at the end of a learning sequence and typically consists of culminating projects or standardized tests. Formative assessment, on the other hand, can be thought of as a process that happens throughout the learning sequence. Both Bakerson et al (2015) and Dolin et al (2018) stress the value of summative and formative learning in the educational process; summative learning usually takes the shape of final projects or exams.

Pair work is one method that usually refers to an activity where two students complete a writing task together. In an assessment context, this means two students are asked to write together, such as collaborating to provide

feedback on each other's writing, writing an essay together, or other collaborative projects. The purpose of pair work in writing assessment is to give students the opportunity to collaborate, give feedback to each other, and develop their writing skills by discussing and comparing ideas and writing strategies.

In terms of teaching writing skills, the study looked at the teacher's acquisition of authentic, formative, summative, and obstacle-overcoming writing skills. The purpose of this research is to improve instructors' comprehension of writing assessments, alert them to possible problems, and help them take preventative measures in the future.

The findings of students' writing were examined using a writing analytic rubric that include five aspects; content, organization, grammar, vocabulary, and mechanics. The rubric below was used to assess students' difficulties in writing their recount texts.

Table 2.1 Scoring rubric

Aspect of Writing	Score	Category
Content	20-18	Excellent to good
	17-15	Good to adequate
	14-12	Adequate to fair
	11-6	Fair to poor
	5-1	Very poor
Organization	20-18	Excellent to good
	17-15	Good to adequate
	14-12	Adequate to fair
	11-6	Fair to poor
	5-1	Very poor
Grammar	20-18	Excellent to good
	17-15	Good to adequate
	14-12	Adequate to fair
	11-6	Fair to poor
	5-1	Very poor

Aspect of Writing	Score	Category
Vocabulary	20-18	Excellent to good
	17-15	Good to adequate
	14-12	Adequate to fair
	11-6	Fair to poor
	5-1	Very poor
Mechanics	20-18	Excellent to good
	17-15	Good to adequate
	14-12	Adequate to fair
	11-6	Fair to poor
	5-1	Very poor

In terms of content, (20-18) student was classified as excellent, (17-15) students as good, (14-12) students as adequate, and (11-6) students as fair to poor, (5-1) students as very poor. According to Table 1. In terms of organization, (20-18) student was rated excellent, (17-15) students were rated good, (14-12) students were rated adequate, (11-6) students were rated fair to poor and (5-1) students as very poor. In terms of grammar (20-18) student was classified as excellent, (17-15) students as good, (14-12) students as adequate, and (11-6) students as fair to poor, (5-1) students as very poor. In terms of vocabulary (20-18) student was classified as excellent, (17-15) students as good, (14-12) students as adequate, and (11-6) students as fair to poor, (5-1) students as very poor. In terms of mechanics, (20-18) student was classified as excellent, (17-15) students as good, (14-12) students as adequate, and (11-6) students as fair to poor, (5-1) students as very poor.

The conclusion is that assessment and evaluation are closely linked, and choices are made based on data obtained through assessment. Writing assessment is subjective and can include formative and summative assessments with the aim of improving students' writing ability and providing feedback. In

writing assessment, group work allows students to collaborate, provide feedback, and develop their writing skills. A writing analysis rubric helps you assess students' writing difficulties and provide grades based on various aspects, including content, organization, grammar, vocabulary, and voice.

D. Theoretical Framework

Writing is a process and often heavily influenced by genre boundaries, these elements should be included in learning activities. In a genre-based approach, the focus of writing is on integrating knowledge of a particular genre with communicative purposes, which helps learners produce written products that can be used to communicate with others in the same discourse community. Writing is not just arranging words into sentences, connecting sentences into paragraphs, and sequencing paragraphs into texts, but also requires knowledge of grammar and vocabulary, comprehension skills to apply grammar knowledge to different contexts and purposes, and knowledge of the subject matter of the writing. Based on the explanation above, it can be concluded that writing is the expression of ideas, facts, feelings, experiences, thoughts, and others in writing.

Pair work is one method that can be used in teaching writing. It is a method where students work together in small pairs to complete a specific task or project. This method is an effective way to encourage cooperation among students, facilitate cooperative learning, and build social skills. In pair work, students work together in small pairs to complete a specific task or project. This

can help students to help each other, share ideas, and solve problems together, while also improving their interpersonal communication skills. The purpose of using Pair Work as a learning method is to create interesting, fun learning conditions and atmosphere, which supports student interaction, increases participation, and is interactive. Pair work can provide opportunities for students to discuss, negotiate, interpret and construct knowledge. Pair work can provide students with more opportunities to receive and produce meaningful language input and can also encourage students to produce language, which can improve their writing ability.

Pair work allows students to learn not only from their own personal experience, but also from their interaction with their partner. By observing and practicing their partner's writing strategies, they can internalize them into their own writing ability. In addition, when students work in pairs, they are in a position to give and receive help from each other based on their ability level. This allows students to overcome writing challenges that they may find difficult to face on their own. Pair work can also have a positive impact on student motivation. By providing opportunities to collaborate and engage in learning, students can feel more motivated to develop their writing skills. Praise and feedback from a partner can also help with extrinsic motivation.

Pair work was chosen to be implemented to improve students' writing ability and engagement in the teaching and learning process. It is expected that pair work will provide many opportunities for students to improve their writing skills. It is also expected to help students to express their ideas in writing. This

will make it easier for students to understand the general structure of the text. This writing technique is also very beneficial in the teaching-learning process. The use of pair work can encourage and motivate students to write and make it easier for them to get meaningful interpretations. It is hoped that these findings and future efforts will help improve students' writing ability in the English teaching-learning process.

Based on the explanation above, writing is a complex process that involves integrating knowledge of genres and communicative purposes. Pair work is an effective method for teaching writing, as it encourages cooperation, facilitates cooperative learning, and improves social skills. Pair work allows students to learn from each other's writing strategies and overcome challenges together. It also fosters motivation and provides opportunities for meaningful language input and production. Implementing pair work in the teaching and learning process is expected to improve students' writing ability and engagement, helping them express their ideas and understand the structure of texts.

E. Hypothesis

The researcher's hypothesis is the answer to the research question, which may be true or false, based on the results of the study.

H₀: There is no significant difference in the writing skills of students who are taught using pair work and conventional teaching

H₁: There is a significant difference in the writing skills of students who are taught using pair work and conventional teaching.