CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, research objectives, significance of the study, and scope and limitation of the study.

A. Background of Study

Related to English subject as one of important components in the spectrum of the 2013 curriculum applied in Junior High School, it has a goal to develop the ability of students to communicate in that language. In this curriculum, students of junior high school are expected to be able to listen, speak, read, and write English in daily communication. Writing is thought in every level of junior high school. There are many types of writing texts that must be taught by the teacher such as narrative, descriptive, recount, report, and procedure. In this research recount text was used to develop students' writing ability. This is based on the standard competence in point 3.11 and 4.11 (Permendikbud No.24, 2016).

The definitions of writing are variously stated by some experts. According to Brown (2001), writing is conveying information or expression of original ideas in a consecutive way in the new language. He also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition,

Raimes (1983), writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand. It means that writing can be used to express someone's feelings or ideas and make a story based on their own selves by using brain to produce idea, hand to write, and eyes to look at the result of writing.

Another definition of writing skill is also defined Lee and also Harmer. Lee (2000) stated that writing is a recursive process. It means that students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect. Thus, teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Elbow (1973) also said that writing a two-step process. The first is figuring out the meaning and the second is putting the meaning into language. It means that writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a

grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

Min (2006) said that writing is a skill which has been developed in civilized society to pass on knowledge or message, and written communication is the most difficult one because it uses certain rules that are very complex. English is a language, and languages are made up of words. But we cannot simply put the words together in any way we want and expect we will automatically produce an English sentence. Putting the words into the right order is very important in making sentences, and so those sentences will be meaningful.

Rijlaarsdam and Bergh (2005) stated that writing is the most difficult skill for students because they need to have certain background knowledge about the rhetorical organization and appropriate language use. Many students feel hard to learn writing, because writing not only need good vocabulary building and grammatical function, but also need good arranging the words and sentences to make a good paragraph. Moreover, Tessema (2005) states that one

reason that makes writing so difficult is relates to knowing about the appropriate grammar and vocabulary, and a writer's ideas must be presented clearly. The others feel hard to write, because they have the low vocabulary mastery.

Furthermore, Gebhard (2000) explains other writing problems, they are are:(1) some students use ineffective strategies, (2) some students have negative attitudes about writing, (3) Students do not always understand or pay attention to the content of teacher's response to their written work. There are many kinds of writing strategies in teaching writing. However, both students and teachers do not choose and use one of the effective and efficient strategies in writing. In fact, many students did not pay attention to the teacher and talk with their friends during the class, but some of them still paid attention to the teacher. Most of students became passive and getting bored when they were faced with a writing task. This phenomenon influenced the students' writing ability achievement. Based on the information from their English teachers at SMPN 1 Tanggunggunung, almost all the students got score under the criteria of success. As the result, their average score of writing was low. Their writing achievement was below the expectation.

Even though, the students have the same treatment in teaching learning activity, but they have different results and performance in writing. According to Farida (2006), states that there are some variables influencing the students' ability in learning language: (1) learners stage of development that refers to the effectiveness of teaching process in the classroom, (2) learners' age, (3)

motivation, (4) personality, (5) facilities of the environment that give the students a change learn. It means that high motivation is important in learning writing.

According to Ellis (1996), motivations are shaped by the teacher's initiative and the students will do succeed. Le (2000) also shares the view L2 learners are bound to extrinsic motivation as a result of the pressure to pass exams. Moreover, as a matter of fact, many students tend to be more interested in learning other skills such as speaking, reading and listening than writing, and writing. Moreover, motivation is one of important aspects in writing. Without a strong motivation, students will be difficult to do writing activity. Theoretically, motivation is all of inner power reinforcing any person to do something. So, writing motivation is an inner power that determines successful writing activity. The students need motivation in writing, because with motivation they will active to do writing activity. Even though, they will find many problems such as structure grammar, diction, spelling, vocabulary and punctuation, having strong motivation will help the students to make a good composition. It proves that motivation needed by students in writing.

Knowing that the students should have the strong motivation to learn writing English, the role of English teacher instructor is very crucial. The teacher should have appropriate strategy in his/her classroom to build up the students' writing motivation. As we know, there are many strategies in teaching writing English, one of them is peer review. Peer review (a term that

is used interchangeably with peer response, peer feedback and peer evaluation) has become a common practice in many L2 and FL classrooms.

Ferris (2014) stated that Peer review is in part due to the widespread influence of process oriented writing instruction, which encourages the production of multiple drafts of writing with response and revision. Feedback can motivate and improve learning, so it is essential for students to be provided with effective, timely and appropriately (Pearce, 2009). Feedback that focuses on growth rather than grading tends to make sense to students and is far more likely to advance student learning than feedback that does not make sense to students (Ferris, 2004). Students are more motivated to engage with and use feedback when the immediate utility of that feedback is clear. They want feedback to be something that helps them do better in the next task or, when feedback is given on drafts, something that can immediately be used to improve the final product (Min, 2006).

Farrah (2012) Peer review 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, to increase motivation to writing, and to learn how to treat writing as a collaborative social activity. Peer review (peer editing, peer evaluation, or peer response), frequently used in both first (L1) and second language (L2) writing classrooms, is an important activity which allows writing teachers to help their students receive more feedback on their papers as well as give students practice with a range of skills important in the development of language and writing ability,

such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process (Hansen & Liu, 2005).

Fundamental issues relating to peer review, such as how to train students, how to form groups, the types of activities to conduct, and the methods to be used are all dependent on the unique needs of the students involved (Rollinson, 2005). Many studies, however, support the idea that peer review can be extremely effective for a variety of reasons when they are used correctly, especially when students are trained on how to give and use feedback (Min, 2006). Teachers can incorporate it as a way to present writing skills to students, ideally creating a student-centered classroom with learners capable of critically evaluating their own written work (Braine, 2003).

Peer review for L2 learners also provides students with the opportunity to use language in the classroom in a meaningful way (Krashen, 1982), thus improving not only their writing but also allowing them to practice their listening and speaking abilities (Tang & Tithecott, 1999). Peer review sessions can teach students important writing skills, such as writing to a real audience, seeing ideas and points of view other than their own, and discussing how to revise writing effectively (Lee, 1997). Finally, peer review teaches students how to work in groups with their peers. Peers revise the essays and make improvements. The teachers' role here is just to facilitate where they need to guide the students and help out with difficult words and so on.

Dornyei (2002) categorized two major motivational sources: the situation-specific source comes from the student's immediate learning

environment and originates from the students' past experience in the social world. One of the most influential paradigms in approaches to motivation is proposed by the self-determination theory (Dorney, 2012). This theory distinguishes between intrinsic motivation, which refers to motivation to engage in an activity for the sake of enjoying pleasure and satisfaction in doing it, and extrinsic motivation, which is related to activity engaged to achieve an instrumental end such as getting an extrinsic reward or avoiding a punishment.

For most students, early adolescence is a time of change and transition. With respect to interpersonal relationships and social adjustment, these changes reflect a growing psychological and emotional independence from adults and a corresponding dependence on peer relationships to establish and maintain positive perceptions of the self (Steinberg, 1990). Often confounding these general developmental challenges is a transition to a new school environment, which tends to be marked by adolescents' perceptions that teachers no longer care about them, and decreased opportunities to establish meaningful relationships with peers (Eccles & Medley, 1989). Therefore, young adolescents often must negotiate and establish relationships with adults and peers under less than optimal conditions.

A particular concern is that young adolescents who do not enjoy positive, supportive relationships with adults and peers are often at risk for academic problems (Cao, 1991). In the present study, I examined specific ways in which supportive relationships with peers are related to young adolescents' motivation at school and to improve their academic performance.

Many researchers discussed about the peer review in increasing students' motivation or the correlation between motivation and writing ability, however not many of them investigate more about the effect of peer review in increasing students' motivation and writing ability in the level of junior high school. Most of them used university students as their subject who has high level in English mastery. They have learnt English when they were at Elementary school, so it is important to realize that Junior high school students are able to give some revision or editing to their peers and those ways make them feel comfortable and enjoy the learning process.

Having peer relationships is to establish and maintain positive perceptions of the self (Steinberg, 1990). Therefore, this study was conducted to know whether peer review technique is able to effect the students' motivation by treating writing as a collaborative social activity and their performance in writing personal recount text. Peer review can be a way to open up new possibilities for both writer and reviewer.

A final issue examined in this study concerns the role of peer review as the strategy in explaining the effect between motivation and academic achievement. Having supportive relationships with parents, teachers, and peers has been associated with academic success (Wentzel & Asher, 1995). On the one hand, supportive relationships might be related directly to academic achievement independent of their relations to motivational outcomes.

B. Scope and Limitation of Study

The scope in this study is writing skill at the students of the eight grades in SMPN 1 Tanggunggunung. There are many kinds of texts that they learn. They are descriptive, narrative and recount text. The writer limits this study on students' ability in writing personal recount text because the students get difficulty to tell experiences in the past.

In this study, the researcher uses peer review as the technique in teaching writing because it is rarely used by the English teacher and it can make the students actively in the class. So the researcher uses peer review to improve the students' motivation and their writing ability in writing personal recount text.

C. Statement of Research Problems

Based on the background of the study above, the problems in this research can be formulated as follows:

1. Is there any significant effect of peer review on students' writing motivation?

2. Is there any significant effect of peer review on students' writing ability?

3. Is there any significant effect of peer review on students' writing motivation and writing ability?

D. Objectives of Study

Based on the research problems above, the purposes of the study are described as follows:

1. To know whether peer review is able to give significant effect on students' writing motivation.

2. To know whether peer review is able to give significant effect on students' writing ability.

3. To know whether peer review is able to give significant effect on students' writing motivation and writing ability.

E. Significance of Study

The result of this study is expected to be useful both in theoretically and practically. Theoretically, the result of this research will give the answer the questions of the formulation of research problems. In addition, this research will give the beneficial contributions to the institution as the field of English education program. Practically, the researcher hopes that the result of this study will useful for:

a. For teacher

It helps English teacher to know well the students' physiological condition in teaching English as a foreign language and how to improve the students' writing achievement.

b. For other researchers

Hopefully, the finding the current research can be used as additional references to conduct a better research in the future. Additionally, this study will help other researchers who may plan have similar research viewed from other perspectives.

G. Hypotheses

The hypothesis of this research is formulated as follows:

H_a 1. There is significant effect of peer review on students' writing motivation.

2. There is significant effect of peer review on students' writing ability.

3. There is significant effect of peer review on students' writing motivation and writing ability.

H_o 1. There is not significant effect of peer review on students' writing motivation.

2. There is not significant effect of peer review on students' writing ability.

3. There is not significant effect of peer review on students' writing motivation and writing ability.

F. Definition of Key Terms

To avoid misunderstanding of the readers, it is important to define the key terms that used in this study.

a. Motivation

Motivation is defined as the "process whereby goal-directed activities are instigated and sustained" (Schunk, et al., 2014). Moreover, Achievement Motivation is defined as desire to perform well in achievement situations" (Schunk, et al., 2014).

b. Writing

Writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work (Pincas, 1998)

c. Writing ability

Writing ability means the ability to convert thoughts into words with proper standards and punctuation, grammar and other important aspects of writing (Pincas, 1998).

d. Peer review

Peer review is a powerful learning tool which provides students with an authentic audience; increases their motivation to write; enables them to receive different views on their writing and read their own writing critically; and assists them in gaining confidence in their writing (Mittan, 1989).