

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, statement of the research problem, objectives of the research, the significance of the study, hypothesis, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Writing is one of four skills in English language that very important and has to be learned by the students, especially for students of Junior High School. In our daily life, we can't separate with writing, such as: writing letter for getting a job, writing a message via WhatsApp or e-mail, writing diary, thesis, journal, article, memo, greeting cards, make a note, and so on. According to Sparrt, Pulverness, and William (2005: 26), writing is one of four language skills that involve communicating a message. Writing is producing something in a written form so that people can read and perform it or use (Hornboy, 2003). Therefore, writing is a process to convey the ideas that represents emotion and language through signs and symbols. The result of writing is a written form that can be used to share information from the writer to the reader.

Writing is not easy one. It is called the most complex skill than the other skills because in writing there are some aspects and steps that must be done by the students. Murcia in Andianto (2014) states that writing skill is

often perceived as the most difficult skill since it requires a higher level of productive language control than other skills. According to Richards and Renandya (2002: 313), writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but the learners have to pay attention in spelling, punctuation, grammar, the choice of words, and content. In addition, writing is activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence (Hernowo, 2004: 43). Based on those explanations, it can be concluded that writing is the most difficult skill in English because there are some aspects and steps that should be known, considered, and done by the students, starting from pre-writing, drafting, revising, and also editing. Nunan (2003: 88) states that writing is the process of thinking to invert ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. So, writing can make the students to think critically because they have to think their ideas and express them into readable text and clear paragraphs or statements.

Based on syllabus of Junior High School, there are many texts that must be learned by the students, such as: descriptive text, narrative text, recount text, report text and procedure text. However, this research focuses on the second grade of Junior High School. In syllabus of the second grade students of Junior High School, one of texts that must be learned by the students is recount text. According to Rosyadi (2011), recount is a piece of a

text that retells past events, usually in the order in which they happened. Recount text, basically it is written out to make a report about an experience of a series of related event (Knapp, 2005: 224). Recount text is the type of texts which retell events or experiences in the past. Commonly, recount text is written based on the experiences of own writer, but it can be written based on imagination in outside writer experiences (Emilia, 2011: 74). The purpose of a social function is to retell an event with a purpose to entertain and inform the readers (Siahaan and Shinada, 2008: 9). Like in Basic Competence 4.15, “Arranging oral and written of recount texts, short and simple about activities, events, phenomenon with due regard to social functions, structures of text, linguistic elements in a context correctly.” It means that the students will create simple text about event or activity which happens in the past using structures and language features of recount text.

In 2013 curriculum, the teaching learning process is centered on the students. The students must be active in teaching learning process. As we know in Junior High School, English subject does not exist in every day. Thus, the teacher can't cover all of skill, especially for writing skill, moreover when the teacher is busy. Writing is not easy process. It needs more time than the other skills because there are some steps that should be done. Based on previous explanation, the teacher should have good technique to teach writing. Murcia (2001: 223) suggests that “the goal of the teacher should be to expose the students to a variety of strategies of getting started with a writing task and to encourage each student to try to discover

which strategies work best for them.” Good strategies will determine the success of teaching learning process. In this research, the researcher focuses on assessing writing technique. Assessing writing needs more time because there are some aspects that should be assessed, such as its content, grammar, punctuation, word choices, and also spelling. So that’s way, the teacher should have good technique to assess students’ writing work. If the teachers have a good technique, they will know the mistakes of all students’ writing work. Besides, the students also know their mistakes and they will correct their writing work to be better. One of technique that can be used by the teacher to assess students’ writing work is peer feedback.

According to Mishra (2005) “Peer Feedback is important that language learning takes cognizance of the need to ensure student participation in learning process”. In writing, peer feedback is essential part. Peer feedback is an interactive process of reading and commenting on a classmate’s writing (Oshima and Hogue, 2007: 194). According to Barkley, Cross & Major (2005: 251), peer feedback helps teach students how to identify the features of good and poor writing in the work of others, thus developing critical evaluation skills that they can apply to their own writing. It means that peer feedback in writing is information, correction, and also suggestion that given by the student to his or her peer about writing work in order to his or her writing will be better. It is not only about how a student makes correction on his or her friend’s writing, but it is also about how a

students' criticism, suggestion, and point of view generate meaningful improvement toward other students' writing (Andianto, 2014).

There are some advantages that will be gotten by the students. The first is peer feedback can make students will be active in the class as implementation of 2013 curriculum. The second is peer feedback can increase students' self-confident in writing and also it can build a sense of classroom community. Moreover, peer feedback can built social interaction of the students. The students can share their knowledge, information, and also idea to their peer. Thus, it can be concluded that peer feedback can be mutually beneficial among students. According to Farreh (2012), offering and receiving feedback from the peers enable learners to promote the level of their writing as it offers them opportunities to share ideas and give constructive comments. The third advantage is peer feedback can increase the students' writing work. By using peer feedback, peer corrects and gives the comments and suggestions. Thus, the students will know their mistakes and they will increase their writing work to be better than before.

Some previous studies show that peer feedback has positive effect and effective in writing. The first previous study is from Risdiani (2018). The result stated there was significant difference on the writing skill between students taught and without taught by using peer feedback. It could be seen in the result of hypothesis testing through Independent-Sample of T-test. In this research, the significance value of 0.001 was less than significance level of 0.05. She also stated that peer feedback in writing was

useful in term of the cognitive and social benefits for students. Another previous study is from Astuti (2013). The result showed that there was significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without using peer feedback. It could be seen in the result of hypothesis testing through Independent-Sample of T-Test. The significance value was 0.000, it meant that the result was less than the significance level of 0.05 ($0.000 < 0.05$), which meant that the data of this study were considered to have a significant difference.

Regarding to the previous studies above, it is necessary to have another study using peer feedback but in different material and students' grade to know the impact of the technique for different group of students. The differences of this study compare to the previous studies above are the students' grade or the sample of this study, the genre of the text, and the procedures in applying peer feedback technique. In the first and the second of previous studies, she conducts research for Senior High School (the first and second grade) which focuses on descriptive and analytical text.

Related to the previous studies above, peer feedback has never been applied in writing recount text of the second grade students at SMP Terpadu Al Anwar Durenan Trenggalek. Moreover, relates with the researcher's interview with one of English teachers at this school, peer feedback has never been applied in that grade. So that's way, the researcher wants to know whether the second grade students at SMP Terpadu Al Anwar

Durenan Trenggalek can increase their significant writing recount text ability or not after assessed by using peer feedback. So, based on those reasons previously, the researcher conducts research entitled **“THE EFFECTIVENESS OF PEER FEEDBACK ON STUDENTS’ WRITING RECOUNT TEXT ABILITY OF THE SECOND GRADE STUDENTS AT SMP TERPADU AL ANWAR DURENAN TRENGGALEK”**.

B. Statement of the Research Problem

Based on the background of research, the research problem is formulated as the following:

Is there any significant difference on students’ writing recount text ability assessed with and without using peer feedback?

C. Objective of the Research

Based the research problem, the objective of the research problem is:

To find out the significant difference of students’ writing recount text ability assessed with and without using peer feedback.

D. Significance of the Study

1. For English Teachers

The result of this research can be used to give information for the teachers in order to they can use peer feedback to assess the students’ writing work. They can apply it in the classroom. The teachers don’t only

use traditional technique to assess the students' writing, but they can use new technique. Besides, the teacher can save the time and also it can be benefit for the students to be active in teaching learning process and increase the students' writing ability.

2. For the Further Researchers

The result of this research can be used by the further researchers as reference when they want to conduct similar research in English learning process especially for writing skill and use peer feedback to assess students' work. The following researchers can also improve the weakness and lacks of this research in order to their research will be better.

E. Hypothesis

Before conducting this research, the reseacher proposed two hypotheses:

1. Null hypothesis (H_0) states that there is no any significant difference of students' writing recount text ability assessed with and without using peer feedback.
2. Alternative hypothesis (H_a) states that there is any significant difference of students' writing recount text ability assessed with and without using peer feedback.

F. Scope and Limitation of the Study

In this research, the researcher focuses on the effectiveness of peer feedback to assess students' writing work. Actually, in Junior High School, there are many texts that must be learned by the students, such as narrative

text, descriptive text, procedure text, recount text, and report text. But, the researcher focuses on recount text based on the syllabus of the second grade students of Junior High School. This research is conducted at SMP Terpadu Al Anwar Durenan Trenggalek. But, it is conducted only for two classes as experimental and control class of the second grade students at SMP Terpadu Al Anwar Durenan Trenggalek.

G. Definition of the Key Terms

1. Peer Feedback

Peer feedback is feedback which given by the student to another students. According to Oshima and Hogue (2007: 194), peer feedback is an interactive process of reading and commenting on a classmate's writing. In assessing writing, the student can give feedback (comment or review) to another students' work. It has been getting popular in language teaching and is also called peer review, peer response, and peer evaluation (Liu and Hansen, 2002).

2. Writing Recount Text

As we know, writing is process to convey the ideas that represents emotion and language through signs and symbols. Moreover, recount text is text that retell about event or experiences in the past. According to Hyland (2003: 20), the purpose of recount text is to reconstruct past experiences by retelling events in original sequence. It can be concluded that writing recount text is process to express ideas about the events or experiences in the past whether it is happy or sad event with due regard

to some aspects of writing (content, organization, language use, vocabulary and mechanic), generic structures of recount text (orientation, series of events, reorientation) and also language features of recount text (using specific participants, using simple past, using action verb (went, saw, fed, returned, and so on), using conjunctions such as when, after, during, using pronoun such as I and we, and so on.