

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents background of the study, formulation of research problems, purpose of the researcher, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Study**

In learning English, there are four major skills that should be mastered, they are reading, writing, listening, and speaking. Those skills are important and relate to each other skills. Harmer (2004: 3) explains that writing is a vital skill for foreign learner in their speaking. Besides that, writing activities is also includes in basic competence of English subject even it has different level of difficulties. Like in senior high school composing some kinds of texts in written form for senior high school students' become basic competence of English subject (Kemdikbud, 2016). It means that the students are demanded to be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling and capitalization). Continuing the existence of writing activity in the teaching and learning activity in the school, generally English assessment itself is made to assess students' writing products.

Salma (2016), states that writing is an action, a process of discovering and organizing our ideas, putting them on the paper, reshaping and revising them. Previously Harmer (2004:11) has stated that writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a

process that people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. Talking about the genres in writing itself, there are more than thirteen genres or types of the texts that should be taught at senior high school. They are narrative, recount, procedure, report, analytical exposition, hortatory exposition, explanation, descriptive, discussion, news item, review, announcement, letter, etc.

In the first grade, the texts are descriptive, announcement, recount, and narrative texts. Even though these texts actually have been taught in junior high school, these texts are still taught in senior high school again and they are more complicated. All students are ordered to create/make a text in those texts, except on narrative text material. All the texts discuss about history even in recount text. According to Grace (2007: 30) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event/sequence of events, and re-orientation. Then, students are asked to produce this type of writing text by having a good structure.

Unfortunately, usually students have many difficulties on making writing products. Richard and Renandya (2002: 303) also state that writing is the most difficult skill for second language and foreign language learners. Their problems usually come from the grammar, the differences between spoken and written form, and memorizing the different language vocabulary. Those things mostly make the students are fail in writing test. Their problems get bigger when they are asked to write a paragraph of story or text because besides thinking of the previous problems,

they have to think about how to make a coherent sentence and also generic structure of the text.

In solving the problems in writing, there are many ways that are created by some experts. Peer review itself is one of the way that can be used in improving the students' writing. Lundstrom & Baker (2009) claim that that peer review has an effect on improving student writing abilities. More over Yang et al. (2006) found that peer feedback leads to far more self-corrections than teacher feedback. Beside that, Tsui and Ng (2000: 168) found that students recognizes that peer review have clear roles, such as “enhancing a sense of audience, raising awareness of their strengths and weaknesses in writing, encouraging collaborative learning, and fostering an ownership of text” in the secondary L2 context. Cole (2003) defines peer review as an essential process for reviewing ideas, catching mistakes, and so improve the quality of a product. He adds that a “culture of criticism” is an important ingredient in successful peer review and a critical factor in order that a quality improvement culture could thrive.

Peer review itself is a process that provides a method of assessing policies or performances in order to help each other to improve and to ensure compliance to standards (Blackmore, 2005). Previously Pagani (2002) states that peer review is a tool for change. It is a method of assessing policies or performances in order to help each other to improve and to ensure compliance to standards. According to Osburne and Purkey (1995) peer review in education in the USA has been traditionally used to provide feedback to individuals on their teaching strengths and weaknesses. Peer review has been proved as an effective approach to improve the writing skill

(Corbin, 2012), to increase motivation to writing, and to learn how to treat writing as a collaborative social activity (Farrah, 2012). One positive impact of the practice is that a critical evaluation of peer review practice can be identified and shared.

In peer review, every students has a chance to assess friend's work to improve and also help them to identify the mistakes. Not only one side, for the reviewer also gets benefit. As reviewers, they should master the material, so that they can give good review on their friends' work. By doing that, reviewer could understand the material well unconsciously, besides they could get review from their friend.

There are some research that uses peer review as the technique in practicing. For the example is Husna (2017) conducted a research under the title "The Effect of Peer Review on EFL Students' Writing Skill in Writing "Nursing Care Documentation" ". The aim of this research is to investigate the possible effectiveness of peer review technique to increase the quality of nursing students' writing skill and to see whether this method motivates student to write. The result of the research shows that the students' ability is improved more after using peer review and they are also motivated to write more and enjoy writing activity. Another research also had been conducted by Arifiana (2015) under the title "Improving Students' Skill in Writing Recount Text by Using Peer Review Technique (A Classroom Action Research of the Eighth Grade Students of SMPN 4 Batang Year 2014/2015). The aim of this research is to find out how peer review technique can be implemented to improve students' skill in writing recount text.

The result of the research shows that using peer review technique as a learning technique gives improvement to students' skill in writing recount text.

Both of the previous studies mentioned above show that using peer review in teaching writing had positive effect toward students writing ability. Related to the those studies above, the use of peer review has never been applied in English learning especially in writing Recount Text at the first grade students of MAN 1 Tulungagung. That is why the researcher wants to know about the using of peer review in writing of Recount Text material at the first grade students of MAN 1 Tulungagung would be effective on students writing achievement or not. Therefore, based on the reason previously, the researcher conducts research to examine the effectiveness of peer review in writing recount text, under the title **“The Effectiveness of Peer Review on Students' Writing Achievement in Recount Text of the First Grade at MAN 1 Tulungagung”**.

## **B. Formulation of Research Problems**

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

1. Is there any significant difference between students' writing achievement in Recount Text taught by using peer review and those who are taught by using conventional method?

### **C. Purpose of the Research**

Based on the statements of the research problems above, the purpose of the research is:

1. To find out whether there is any significant difference between students' writing achievement taught by using peer review and those who are taught by using conventional method.

### **D. Research Hypothesis**

The hypothesis of this study can be mastered alternative and null hypothesis.

The hypothesis are, as follow:

1.  $H_0$  (The null hypothesis): There is no significant difference in writing achievement between students who are taught by using peer review and those who are taught by using conventional method.
2.  $H_a$  (The alternative hypothesis): There is significant difference in writing achievement between students who are taught by using peer review and those who are taught by using conventional method.

### **E. Significance of the Research**

The study is expected to be significance as follows:

1. For The Teacher

For English teacher, this research can provide contribution for the teachers to apply peer review as an alternative technique dealing with the teaching and learning process especially in writing.

## 2. For The Students

For the students, the result of the study will help them to write better. By using peer review besides they can learn to analyze the mistakes in writing of their friend, they will also directly will learn from the mistakes itself and learn how to become a good reviewer. As the result, their recount text will much better because this technique will improve the students' writing ability.

## 3. For the Future Researcher

This research can be used as reference for future researchers about the effectiveness of using peer review on students' writing achievement in another type of text on another school, and the result of this study can develop peer review on another field.

## **F. Scope and Limitation of The Research**

This research is conducted at MAN 1 Tulungagung. The subject of the study is first grade students. The focus of the research is to know the effect of using peer review on students' writing achievement. The limitation of this research is focused on recount text. The researcher choose this text because this text is taught in the first grade where the students are asked to create a text.

## **G. Definition of Key Terms**

There are some terms in this study that should be clarified, as follows:

1. Peer-review

Peer review is an activity for assessing other writing about the content, grammar, punctuation, the coherence of each sentences, and another categories in writing, and if it is possible the reviewer can give score on other work.

2. Writing achievement

Writing achievement is result in score and written assessment that was gained from the writing product such as a text by considering some aspects, like content, organization, vocabulary, grammar, and mechanic (spelling and punctuation).

3. Recount text

Recount text is non-fiction story that is used to tell the past events for the example is historical event.