

## **CHAPTER I**

### **INTRODUCTION**

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

#### **A. Background of the study**

As an international language, English has important role in this era. By mastering English, people are able to communicate with others especially foreigners. Harmer (2004:4) state that this condition makes English becomes importance to be mastered. There are four skills in English such as reading, speaking, listening and writing. All those skills are importance to be mastered by the students. In this study, the researcher focus on writing skill. Writing is containing the idea of the writer. Although, it is a skill that students faced during learning about English from lowest to highest level. They think that writing is complicated than other skill because, there are some components to be mastered by the students such as grammar, vocabulary, punctuation and also spelling. As stated by Richards & Renandya (2002:303), Writing is the most difficult skill for second or foreign learners to master.

According to Barhoumi and Rossi (2013:33) there are many various ways to organize the sentences of paragraph in a piece of students' writing. In writing skill they are required to think creatively to arrange sentence by sentence. One type of writing is recount text. Based on the curriculum 2013 revised in 2017 of senior high school "*Kompetensi inti 4 kompetensi dasar 4.13: Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks*". So, in this level they have to be able to write recount text. This text possess an aim to inform the readers or people about something that happen in the past or retells an experience in which the writer was personally involved to inform, entertain the readers.

Based on Djuharie (2008) recount text is reconstruction of something which happened in the past. It is the unfolding sequence of event over time and purpose is to tell what happened. The language feature used in recount text is past tense, using connectors, using verbs and action verbs and also using pronoun. A process to produce a good recount text is not easy. Accordingly, it needed an effort in form of technique to make it easier. From the base above, the researcher offered Peer Assessment through WhatsApp. In 21<sup>st</sup> century era, the use of modern technology has changed the way education view teaching and learning process. It has a positive effect on both of the teacher and the learner. Lam and Lawrence (2002) claim that technology provides learners with regulation of their

own learning process and easy access to information the teacher may not be able to provide.

Information and Communication Technology (ICT) affect greatly education world. Anderson (201) said that there has been new trend in the ICT world which is called the social network. It has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifact and interest with each other. The use of social network has become a popular in everyday communication. The most popular social network is WhatsApp application. Through this application, users can send each other images, video, and audio media message (Wikipedia. 2013). WhatsApp is like a chat program for mobile phones. It application is the most highest downloaded by user around 1 million based on the data from Google play store.

Cohavi (2013: 21) state that WhatsApp includes a variety of functions such as text messages, attached images, audio files, video files and link to web addresses. Both the teacher and student they can utilize it during teaching learning process, especially to teach writing. There are several ways to compose sentence by sentence into good form of writing, one of them is conduct peer assessment. The students need to conduct peer assessment with their pair to make good writing in practice. It also can motivate the activity and creativity of the students in the process of learning. By using peer assessment, the students would be demanded to assess their peer. So, Peer assessment through WhatsApp can be used as a

technique for the students to develop and improvement their skill in writing, especially to write recount text.

Some studies dealing with peer or group assessment used to increase students' writing have been conducted by Awwaludin (2012) conduct a study "*The Effectiveness of Peer Assesemnt Through Facebook Towards Students' Writing skill in Narrative Text*". The result of the study showed that using peer assessment through Facebook towards students' writing skill in narrative writing achievement was effective. Another prior study from Qori' (2018) entitled "The Effectiveness of Peer Assessment through WhastApp on The Students' Writing Descriptive Text of First Grade Students' at Sman 1 Tulungagung". The result of the research said that there is significant effect of using descriptive text between taught by using and without using peer assessment through WhatsApp at SMAN 1 Tulungagung. The last previous study from journal entitle "*The Effectiveness of Peer Assesemnt in Developing Students Writing of Recount text*" this journal was written by R. Aulia Utami Hidayat from STKIP Garut, Indonesia. The design of the journal was quantitative approach with pre-experimental research design. The research was conducted at second grade of a Public Senior High Shool Garut. The data of the research were obtained from English Writing ability test involving the pre-test and post-test in order to know before and after using the treatment.

This study is carried out to test whether or not peer assessment through WhatsApp is effective to improve students' ability in writing recount text and chose the first grade students of SMA Negeri 1 Kuman Tulungagung as the subject of the research. So, to find out more about Peer Assessment through medium such as WhatsApp, the researcher decided to do the research entitled "*THE EFFECTIVENESS OF PEER ASSESSMENT THROUGH WHATSAPP ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT OF THE FIRST GRADE STUDENTS AT SMA NEGERI 1 KAUMAN TULUNGAGUNG.*"

#### **B. Formulation of research study**

Related to the background that have been explain above, the research question is formulated as follow:

Is there any significance difference score in writing recount text of the students taught by using peer assessment through WhatsApp and those taught by using a conventional peer assessment without using WhatsApp?

#### **C. Purpose of the study**

To identify the significance difference score in writing recount text of the students taught by using peer assessment through WhatsApp and those taught by using a conventional peer assessment without using WhatsApp.

#### **D. Formulation of Hypothesis**

In this study there are two hypotheses formulated, they are Null hypothesis and Alternative hypothesis as follows:

1. Null hypothesis (Ho) states there is no significance difference score in writing recount text of the students taught by using peer assessment through WhatsApp and those taught by using a conventional peer assessment without using WhatsApp.
2. Alternative hypothesis (Ha) states there is a significance difference score in writing recount text of the students taught by using peer assessment through WhatsApp and those taught by using a conventional peer assessment without using WhatsApp.

#### **E. Significance of the study**

The significance of the study addressed for:

1. The institution

This research as the example of using WhatsApp as the media to help teaching and learning process. May another media can apply as a new in various learning. Because technology in here can make the teaching learning process more efficient and flexible from the time aspect.

2. The English teacher

The teacher can use this technique as the improving their old assessment to a new. So, they can take the students' interest and also

improve students' ability of the material that have been send by the teacher.

3. The students

The application of peer assessment through WhatsApp will help the students to improve their writing skill and make them aware the utilize a technology especially WhatsApp in teaching learning process.

4. Other researcher

The result of the research may help them to conduct next research with the different social network as the medium in teaching and learning process.

**F. Scope and limitation of the study**

The scope of the study is assessment. This research is limited only on peer assessment through WhatsApp on the students' ability in writing recount text of the first grade students at SMA NEGERI 1 KAUMAN TULUNGAGUNG.

**G. Definition of the key term**

To give the clear information and also reduce misunderstanding of the contents of the paper, it is necessary to clarify the key term as follows:

1. Writing recount text

Writing recount text is writing students' experience happen in the past function to entertain or informing the reader. In writing recount text,

there are three structures that have to complete by the students as orientation, event and re-orientation.

## 2. Peer Assessment through WhatsApp

Peer Assessment through WhatsApp is the way to assess or grading the students' writing using WhatsApp application. They can conduct peer assessment event though outside the class. Utilize WhatsApp as the media conducting peer assessment is effective from the time aspect.