CHAPTER I

INTRODUCTION

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

A. Background of The Research

In Indonesia English lesson is taught in almost all levels of education, starting from Kindergarten school level to University level. Its goal is to establish people who are able to compete in international world and evolve relationship with other countries. Learning English involves the four skills, which are listening, speaking, reading and writing. Teacher should develop those four language skills in order to communicate or express their feeling and opinion in English. In order to master those skills, the students have to master some language elements, for instance, grammar, pronounciation, vocabulary, etc.

Writing skill is important to master by any language users. It plays an essential role in promoting language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class (Bello as cited in Rachmawati et. al: 2018). Therefore, it is also

important for English as Foreign Language students to have good writing skill.

Kharma (cited by Rachmawati et al, 2018) states that writing is a method to explain, educate, inform, amuse one's natural, social manner, expert and personal point of view or broad audience by using words and appropiate vocabulary in a symantic method and tide. Some people are natural in writing. Some learn to write. In writing, someone needs to have good knowledge, experience about the issue they are writing. Hartono et al (2019:29), writing as the physical act is an activity to transfer the words and knowledge into some medium. Writing as mental action focuses on one idea that needs to be developed into a readable text. In the theory, writing is defined as the process of thinking ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader.

The process of sharing and arranging the ideas into readable text is very complex (Sembiring: 2017). Nunan (2003 in Autila and Theresia, 2018:161) states that writing is a mental work to find, declare, and organize the ideas in a paragraph in order to be clear for the reader. Based on the most students' statement, they need more experience and knowledge in writing. Richard and Renandya (2002: 303) in Sembiring (2017) stated that the writer is not only generating and organizing idea, but also making a legible writing product. The second language writers have to catch to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so forth. The difficulty becomes more complicated if their

language proficiency is weak. There is several problems faced dealing with the students in learning writing.

According to Syakirman (2016: 59) he found some problems faced by the students in learning recount text, there are : 1) students had problem in term of learning language use; 2) they used incorrect verb especialy in expressing past action; 3) students also had limited vocabulary, they used less English expressing their writing; 4) their writing text had poor organization. In fact, the problems affect the class situation in teaching learning English writing. The students commonly have difficulties and get bored in writing activity as they must spend many times to express their ideas into writing product.

This research chose recount text as the type of writing for the students because of its relation to the syllabus of Kurikuum 2013 in English lesson in senior high school. Recount text is written on the syllbus to be taught for most every grades of senior high school. The students must be able to write a recount text related to their real life. Butt (2013 in Hidyat, 2018:121) states that recount text is kind of text which tell the sequence of events happened and evaluate them.

Recount text is a text that tells about events occurred in the past. It is one of text that helps students to develop their experience into writing. According to Wardiman (cited by Muflikhati, 2013) recount text is used to tell past events, such as holiday experience, accidents, and activity report. It seems similar with anecdote, but anecdote is used to tell events that are funny

and entertaining. Meanwhile, Knapp and Knapp (2005:223 cited by Saragih, 2014) state that recount text is the most simple text type which tells sequence of events with generic structure such as orientation, events and reorientation. Indeed, it is impossible to tell a story unless we show characters set up in a particular time and place.

For instance, the researcher experience that the students spend much time to think of what they will write and what words they should use, because they cannot get ideas quickly also they have so many errors or mistakes in their writing. It is because they practice writing text rarely and not carefully correct in their writing. Also they may not be able to put their ideas cohesively in a text. Those students' problems of writing make them difficult to produce a good writing project. Therefore, the researcher argue that all the problems must be solved with better technique ever.

There are many techniques that can be aplied in teaching and learning writing, one of them is Peer Coorrection. Peer correction is another way to involve students in the teaching and learning process (Ganji, Journal of Asia TEFL,2009:120). Cited from (https://www.icatefl.com/peer-correction) this technique is useful for involving the whole claas in the moment and it also allows the teacher to check what the rest of the class knows. It means that when students in writing class find the difficulties in writing recount text, this technique is suggested for solving those problems which is mentioned before by correctiong from the other students or group.

Harmer (2005) in Sumira et al.(2016:107) stated that correction is a level of mentioning something is wrong. By using peer correction students can know his errors by the help of their peers in the class and later the teacher will have discussion with the hole class. In brief, peer correction is a technique or method of correcting errors of other students (Sumira , 2016:107). In English department of State Polytechnic Padang in writing class, peer correction is more appropriate to be implemented in teaching and learning in writing class. Sultana (2009:12) stated that peer correction is a method that consists of learners giving and receiving feedback about their writing from their peers or other learners. It may be implemented in the classroom to "enhance learner autonomy, cooperation, interaction and involvement"

Regarding the fact, the researcher suggests to find a strategy and make the students interested in writing recount text. To get students participated, and more confident in the learning process, one of the strategies that the writer suggests dealing with such a problem is the peer correction technique. The basic idea of this technique is that students not only compose their own text but also the readers and commentators read the texts written by other students and work together in the elaboration of better texts. Liu and Hansen (2005 cited by Saragih, 2014), state that peer correction is an interaction which involves students to exchange information.

From the whole previous studies had been red by the researcher, the researcher found there were a similarity in term of researching writing

skills but no specification of writing in what field, most of their research subjects are from campus and vocational high school level but rarely the object of research is from the level of Madrasah Aliyah or santri which has a mandatory system of English in it. Therefore, this study is aimed at filling in this gap by investigating the effectiveness of peer correction technique toward students' writing skill especially in writing recount texts on subjects that the researcher have mentioned. This technique was chosen because it is very convincing to be used on students with recount text material which in general students are not very careful in writing recount text which incidentally must use past tense form in the use of the language, sequence of events, mechanics and content.

Based on the decription above, the researcher was intersted in conducting studies entile **"The Effectiveness of Peer Correction on Students' Writing Recount Text at The First Grade of MA Terpadu Al Anwar Durenan"**

B. Research Problem

According to background of the research, the researcher want to know : "Is peer coorection effective in teaching writing recount text at the first grade of MA Terpadu Al Anwar Durenan?"

C. Objective of The Research

Based on the problem of the research, the objective of the research is to know whether the use of peer correction is effective in writing recount text.

D. Research Hypothesis

        The hypoyhesis of this research was prepared as a tentative answer for the research problem stated previously. In this case the null hypothesis (H0) and alternative hypothesis (Ha) as read follow:

1. Null Hypothesis (H0)

   There is no significant different score on students' before and after being taught by using peer correction technique.

2. Alternative Hypothesis (Ha)

   There is significant different score on students' before and after being taught by using peer correction technique.

E. Significance of The Research

        The result of this study is expected to be useful information and give contributions for educational institutions.

1. For the teacher

   This research can develop the teachers' technique as the alternative in teaching writing for the teacher so that the students will not be easy to get bored with the teaching and learning proces. It means, by applying this technique, the teacher became easier in monitoring students' progress in writing skill and also other skill.

2. For the students

   As the subject of the research, the researcher hopes that this study help the students' writing ability increased and motivated to love writing. On the other hand they can do social activities through this peer correction

technique. It means, the students who use this technique may have open minded behavior in their life. The students try to accept their peer assessment and use it to be self-reminder.

F. Scope and Limitation of The Research

The scope of this reaerch is only conducted to the tenth graders at MA Terpadu Al Anwar Durenan on academic year 2019/2020, especially X-A class as sample. The limitation of subject is English which focusses on writing recount text. Besides, the reseracher uses peer correction to improve students' writing achievement. Peer correction can help to improve some skills and component of English. It will influence vocabulary and grammar. However, the researcher limits the study only with the effect of using peer correction technique in writing recount text. The researcher also limits that the achievement of students' writing recount text that is measured from what they write from their experience. It will not measure that is out from that.

G. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is "The Effectiveness of Peer Correction on Students' Writing Recount Text at The First Grade of MA Terpadu Al Anwar Durenan". The definitions of key terms are as follows:

1. Effectiveness

Effectiveness is an attainment from the target which be measured, and can given an expected result. The effectiveness of this

research means the significant improvement of students' score in writing recount text who thought by Peer Correction Technique.

2. Peer Correction

According to Gewer & Philiphs (1995) in Maulidya (2018) peer correction is a technique where the students learn from their mistakes and provide feedback to their classmates. This correction is way to correct students' writing recount text at the first grade of MA Terpadu Al Anwar Durenan which things need to be corrected are the generic structure, language use (grammar and vocabulary) and content. To do this, the researcher takes first action to read in each paragraph to understand the content, generic structure, and language use. Second action is giving a sign like a circular or cross to mark the errors. Third action is giving a note on the errors about what kind of errors becomes true according to sources. The last action is giving a comment on the whole of the text in the column. By this technique, the students involve in the teaching and learning process. This technique is currently recognized by the practitioners that learners' involvement in the classroom should be improved to better learning and involvement indeed improves when learners offer feedback to each others works.

3. Writing

Nunan (2003 in Autila and Theresia, 2018:161) state that writing is a mental work to find, declare, and organize the ideas in a

paragraph in order to be clear for the reader. Based on the most students'
statement, they need more experience and knowledge in writing.

4. Recount Text

        According to Autila & Theresia (2018:150) recount text is a text
that tells about events occurred in the past. It is one of texts that help
students to develop their experience into writing.