CHAPTER I

INTRODUCTION

This chapter explain about research background of this research that contains why the researcher conducted this research, then from the research background, research question, purpose of the question, formulation of hypotheses, significance of the research, limitation of the study, and definition of key term also presented in this chapter.

A. Background of the Study

Writing is a communication activity to convey message or information for other people by using written as a tool. Writing is a unique tool for language learning (Richards and Renandya, 2002). Writing is effective for students to learn how to think critically and creatively. Writing improves a students ability to think concisely and clearly. Students learn to arrange their ideas in a cohesive and flowing manner. Writing is an essential part of developing child. Hedge (2003: 302) stated that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. Actually writing is to produce a text through activities from someone's thought or idea which start from drafting until revising and editing. Writing one way to convey a message is well.

As a form of written communication, writing is very important in our daily life. Currently, writers can use writing to communicate with other like by

using their mobile phone to send messages and log status on social media. According to Harmer (2001) writing is a form communication intended to convey thoughts or express emotions in writing. Writing on students can teach to write creatively and express the opinions, and even turn language into good sentence. The habit of writing by students will increase their language achievement. Writing including vocabulary, grammar or structure, the organization of writing, and their knowledge.

Although there are some benefits of writing, it has possibility that there are some writing difficulties for the students. Writing is one of English skill and it is considered as the most difficult skill of English besides listening, speaking, and reading. It is because writing needs a lot of practice so that the writing of the students can be understood well. Richards and Renandya (2002:303) stated that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. In writing the students must have good in grammar, many of vocabulary, paragraph development and understand in spelling. Some elements in good writing are content, form, grammar, style and mechanic (Haris, 2001: 306). The students can express their idea in writing and their writing must be understood by the readers. Writing skill is one of skill which must be mastered by students. Thus, some efforts need to be done in order to maintain or improve the students writing skill.

To help the students write better, the teacher need to the suitable strategy to support the learning process and increase students interest in

writing. In this case, the teacher may be more creative and innovative to help the students in writing. Moreover, Indonesian teacher usually have large class and even teach more than one class. It hampers him/her to correct all of their students writing effectively. Meanwhile, giving correction or feedback in every stages of writing is needed before it turns into final product as when it is in the readers' hand, writer does not have time to explain ideas or mistakes in their writing. Thus, they should make it clear from the beginning. Accordingly, the use of feedback in writing is essensial to improve the students skill in writing.

Feedback is one of strategy to improve the students writing skill. Hattie and Timperley (2010) which define feedback "information that agents (teacher) provide about some aspects of their task performance". In this term, teacher feedback is know as the traditional method of feedback embedded as a part of the overall interaction and conversation between teacher as a agent which convey information to students. However, it assumes that traditional teacher feedback on students writing leads to ponintless and counterproductive result (Kim & Kim,2005). Rollinson (2004) found that the traditional habit of receiving specific instructions from a teacher causes the students to write for the teacher, not for themselves, and the teacher is their only audience. So, feedback should provide information for teachers and students as well as correct students mistake, provide advice to students on learning, language input, form motivation, and empower students to become independent. It can

be concluded that it should lead to. Feedback have a three sources it is teacher feedback, peer feedback, and self-evaluation.

Peer feedback technique is one of the techniques used by the teacher in teaching writing. Peer feedback can be defined as a communication process through which learners enter into dialogues related to performance and standards (Lui & Carless, 2006, p. 280). It is referred to under different names such as peer response, peer review, peer editing, and peer evaluation, can be defined as "use of learners as sources of information and interaction for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu and Hansen, 2002:1). In this case, peer feedback is also recognized as peer review or peer response. It clarified by a research conducted by Hoogeveen and van Gelderen (2013). It is defined as feedback that is given by peer. In writing activity, peer feedback means having other writers to read and give feedback on what other writer has written. Students as writer will get the input to organize ideas from other peer's feedback. In this technique, other students will read and give comments, corrections, criticisms, and also suggestions on what other students have written.

In addition to, there are some benefit to students use peer feedback. Students benefit from peer feedback as they can teach others about the assignment and provide feedback as they see fit. Knowing that peer feedback is appropriate will encourage students to become more engaged and invest in

their work to successfully complete assignment. Peer feedback also gives students the opportunity to have their voices heard, and listen to ecah other. It is often find it easier for us to understand concept from people who are similar in age as we are. To improve the students writing skill we can use new technology.

In this global era, technology is important to human live such as in educational aspect. One of them is new inovation for education especially learning English for foreigh language. Now, the people learning English through the online using their phone or computer. One of educational modernization that can be implemed in writing class in using application. With the creation of classroom instruments based on Web. So, many of new facilities on how to apply technologies as a social network for successfull mearning. Many research are using social networks such as Padlet application, Edmodo, Facebook, Twitter as a instruments of teaching and learning language. It can help the students in learning English especially for improve their writing skill use peer feedback with another social network particularly for teaching and learning is Quip Application.

Quip application is one application can help the teacher to improve the students writing skill use technology. Quip Application is collaborative productivity software suite for mobile and the web. It allows groups of people to create and edit documents or spreadsheet as a group. Quip is simple text editing service. Quip can into better writer. Elements in write is grammar, spelling, syntax and diction can be edited and made excellent by user. Quip

even allow user who are editing explanation that appear off the side of the document. Other than, benefit of Quip Application there are mobile optimized, rich communication features and easy access to information. Quip is application to make the students would get active in English learning especially learning writing skill.

In relation to writing, there are several types of writing it is persuasive, narrative, expository, and descriptive In this research focus in writing descriptive text ability. Descriptive text is a text which has social purpose to give an account of imagined or factual events (Hyland, 2004:214). So, descriptive text which says what a person, a place or a thing is like. In the activity of writing descriptive text, we must be able to explain in detail what we are going to explain, like we can see what is being explained in front of our eyes.

So far, there are many research on feedback using online application and different application has been conducted by some researchers. First study was conducted by Jawarun Nahru from University of Surabaya (2021), entitle "*The effect of peerfeedback through instagram on students writing recount text*". It was found There was significant effect of peer feedback through Instagram on students writing recount text at tenth grade of SMA Triguana Tangerang. Second study conducted by Aksan Saputra, Asrun Lio and Muhammad Khusnun Muhsin from Halu Oleo University (2019), entitle "Peer Feedback Through Facebook Group". This study says that there is a significant effect of applying peer feedback through Facebook Group on

students students writing competence at the first year students of MAN 1 Konowe Selatan. Third researcher was conducted by Qing Ma from University of Hong Kong (2019), entitle "Examining the role of inter group peer online feedback on wiki writing in EAP context". This research finding that the peer suggestion can predict the wiki writing quality clearly indicated that peers are able to offer relevant critical comments for their classmate to improve their EAP writing.

A lot of the research about using peer feedback for writing skill, the researcher want to conduct a study with the same technique but with the different media it is using Quip Application.. The researcher in used the new technology it is web application to improve writing skill, researcher using Quip application as a learning media for this study. For the subject the researcher with the same use students of Senior High Shool level, and in for this research the subject that is first grade students of SMKN 1 Kras. The researcher wants to investigate that Peer feedback using Quip Application is effective or not to be applied in Senior High School by using experimental design. The purpose of this study was to measured the effectiveness of using peer feedback toward the students writing skill of the first grade at SMKN 1 Kras Kediri.

Therefore, based on the description, the research wants to investigate Peer Feedback using Quip Application in teaching especially in writing descriptive text in a research entitle *"The Effectiveness of Peer Feedback by*

Using Quip Application on Students' Writing Descriptive Text Achievement of

The Tenth Grade at SMK Negeri 1 Kras Kediri"

B. Research Question

Based on the title and background of the study of the research, the formulated problem are following:

1. Is there any significant difference score before and after being given by peer feedback using Quip Application?

C. Purpose of the Study

Based on the formulation of the research problems, the purpose of the study as follow:

1. To know whether is there any significant difference score before and after being given by peer feedback using Quip Application?

D. Formulation of Hypotheses

A research hypotheses is the expected relationship or the expected difference between the variables in the study. This research used experimental research design with quantitative approach. The researcher have two kinds of hypotheses formulated to be tested, they are null hypotheses (Ho), and alternative hypotheses (H1):

1. H0 (Null Hypotheses)

    There is no significant effect of treatment by using peer feedback strategy and without peer feedback strategy on students" writing skill in SMKN 1 Kras on academic year 2021/2022

2. H1 (Alternative Hypotheses)

    There is significant effect of treatment by using peer feedback strategy and without peer feedback strategy on students writing skill in SMKN 1 Kras on academic year 2021/2022

E. Significance of the Study

The findings of the research are expected to be significantly relevant in term of the toretical and practical aspects. Theoretically, the research findings are expected to provide some information about the better strategy for teaching writing, specifically the use of peer feedback strategy.

1. For the students

    The research hopes that the students by using peer feedback to be more creative and they can express their idea, thought and feeling and can more better in writing skill.

2. For the teachers

The research hopes that the teacher can use peer feedback as an alternative media in teaching writing and this is one of method be an indicator of students capability in writing descriptive text.

3. For the other researchers

The researcher suggests to other researchers in order to prepare everything in the study do that the result is useful and peer feedback can be the alternative media to teach English in different content

F. Limitation of the Study

This study is focus on the teaching use peer feedback on students skill in writing descriptive text at SMKN 1 Kras. This study will limit only on descriptive text. The students writing with collaborative with their group. here the descriptive text only one paragraph as 100 words. And the media only use using Quip application. This observation only conduct to the 10th year of SMKN 1 Kras Kediri in the academic year 2021/2022.

G. Definition of Key Term

The definition of key term is explain some word used in this study. Following are the key term use in the research:

1. Writing skill

   Writing is a one of English skill. Writing needs a lot of practice so that the writing of the students can understand. Students must have a good grammar, vocabulary and paragraph development.

2. Peer feedback

   Peer feedback defined as an active learning involves providing an opportunity to response or analyze the content or idea of academic topics in pairs of students.

3. Descriptive Text

   Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

4. Quip Application

   Quip ia a simple text editing service, which let students cooperate on documents regardless of the devices they are using. Quip is primarily suited for use within the polyphonic form of teaching. Withing polyphonic form of the teaching Quip can be used as students common writing tool.

5. Peer feedback using Quip Application

   Using peer feedback strategy to improve the the students writing skill using a new technology it is Quip Application.