CHAPTER I

INTRODUCTION

This chapter included background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Research

English lessons are certainly a compulsory subject for every school in Indonesia. Almost every school teaches English subjects. As English is a universal language that is utilized not only at the elementary and secondary school levels but also at the university level of education, early exposure to English is critical for learners to acquire (Akcay, et al 2015). Learning English involves the four ability which are listening, speaking, reading and writing.

Writing is one of the four English ability that we must master. It turns into a difficult ability in any way because not everyone can do it easily. Writing is the process of putting thoughts into clear, written form. According Brown (2001: 336) states "writing is a process of thinking" it is becoming an important ability that people have to master it. Although, the importance of mastering writing ability is clear, it can actually be said that students' writing ability are far from satisfactory. The most difficult ability for second language learners to master is writing (Richards and Renandya, 2002:303).

In terms of writing ability, students should be able to use written language creatively, fluently, and effectively to express meaning and rhetorical structures through basic texts in everyday circumstances. In other words, in order to achieve those functional levels, students must improve their writing ability. It must be done in order to improve their academic performance, such as writing various types of text, particularly procedure text.

Procedure texts are a particular kind of text that offer guidance on how to accomplish a task. Procedure texts, which describe how to create something by following a series of

procedures or activities, typically contain imperative verbs like cut, place, use, etc. (Bachtiar 2010:398). It also supported by Andreson (2005:50) argued that "A procedure text is a written work that provides instructions on how to perform a certain task. A procedure text type's objective is to provide instructions on how to do a task". Meanwhile Bima, et al. (2005:79) stated that "A procedure is a type of literature that explains how something is accomplished by following a set of stages". The researcher infers that procedure text is a genres of text type that gives us instructions to do something through a sequence of actions or steps.

Based on preliminary the English teacher at SMAN 1 Ngunut, in a preliminary interview and observation, the researcher found that some students have not been able to write the text well and correctly. The following events demonstrate this: most students struggle with writing because of their limited vocabulary and understanding of grammar. Moreover, the students lack motivation to refine their thoughts via written expression. As a result, students' English writing abilities need to be strengthened, particularly when it comes to learning procedural text material.

To improve the students' ability in writing procedure text needs appropriate strategies and techniques helping them as solution for their problems. Researcher use peer feedback techniques to help students solve problems in writing procedure text. Peer feedback techniques are therefore expected to motivate individual students and other students to mutually correct the task assigned by the teacher. With this peer feedback as well, students form pairs and give each other feedback on their test writings in the procedure text.

Peer Feedback has a pivotal role in improving students writing ability and learning achievement. Peer review or evaluation is similar to peer feedback (Topping, 2000). It because peer feedback is one of important component of formative assessment. Peer feedback is the process of involving students in the sharing of their opinions, as well as in hearing and delivering constructive criticism and suggestions for improving a piece of work to find out if adding peer feedback activities has an effect on the students' writing ability.

Peer feedback techniques are interesting things to use in improving writing ability in procedure text because peer feedback is used to provide comments and correct mistakes on the results of their colleagues. On the other hand, peer feedback is used to improving their writing through technical peer feedback with peers. For instance, the study conducted by Alghazo, et al (2009) confirms that corrective feedback can improve students' self-correction abilities in their writing. Also, Liu (2008) finds that students' writing accuracy improves after receiving feedback. By this process, they will be aware of their writing problems and see their own progress (Krashen, 1978 cited in Erfanian, 2002). By reading others' writing, students become more critical readers and revisers of their own writing (Rollinson 2005).

Some previous studies show that peer feedback has positive effect and effective in writing. The first previous study is from Hayati (2020). The finding of this research indicates that there was a significant effectiveness of peer editing technique in student's descriptive text writing ability. Furthermore, previous study is from Yunita (2019). The finding of the research indicates that there is positive and significant influence of peer feedback technique toward the students' writing ability in descriptive text, and alternative hypothesis is accepted. Another previous study is from Mubaro (2012). The findings showed that the students had low motivation before the actions were implemented. From the result of the first cycle, the students' motivation increased. From the second cycle, the implementation of peer feedbacks strategy could generate students' motivation in the aspect of cooperative learning and peer evaluation. In addition, previous study is from Ramadhani (2019). The finding of this research showed that peer feedback was effective on students' skill in writing hortatory exposition text. It is stated that there was a significant effect on students' skill in writing hortatory exposition text.

Although there have been previous studies on the effectiveness of using peer feedback in writing, peer feedback on procedure texts has not been examined before. Therefore, the researcher took this procedure text to find out whether peer feedback is effective when used in procedure texts. Based on curriculum merdeka, The second grade in senior high school

or level F English proficiency criteria for pupils' writing abilities include designing, composing, evaluating and rewriting several kinds of text types by exhibiting including punctuation, capitalization, and grammar (Kemendikbud, 2022). They employ a wide variety of terminology and syntax in their writing, effectively expressing complicated thoughts. In the same way, they are also expected to have the ability to write according to topics appropriate to this phase.

Related previous studies above, peer feedback has never been applied in writing Procedure Text of the eleventh grade students at SMAN 1 Ngunut. Therefore, researcher are interested in knowing whether eleventh grade students at SMAN 1 Ngunut can improve their Procedure Text writing ability substantially after being evaluated using peer feedback. So, based on those reasons previously, the researcher conducts research entitled **"The Effectiveness of Using Peer Feedback Technique Towards Students' Writing Ability in Procedure Text at The Eleventh Grade of SMAN 1 Ngunut".**

B. Research Problem

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

Is there any significant difference between the students who use peer feedback technique and without using peer feedback technique Towards Students' Writing Ability in Procedure Text at The Eleventh Grade of SMAN 1 Ngunut?

C. Objective of the Research

Based on research problems, the main purpose of this study:

To find out the significant difference in writing Ability in the eleventh grade students at SMAN 1 Ngunut with using and without being taught by using peer feedback technique.

D. Research Hypothesis

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. In this case, the alternative hypothesis (H_a) and null hypothesis (H_0) as read follow:

H_a : There is a significant difference between the students who use peer feedback technique and without using peer feedback technique Towards Students' Writing Ability in Procedure Text at The Eleventh Grade of SMAN 1 Ngunut.

H_0 : There is no significant difference between the students who use peer feedback technique and without using peer feedback technique Towards Students' Writing Ability in Procedure Text at The Eleventh Grade of SMAN 1 Ngunut.

E. Significance of the Research

The findings of this study should provide important information and contribute to enhancing earlier theses on the use of peer feedback in teaching English-related writing.

✓ For the teacher. This study can help teachers improve their methods for teaching writing so that it is more difficult to engage students in the teaching and learning process. It means, by applying this technique, the teacher can monitor students when using peer feedback with friends and can find out the results of progress after peer feedback between friends.

✓ For the students. Researcher hope to help students' writing ability and improve students' writing ability. Peer feedback activities that is, between students giving results from writing Procedure Text, students must accept and are expected to help improve writing in Procedure Text.

F. Scope and Limitation of The Research

In this research, the researcher focuses on the effectiveness of peer feedback to assess students' writing work. Actually, in SMAN 1 Ngunut, there are many text that must be learned by the students, such us Descriptive text, Recount text, Narrative text, Report text,

Analytical Exposition text, Procedure text text and so on. But, the researcher focuses on Procedure Text of the eleventh grade students of Senior High School. This research is conducted at SMAN 1 Ngunut. But, it is conducted only for two classes as experimental and control class of the eleventh grade students at SMAN 1 Ngunut.

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 Using Peer Feedback Technique Towards Students' Writing Ability in Procedure Text". The definitions of key terms are as follows:

1. **Writing Ability**

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interract with the message. Besides, according to Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. So, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In this research, the writing ability refers to ability in writing procedure text at the Eleventh Grade of SMAN 1 Ngunut.

2. **Procedure Text**

Procedure text is a text that is designed to describe how something is achieved through a sequence of action or steps. According to Anderson and Anderson, procedure text is a piece of text that instructs someone to do something. This type of text explains the steps of anything that is accomplished by a series of acts. Hence, procedure text guides someone to do something properly regarding to the structured process in order to achieve appropriate result (Dirgeyasa, 2016).

3. **Peer Feedback**

Peer feedback is the process of involving students in the sharing of their opinions, as well as in hearing and delivering constructive criticism and suggestions for improving a piece of work to find out if adding peer feedback activities has an effect on the students' writing ability.