

CHAPTER I

INTRODUCTION

In this chapter, the writer will present eight topics related to this study. Those include of background of the study, formulation of the study, purpose of the study, significant of the study, scope and limitation, research hypothesis, definition of key terms and organization of the study. They would be described as follow.

A. Background of the Study

As global language, English plays an important role in this world. A lot of informations in the world that show in written text. Not many centuries ago writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institution. Almost every aspect of everyday life for “common” people was carried out orally. Brown (2004:218) . Harmer (2007: 1) that English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each other’s. Because writing is used for a wide variety of purposes it is produced in many different form. Harmer (2004:4) This condition makes English becomes important to be mastered.

In this research, the researcher will explain about of skill in english uses that is writing skill. According to Jeremy Harmer (2004:39) that writing (as one of the four skill of listening, speaking, reading, writing) has always formed part of the syllabus in the teaching of English.

However, it can be used for a variety of purpose, ranging from being merely a “back up” for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Students will learn many aspects in language components. Barhoumi & Rossi (33:2013) There are many various way to organize the sentences or paragraph in a piece of students writing. One of them is descriptive text. Descriptive text is a text that describes the features of someone, some things, or a certain place. Its purpose is to describe and reveal a particular person, place, or thing. And it is described in present tense. With this kind of writing the students’ will be mastered in writing descriptetive text.

In this study, the researcher would like to use Peer Asessment as the one of technique to assess the students writing descriptive text. In this technique, the researcher will use the Whatsapp Group as the implementation of improving peer assesment for the students. Through the group of whatsapp the teacher will pairing the students and the students will do the task. Each group will be given a task from the teacher to make a descriptetive text. Here, the group will practice as a pair discussion and giving a comment throught whatsapp group. After they have finished the writing task, they will sent their task to group and the peer will giving a comments to her/his partner based on the table of criteria. Then, after they have finished they will have feedback from the teacher. The table of criteria content some of what the learners should have when they were

write. As we knew that in writing descriptive need to be mastered in some criteria as like the general stucture, grammar and other that use in descriptive text.

Based on the statements above, the writer believes that an appropriate method may help teacher in writing and improve the students writing abilities. In this study, the teacher will not applied the peer assesment tradittionally. As the explanation above the use of Whatsapp is very crucial and the students can do this task wherever she/he wants.

Based on the description, Peer Assessment is a learning method that can lead to self-confident of students to write because they will scoring by their partner and it will save a lot of time. Peer Assessment can also motivate the activity and creativity of learners in the process of learning, because the student will make descriptive writing based on their own experience. Another positive thing about this technique is that students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. Students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement. By using peer assessment the students would be demanded to assesss their peer.

Information and communication technology or ICT refers to all the technology used to handle telecommunications, broadcast media, intellegent building, building management system, audiovisual processing and transmission system, and network-based control and monitoring

functions. ICT is valuable tool to enhance teaching and learning. For teacher ICT is a professional resource a mode of classroom delivery, a source of valid and valuable text type. Positive of ICT in learning and teaching English are, building self-confidence to the teacher, connect into reality, to make easy learning process possibility to motivate students, possibility to offer variation in teaching and prepare students for college.

In additional, Whatsapp is a mobile chat application that allows you to chat with people you know and make a new connection. You can have one-on-one text conversation, participate in group chats and make calls through the application. Whatsapp is most popular worldwide. It is free and easy to use, available for most phones and and includes simple features for sharing files, photos, link and videos. Plus, whatsapp chat are encrypted and private which was adopted from <http://www.infomedia.edu/whatsapp>. The way to use the application can be more effective because it can operate in computer or laptop.

In this research, the researcher wants to see the different ability in writing descriptive text between the students who are using Peer Assessment technique through whatsapp and those who are taught without using the technique. It is hoped that using Peer Assessment technique through whatsapp can improve the students' writing skills. For that reason, the researcher will conduct a quasi-experimental research entitled "**THE EFFECTIVENESS OF PEER ASSESSMENT THROUGH WHATSAPP ON THE STUDEENTS' WRITING DESCRIPTIVE**

TEXT OF FIRST GRADE STUDENTS' AT SMAN 1 TULUNGAGUNG ”

B. Formulation of the Research Problem

1. How is the students' ability in writing descriptive text assessed by using peer assessment technique through WhatsApp?
2. How is the students' ability in writing descriptive text without assessed by using peer assessment technique through WhatsApp?
3. Is there any significant difference on the students' ability in writing descriptive text between taught and without assessed by using peer assessment technique through WhatsApp?

C. Purpose of the Study

1. To know the students' ability in writing descriptive text assessed by using peer assessment technique through WhatsApp.
2. To know students' ability in writing descriptive text without assessed by using peer assessment technique through WhatsApp.
3. To identify the significant difference of students' ability in writing descriptive text assessed by using peer assessment technique through WhatsApp.

D. Research Hypothesis

Before conducting this research, the researcher proposed two hypothesis:

1. Null hypothesis (Ho) states there is no significant difference on students' writing descriptive text assessed by using peer assessment technique through WhatsApp.

2. Alternative hypothesis (Ha) states that is any significant difference on students' writing descriptive text assessed by using peer assessment technique through WhatsApp.

E. Significance of the Study

1. For The Institution

The study hopefully will give improve the learning process to the school and improving the research study of the the collage, especially to the writing skill and make a good relation between two of institution.

2. For English Teachers

The study hopefully will give teachers inspiration in improving their assessing method so that they will be able to attract students' interest and finally will improve the students' ability of the material that they deliver.

3. For Students

The application of Peer Assessment will help the students to improve their writing skill especially in built their self-confident. Moreover, it will save more time and effort to scoring because they have a partner to do that. This peer assessment not use traditionally but improving with a new technology and application.

4. For future researcher

The result of the study can become reference for the future researcher to conduct the better research.

F. Scope and Limitation

In this study, the writer only focuses on the effectiveness of using peer assessment through WhatsApp to the students' descriptive text writing at SMAN 1 TULUNGAGUNG. It is conducted only for the first grade student of SMAN 1 TULUNGAGUNG. Thus, the writer will testing the effectiveness of peer assessment through WhatsApp on the students' writing descriptive text.

G. Definition of Key Term

1. Descriptive Writing

Descriptive writing is the clear description of people, places, object, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Detail used are usually sensory and selected to describe what the writer sees, hear, smells, touches, and tastes.

2. Peer Assessment Technique

There are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. In some instances, the practice of peer feedback will include the assigning of a grade, but this is widely recognized to be a process that is fraught with difficulties.

H. Organization Of The Study

To construct a good thesis, it need to be arranged systematically. The organization of the thesis covers the following chapters.

CHAPTER I. Introduction

It consists of background of the study, formulation of the research problems, research objective, scope and limitation of the study, significance of the study, definition of key term, and organization of the study.

CHAPTER II. Review Of Related Literature

It consist of writing and assessing writing using peer assessment through WhatsApp. Review of the theoretical study and review of the previous study.

CHAPTER III. Research Methodology

It includes research design, the subject the study, place and time, variable, data and source, and data collecting method and instrumments, and data analysis technique.

CHAPTER VI. Research Finding and Discussion

It includes the improving student ability in writing descriptive text using peer assessment on the first grade students' , data presentation, data analysis, interpretation.

CHAPTER V. Conclusion and Suggestion

APPENDICES