

CHAPTER I

INTRODUCTION

This chapter explains the general information about this study. There are six points of this chapter. Those are background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study and also thesis organization.

1.1 Background of the Study

In this era, English is one of important language that have to be studied by students. English is one of the International language that has an important role in global communication. For preparing the students' English skill in the globalization era, they learn English in every school level, started from elementary school until high school.

One of the important skills is writing. Through writing, people are allowed to have communication across the time and space. Written text stay around for hundred or thousand years and known by people around the world (Harmer, 2004: 7).

People write for expressing their ideas in every condition on their live. It makes people understanding each other's feeling. Writing is also used in many fieldwork, like in a business, making agreement across countries, health and also education. In education setting, students use the different style in writing that is called by academic writing. According to Oshima & Hogue, (2007: 3), academic writing is the formal writing that students should write a complete sentence and organize these sentences in a certain way. Moreover, people need to master writing skill.

Although writing skill is important, it is a difficult skill for students. There are many aspects that must be mastered. Writing a text is a complicated activity for them. They need to take attention for punctuation, grammar, vocabulary and also spelling. Students also need to have an idea and generate the idea become a good written text. Besides, there are a long process in writing activity. The steps are drafting, structuring, reviewing, focusing, generating ideas and evaluation (Harmer, n.d.: 258).

Furthermore, according to the writer's experience while the teacher's training from the university program at SMA Walisongo Pecangaan, students get difficulties to generate an idea. They are confused to arrange the ideas into a text. Then, students worry to express their ideas into a text. They often think that their writing is not good. Students also think that their friend's written text is better than her or his own text.

According to the students' writing score, the mean score shows value of 66.93. This data obtain from the average score of students' writing task on second semester in the academic year of 2018/2019. It means that the score is lower than the minimum score criteria of 73. Therefore, the students' score is still under the criteria that means low for their writing ability.

Besides that, based on the condition also, students usually ask to their friends to help generating their ideas. They do not believe with their ability. In fact, some students dispose to cheat on their friend's duty rather than to improve their ability. They do not want to generate the idea that she or he has.

Though, teaching writing is not easy. Teacher often find some difficulties on the class. Teacher has limited time in the writing activity. Teacher should

correct the students' written task and also explain the material clearly. It takes long time in the learning process. Meanwhile, the learning process just have limited time in every meeting (Grami, 2010).

For teacher, it is better to ask students for generating their own ideas as far as they can. Then, give them a chance to give a feedback each other. Peer feedback can make students more confident with their writing. Peer feedback gives a chance for students to give their opinion to the other's writing.

According to Sackstein, (2017: 11), peer feedback gives an opportunity to the students to bright by sharing their expertise to each other. Because every student has a potential to be an expert. It facilitates students to give their review to her or his friend. Students do not need to wait too long to get a feedback of their duty from the teacher.

Peer feedback give a positive impact to the students' writing ability. It contains information that students need. The students will catch the information both cognitive and motivational factors at the same time (Brookhart, 2008: 2). The cognitive factor refers to information that students get in their learning process. Because, students will more understand and get information from their peer explanation. The other factor is motivational factor. It refers to a feeling that they control on their learning. By knowing that somebody are care about their writing task, the students' motivation in writing a text will increase. They will feel that she or he can do it without cheating.

Using peer feedback technique in writing activity gives more benefits for both students and teacher. Students are expected to be more active for generating their idea in writing activity. Not only are more active in writing

activity, but they also expected to be more active in giving a review and giving motivation to each other in writing activity. By using this technique, teacher get a help from students' view for the other written task. Teacher can minimize misread when correct the students' task. Besides that, students can improve their writing ability without cheating on their friend's written task.

1.2 Reason for Choosing the Topic

The researcher chooses SMA Walisongo Pecangaan because the students' writing skill is still low for an eleventh grade students. Moreover, the students do not believe in their writing ability. They refuse to improve their idea into a text. They also dispose to cheat on their friend's written task. Through peer feedback technique, students can generate their ideas into a good written text and also improve their writing outcome.

1.3 Statement of the Problem

Based on the background of the study above, the writer formulated the problem as follow:

1. What is the effect of using peer feedback technique in teaching students' writing skill of eleventh grade in SMA Walisongo Pecangaan?"

1.4 Objective of the Study

According to the problem statement above, the objective of the study is aimed:

1. To examine the effectiveness of peer feedback technique in teaching students' writing skill of eleventh grade SMA Walisongo Pecangaan.

1.5 Significance of the Study

It is expected that the result of the study could give some contributions to the teaching learning process and the result could be useful for others.

Theoretically, this research hopefully could help teachers as their references to improve the knowledge. It is also hopefully could be a beneficial reference for the future research.

Practically, for the English teacher, hopefully it is giving teacher an idea to make students easier on a writing activity. For the students of grade XI in SMA Walisongo Pecangaan, hopefully their writing ability could improve and also increase their learning outcome. For the researcher herself, it is hopefully could improve her skill in teaching English with the other effective ways. It is also hoped that she could have a good work with other people.

1.6 Thesis Organization

This study consists of five chapters that are including Chapter I Introduction, Chapter II Review of Related Literature and Hypothesis, Chapter III Research Methodology, Chapter IV Discussion, then Chapter V Conclusion and Suggestion.

Chapter I explains the general information from this study. This chapter contains background of the study; reason for choosing the topic; statement of the problem; objective of the study; significance of the study; and thesis organization.

Chapter II explains some theories based on this study and the framework of the study. It contains the previous studies, related literature, conceptual framework and hypothesis.

Chapter III explains the research methodology that contains type and design of the study; population and sample; variable of the study; technique of data collection; and technique of data analysis.

Chapter IV presents the research finding and the discussion of that result. The research finding is based on the data obtained from SMA Walisongo and the discussion is based on the research finding. This chapter also discovers the verification of the hypothesis that proposed.

Then, Chapter V explains the research conclusion and suggestion. The conclusions explain based on the research finding. The suggestions are expected to give some contributions in education.

