

CHAPTER I INTRODUCTION

A. The Background of the Study

One of the languages that have an important role in the world is English. English is a foreign language for Indonesians and it is used in many international activities as commerce, sport, science, education, and technology. Therefore, English must be taught and learnt at school.

According to the Educational Unit Curriculum (KTSP), students must master four language skills; they are listening, speaking, reading, and writing. Writing as a part of the language skills besides listening, speaking, and reading must be taught maximally by the teacher to the student. Wallace (2004: 15) states that writing skill for beginning students can benefit from learning and practicing one skill at a time. So, study writing skill can benefit for student to learn another aspect of language at once.

Nowadays, the ability to write has become an indispensable skill in the literate community. Writing is still hard and often frustrating the learners when they are asked to do it although English has been taught since from elementary class. Students are getting confused to start their writing because they are not interested in writing. Even though they have some ideas on their mind, they do not know how to express the idea into good composition. Harmer (2004:11) states that for many years the teaching of writing focused on the written product rather than the writing process. In other words, the students' attention was directed to the what rather than how of the text construction.

Based on the observation done by the researcher at the time of the teaching practice program (PPL), it is found that the students' achievement in writing is low. In X-1, it is found that 75% students get remedial test. In X-2, it is found that 38% students also get remedial test. They have to get remedial test since their score are under Kriteria Kelulusan Minimal (70). It means that students' achievement of X-1 is still low. The scores of monthly test show that the students found difficulties in writing. Leo at al (2007: 13) shows that problems in writing are as follows: limited vocabulary 8%, difficulty in organizing ideas 16 %, no ideas to write 20 %, no motivation to write 20 % and lack of confidence 36 %. This study is focused on the problem of difficulty in organizing ideas.

There is another factor that makes writing is difficult skill for students. It is caused by the conventional way applied by the English teacher. The English teacher uses lecturing method. He only gives a topic, explains it, asks students to answer questions or write but teacher doesn't use appropriate strategies in teaching writing. As consequence, learning writing make them bored. The teacher must know the appropriate strategy in teaching writing so that the students feel more comfortable in learning writing.

Based on the problems which are faced by the students, the researcher considers that it is necessary to find the possible solution to solve the problems. One of the possible solution is by applying an appropriate strategy in teaching writing.

There are some strategies that can be applied in teaching writing. Peer feedback strategy is one of the strategies that can be used. Peer feedback is as

feedback that is given by peer. In writing activity, peer feedback means having other writer to read and to give feedback on what other writer has written. Organizing idea by using peer feedback focuses on generic structure of genre and the language features. Student as writer will get the input to organize ideas from other peer's feedback. Peer feedback is understood as having other students to read and to give comments, corrections, criticisms, and suggestions on what other students have written (Atay and Kurt, 2007:14).

This study focuses on experimenting Peer feedback strategy on students' achievement in writing narrative text.

B. The Problem of the Study

In line with the background of the study, the research problem is stated as follows:

“Is there any effect of Peer Feedback strategy on students' achievement in writing narrative text?”

C. The Objective of the Study

The objective of the study is to find out the effect of Peer feedback on students' achievement in writing narrative texts.

D. The Scope of the Study

One of the difficulties that are faced by the students in writing is organizing idea. Organizing ideas focus on the generic structure and language

features. This study will focus on the effectiveness of applying Peer Feedback in developing students' achievement in writing narrative texts. The two aspects of narrative text will be studied, they are the generic structure and the language features.

E. The Significance of the Study

The study on the effect of applying Peer feedback in teaching on students' achievement in writing narrative texts is expected to give information to teachers as well as learners and especially to English teachers. It is useful in increasing students' ability in writing narrative texts. The last is to provide preliminary information for those who are interested in the same study.