

CHAPTER I INTRODUCTION

A. The Background of the Study

English as a global language in all over the world seems to be priority for people to learn. It is because as social creatures, people absolutely need to communicate in their daily life in order to socialize or to express their thought, feeling, understanding, opinion, critic, and everything they want to share to others.

Nowadays, we live in era of globalization; full of challenges and competition among other people either in or out of our country. Because of that, a global language connecting all people around the world is needed. English is one of the most common languages used by people having different native language. The presence of English as a universal language makes everybody realize that this language is needed to be learnt. Therefore, Indonesian government sets English as one of the compulsory subjects at schools.

In learning English, there are four basic language skills that must be well mastered by the students, namely speaking, reading, listening, and writing.

The researcher chose SMAN 1 Siborongborong because the researcher has got the data from interview with the English teacher there. The researcher found that the students' writing achievement is still low. It happened because of some factors, namely lack of knowledge, lack of vocabulary, lack of grammar, and lack of motivation to write. They were not confident to use their own language. Sometimes, they did not know how to develop their ideas when writing.

Based on syllabus of Curriculum in the Curriculum of Educational Stratified Level or *Kurikulum Tingkat Satuan Pendidikan (KTSP 2006)* for Grade X of Senior High School, there are some kinds of text genre. The students are expected to be able to understand and write narrative, descriptive, recount, report, and procedure text. In this study, the researcher only deals with writing descriptive text. Descriptive text is the important genre. It can help students clarify their understanding of new subject matter material, this genre not only about how to put words in written but also how to describe something to the other people. A descriptive text is structured with general identification and followed by clear description.

There were many reasons that cause the students' achievement low in writing, and did not pay attention to the writing task. They do not know how to recognize their ideas in writing. They are frequently being confused of what to write and how to start writing. For students, writing is difficult because it is complex subject that involves the organization of thought, the usage of English language, and imagination. This condition affects the students' achievement in writing descriptive text.

Sriwiyanti (2013) showed that many students had difficulties in writing report text, for example in finding ideas. They had difficulties to find and organize their ideas, and this research found out that the students' ability in writing report text was improved by using peer response technique. Peer response technique is useful, interesting, and easier than by applying the other technique to increase the students' achievement in writing. Peer response technique focuses on teaching

students about how to revise and edit their writing by using their peer's eyes in order to get deeper insight and improvements about what they have written. Guntar (2013) showed that the students still got confused how to deliver their ideas. They were lack of idea and confuse to use their own language. Al-Jamal (2009) found out that the problem of their writing such as their grammar is not good, they also do not have enough vocabulary.

In order to solve this problem, it needs some creative techniques to make the writing class more effective and interesting. It means that the teachers must be creative in applying various techniques to solve the problem. In fact, there are some ways which can help students to increase their achievement in writing descriptive text, such as Peer Response Technique, Clustering, Group Mentoring Technique and so on. From those techniques, the writer proposes "**Peer Response Technique**". Peer response technique can be used either in the forms or pairs or small groups. In peer response activity students are assigned to write a composition or essay when they finish their writing work; and exchange their writing with their peers. Peers read and make comments on the writing first draft so that those students can improve their own written work (Nelson & Murphy, 1993).

Peer response shows that readership does not belong exclusively to the teacher, since in this type of response, students are enjoined to share their writings with each other (Richards 2002). Elbow (1992) believes that when students write only for their teacher (which usually means for a grade), they often fall into certain bad habits, treating writing as an empty school exercise and attempting

simply to just “get it right” or “give teachers what they want”. When students write for their peers, they become very concerned about what they say and how they say it.

Based on the explanation above, the writer focused on conducting a research in order to investigate the effect of peer response technique on the students’ achievement in writing descriptive text.

B. The Problem of the Study

Based on the previous explanation, the problem is formulated as follows: “Is there a significant effect of peer response technique on students’ achievement in writing descriptive text?”

C. The Objective of the Study

In relation to the problem above, the objective of the study was to find out the significant effect of peer response technique on students’ descriptive writing achievement in SMA Negeri 1 Siborongborong, Tapanuli Utara.

D. The Scope of Study

Based on syllabus of Curriculum for Grade X of Senior High School, the student are expected to be able to understand and write narrative, descriptive, recount, report, and procedure text. In this research, the writer focuses on the procedures of teaching descriptive text in part describing a place using peer response technique.

E. The significance of the Study

The findings of this research are expected to be useful for:

1. Theoretically, the result of this study can be the reference for other teacher so it can enlarge and develop their knowledge about peer response technique for teaching writing, especially writing descriptive text.
2. Practically, for the teachers as an reference to use peer response technique in teaching writing descriptive text, for other researchers who are interested in this study to give them information about strategy in teaching writing, and for the students to increase their ability in writing descriptive text by using this technique.