# CHAPTER I
# INTRODUCTION

## A. The Background Of The Study

English is becoming more important in this modern life which parallel with the developement of science and technology. It is necessary and important to be studied in order to improve the quality of social life. English is used in oral and written to make an international contact and cooperation among people in different countries.

Commonly, everyday people use writing form. They use a simple to complex written text such as writing letters, notes, memos, stories, etc. It means that writing holds an important role in daily communication. Through writing people can express their experiences, events, stories, and ideas. So writing is central to our personal experience and social identities which is focusing on the contents, ideas, and written products (Hyland, 2002).

Writing skill is also served in a visible way, which is meant to convey a message to the reader. The writing should communicate something clearly, precisely and unambiguity. The aim of writing is conveying the ideas or thoughts to writing form. Writing is process of putting ideas into words, and then arranges the words into sentences, and then combines them in to paragraph. Writing required the mastery of vocabulary, spelling, grammar, punctuation, appropriate content, coherence. Since all that materials are difficult to master, writing becomes difficult to be mastered.

Based on Indonesia curriculum , English Language Teaching in senior high school is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems. Based on the Curriculum of 2013, the first grade of senior high school students are expected to be able to express the meanings in the written forms of the interpersonal, and transactional discourses, short functional texts, and many kinds of genres; recount, narrative, news item, report, descriptive and etc in the daily-life contexts.

Refers to English syllabus for grade X of Senior High School student, recount text is one of genre in writing that should also be well mastered by the students. They must be able to write a recount text related to their real life. Recount is kinds of types text genre that retell the past event which the purpose is informing or entertaining the reader.

**Table 1.1**
The Percentage Students' Score in Writing

| Semester | KKM | Score | Students | Percentage | Mean |
|---|---|---|---|---|---|
| 1st Semester 2012/2013 | 75 | < 75 | 29 Students | 77.7 | 51.7 |
| | | ≥ 75 | 9 Students | 22.2 | |
| 2nd Semester 2013/2014 | | < 75 | 27 Students | 63.9 | 53.3 |
| | | ≥ 75 | 11 Students | 36.11 | |

*Source: Students' accumulated score of Grade X MIA-1 students at SMA Dharma Pancasila Medan academic year 2013/2014*

From the previous data, it can be concluded that the students' ability in writing is still low. It can be seen from the most of students' score percentage was under the *KKM*. The table show that the students' English achievement at the

school is still need of improving. The minimum competence criteria for passing the English test is 75.

The Expectation was different from the real life. The writer found that the students were still confused of what to write and how to write. some students also feel afraid and ashamed to ask questions to their teachers. Students' difficulties occured either because writing is a process to get a product is influenced by some elements such as vocabulary, grammar, organization, spelling, and prunounciation. Moreover, writer had interviewed the English teacher, and then the writer can conclude that student hardly organize their idea in a right sentence.

Related to the problem described above, the way of teaching needs to be improved. There are many techniques to make the students have a better understanding in English learning process that can be used. One of these techniques is peer feedback technique which is choosen by the writter that expected to be useful to improve students' achievement expecialy in writing recount text. Peer feedback is a practice in language education where feedback is given by one student to other students in the class. Students was divided into some small group. In small groups, students share strengths and also develop their skills. This technique also helps the students to develop their interpersonal skills. They learn to deal with conflict and improve their understanding of subjects explored. By grouping the students, teacher  easier to teach the student and the students  also were encouraged by the other friends.

According to Atay and Kurt (2007), peer feedback provides the students to do more practices in writing with their peer. The students will not only listen to

the teacher's instruction and feedback. They also have chances to give feedback to their friends' work and ask for each other's opinion. They can learn many things from their groups. In this case, students' anxiety becomes lower and learning motivation can be higher.

Considering the problem which was found during the observation that some students feel afraid and ashamed to ask questions to their teachers, writer expects that peer feedback technique can help to solve the problem. In this technique students trained to share opinions with their peers. Giving and accepting feedback and exchange their ideas and thought without being afraid to make mistakes. Moreover, peer feedback also expected to help the students to take more responsibilities in learning process. Not only doing their assignments, students also have to read their friends' work carefully to be able to give feedback.

In line with the advantages mentioned above, the previous researcher Ibrahim (2012) proved peer feedback is one of technique which can be applied in teaching writing. He conducted a research in SMA Negeri 18 Medan and found that Peer Feedback technique improved students' achievement in writing narrative text. It can help students to be more active in class and help to increase students' writing achievement. By applying peer feedback technique, students' score in writing increase from 68.08 to 74.70. It is proved that peer feedback technique is one of promising technique which can be applied in teaching writing.

Natalia (2014) conducted the experimental research in SMA N 6 Medan which objective of her studies were to find out the effect of peer feedback technique on students' achievement in writing analytical exposition text. The

result of the analysis show that the value of t-observed is higher than value of t-table (2.02>1.66 (α=0.05) with the degree of freedom (df) = N-2 = 66. It means that there is significant effect of applying peer feedback technique on students' achievement in writing recount text.

In line with the background above, to achieve writing competence, corresponding meaning and retorical structure of recount text accurately and appropriately in the context of daily life. The writer expects to find the effect of peer feedback technique on students' achievement in writing recount tex.

**B. The Problem of the Study**

Based on the background of the study, the problem is formulated in the following:

"Is there any significant effect of applying peer feedback technique on students' achievement in writing recount text?"

**C. The Objective of the Study**

This study is intended to find out whether students' achievement taught by Peer Feedback Technique is higher than the students' achievement taught without Peer Feedback Technique in writing Recount text.

**D. The Scope of the Study**

There are several cooperative learning techniques that can be applied to improve students' writing achievement. This study focuses on the applying of Peer Feedback Technique to improve students' achievement in writing Recount. The object of the study is limited on the senior high school students grade X at SMA Dharma Pancasila Medan.

## E. The Significance of the Study

The study were expected to have both theoretical and practical perspectives:

1. Theoretical perspectives
   a. The result of the research will be useful to improve the teaching learning process; not only recount material, but also the other materials.
2. Practical perspectives
   a. For the teachers

      The writer hopes that this research and technique will be inspiring for English teacher to develop the teaching learning process; not only in teaching writing but also other skills.

   b. For the students

      This study also expected to encourage the students to develop their writing achievement, especially in writing recount through peer Feedback technique.

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