

CHAPTER I INTRODUCTION

A. The Background of the Study

Last year, the government decided to try out the new designed curriculum 2013 from elementary, junior high school and senior high school. The curriculum 2013 has a specific objective of the language teaching-learning process to make students active in the language class both in oral and written. English is one of the lessons that has four skills, they are listening, speaking, reading and writing.

Related to curriculum, writing is one of the language skill that has a complexity process in teaching (Reid, 1993:266). Writing is a communicative skill, writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentences into form of paragraphs in which every sentences is closely related one another.

However, writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretical deviced but also the conceptual and judgment. For many English learners, learning to write fluently in English is much more challenging and difficult than learning to speak fluently. Learning to write is difficult especially for those who write in a second or foreign language; they must write accurately within a limited time. If the English teacher tries to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered (mechanics of writing, accuracy, fluency, etc).

There are some benefit of writing, namely are; (1) the writing is a means to find something, in sense can raise ideas and information that exists in nature under aware of our thinking,(2) writing activities can be brought new ideas be active, (3) writing activities can train the ability to organize and clarify concepts or ideas, (4) writing activities can practice detachment that is in someone, (5) writing activities can help us to rehearse solve several problems at once, (6) writing activities in a field of science will allow us to be active and not just be recipients information.

In line with the students' writing at SMP IT IQRA' Medan while trying to adapted with the curriculum 2013, the researcher found problem in writing a descriptive paragraph, the students got confuse of what to write and how to start. Students did not not know to write properly because most of students are not intersted in learning writing. Most of them also did not have any ideas what grammar to use or how to organize the ideas. They perhaps have ideas in their mind but they don't know how to organize or express their point views in writing. Those problems related to their knowledge before the treatment and the way they assumed that english is complicated one. The writer found the student can not write it individually. They need to have a group or pairs discussion to share information each others.

It is shown in the following table:

Table 1.1. The Eighth Grade Students' Score of Descriptive Writing in TheLast Two Semester in SMP IT IQRA' Medan.

Semester	Score	Student	Percentage
Semester 1 2013/2014	<70	9	66,6%
	≥70	6	33.3%
Semester 2 2013/2014	<70	11	60%
	≥70	4	40%

Related to the problem mentioned previously, the way of teaching needs to be improved. Writing descriptive paragraph is a way for students to express their skill and share about they've seen. Less vocabulary and knowledge of sentence structure the are main problem why they fell difficult to express it. By adding their knowledge in vocabulary and sentence structure teacher hopes that writing descriptive paragraph will help students to express everything in their mind. There are many strategies in improving the way of teaching writing text. However, it is determined to apply Peer Review Strategy in this study because by applying Peer Review, it will help students to get some new vocabularies and ideas from their friends easily. By addapting their friends' skill in writing, the student can enlarge their knowledge and easily produce a new descriptive paragraph.

Peer review is way to get feedback from others. It is one of the several strategies applied to the writing process and it is especially important; sharing what we have written with others, our readers, to see if we have been successful in conveying our intended meaning, Brown (2001:353). Peer review strategy can be

applied in group. Working in group can be a productive and congenial part of writing process in which it can increase the possibility that the students will look at problems from several perspective. In peer review strategy, students not only get feedback from their classmates, but they also give feedback to their classmate.

Peer review strategy is works best when students have read, guide with question or focused tasks, prepared comments on the paper and be ready discussion. Then give students a clear format for peer review and require written reviews.

Peer Review has some strengths and advantages such as: a) evaluating peer writing, b) facilitating discussion and debate, c) facilitating students to give suggestions and comments, d) providing students field to share and help each other, e) peer review makes students more aware of general problems in their own writing, f) peerreview encourages students' sense of ownership of their writing, helping to promote learnerautonomy. Peer Reviewing allows a diversity of opinions to be brought to the table, pre-set ideas from the equation and removing personal biases which these elements will help students to write well.

Thus, in line with the background above, the writer tries to study the effect of peer review strategy on improving students' ability in composing descriptive writing and tries to prove that by applying peer review, student in certain school will be helped extreamly in writing descriptive paragraph.

B. The Problem of Study

In order to study the effect of peer review and prove that peer review strategy can anwer the students' problem in writing, this research deals with an

investigation of writing by using peer review strategy. To find the specific element of writing, the problem that students faced, and help students to write better than before, the problem of this research was stated in following statement:

“Is there any significant effect of peer review strategy on the students’ writing descriptive paragraph?”

C. The Objective of the Study

In relation to the problem the objective of the research is to find out the effect of using peer review strategy in teaching descriptive paragraph.

D. The Scope of the Study

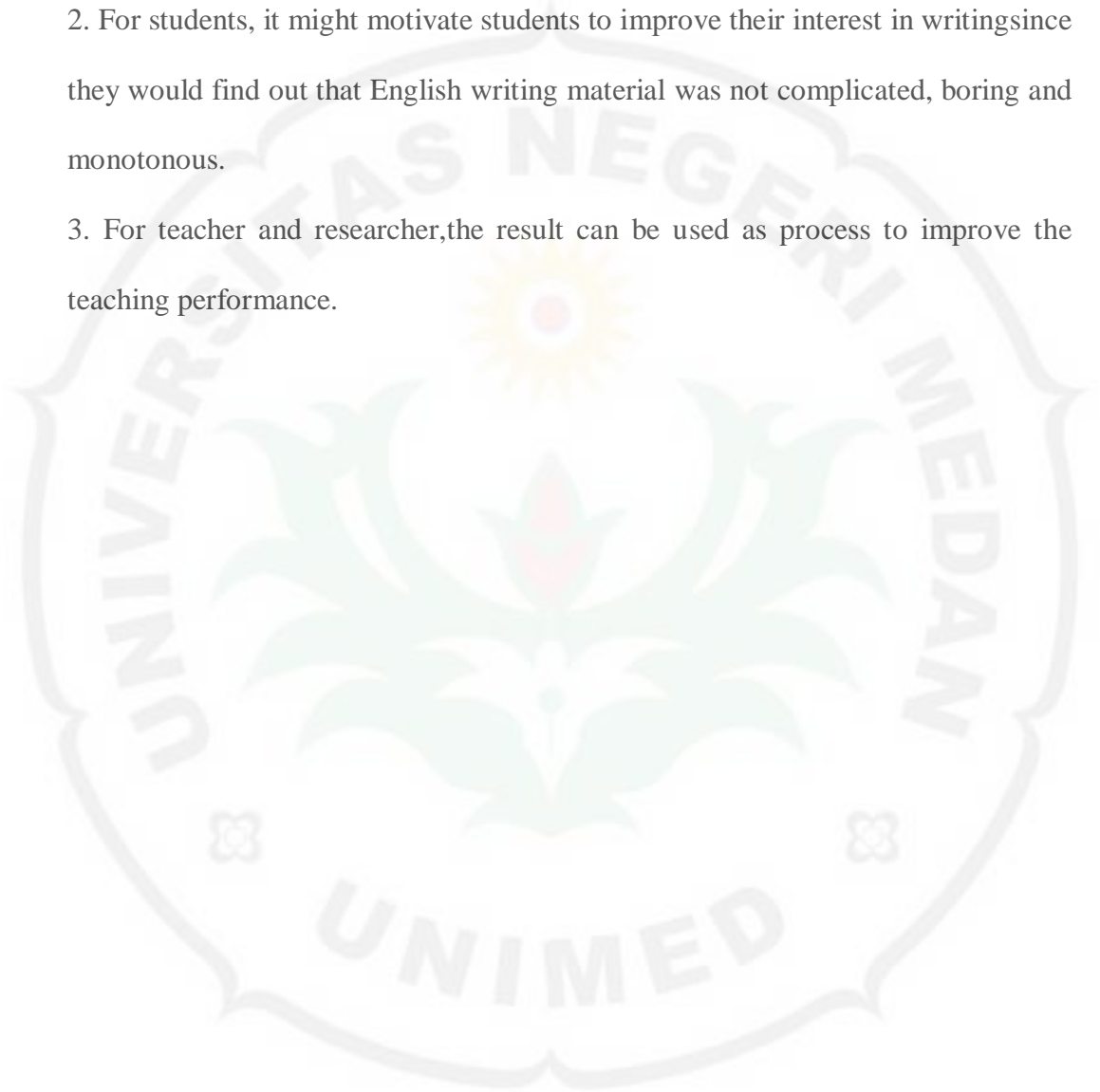
There are some genres in writing that can be applied to see the students writing skill. This study concentrated to see the improvement of students’ writing descriptive paragraph, especially describing person. The strategy that will be applied to improve students achievement in writing descriptive paragraph is peer review strategy that can guide students to write well.

E. The Significance of the Study

It is expected that this research will give some significances.

1. For teachers, it might show teacher that peer review and other forms of interesting material could be used for teaching writing. This study also could give motivation to the English teacher to create new ways or media in teaching learning English.

2. For students, it might motivate students to improve their interest in writing since they would find out that English writing material was not complicated, boring and monotonous.
3. For teacher and researcher, the result can be used as process to improve the teaching performance.



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