

CHAPTER I

INTRODUCTION

This chapter discusses some aspects that include the background of the research, problem of the research, the research objective, operational definition of the terms, significance of the research, and scope of the research.

1.1 Background of the research

In learning English, the students of junior and senior high school need to learn the four skills of English that is listening, speaking, reading and writing. Writing as one of the skills besides reading, listening and speaking, that plays an important role. However learning about writing is not easy as it is justified by Heaton(1991:135),” the writing skill is complex and sometimes difficult to teach, requiring the mastery not only of grammatical and rethorical devices, but also of conceptual and judge mental elements.

In writing, a writer should think and plan what words and sentences are used to express his or her intention and idea in such a way that the readers comprehend what the writer means. The process of thinking in writing a text or paragraph is not easy as we think, because when we write something we not only compose a word or sentence but also develop our ideas into a well organized paragraph. It is not easy for the students to write well in English since it is not common for them to using it in their daily communication. According to Harmer(2004:11), it is expected that spelling to be correct, the nouns and verbs to agree with each other, and punctuation and lay out to obey certain conventions. It

means that grammar, vocabulary, and mechanics are some of the aspect that must be considered.

When the researcher did the preliminary test in tenth grade of class B at MA Ma'arif NU Kencong, the researcher found the fact that the tenth grade students of MA Ma'arif NU Kencong had difficulties in writing class especially in writing descriptive text. The difficulties were in the vocabulary, the use of present tense, and explore their ideas as well into written form. There were only 42% of all students in that class who got 70 scores or more. Meanwhile, the minimum requirement standart score of the English subject at MA Ma'arif NU Kencong is 70 scores. In addition, most the students in this class were not actively involved in the teaching learning process of writing.

Therefore, to overcome these problems, the teacher needs to teach writing using activity which is suitable and unique for the students of senior high school and it can improve their writing ability. The researcher considers that the problems in the students' writing skill are important to be solved. The researcher tries to improve English writing skill using action research. The researcher assumes that peer feedback strategy is appropriate to apply in teaching learning of writing descriptive text as the solution in the school. They will not only get feedback by their peers, but also get assistance in their learning process later on. In addition, peer response can be a good treatment to provide opportunities for students to develop their ideas on how to write English properly, because they will get a variety of comments and suggestions from different readers.

1.2. Problem of the Research

Based on the background of the research, the main problem that will be studied in this thesis is formulated, “How the use of peer feedback can improve the students writing ability at tenth grade of MA Ma’arif NU Kencong in the 2015/2016 academic year”.

1.3. Objective of the Research

Based on the problem of the research above, the objective of the research is to improve the tenth grade students writing ability using peer feedback technique at tenth grade of MA Ma’arif NU Kencong in the 2015/2016 academic year.

1.4 Operational Definition of the Term

The following definitions are given to give some understanding or perception for some terms is used in this study. They are also expected to avoid ambiguity or misinterpretation. They are defined.

1.4.1. Writing Ability

Writing ability in this research deals with the students ability to write a simple descriptive text that observe, or analyze the topic after being taught by using teacher’s explain. In this research, the students writing descriptive text ability deals with the students’s mastery of writing aspects such as, content, organization, grammar, vocabulary, and mechanics. The students’ Writing descriptive text ability is indicated by the students’ scores of writing descriptive test.

1.4.2 Peer Feedback

Peer feedback is a learning technique in which the students are divided into small group of four member in making correction and giving suggestion for the writers work.

1.5 The Significance of the Research

The findings of the study are expected to be useful for:

- 1). The English teacher to input and consideration in applying peer feedback strategy more frequently in teaching writing in order to improve writing ability
- 2). Students can improve their writing ability.
- 3). for the future research, it is hoped to improving writing ability. Thus the future researcher might used this reserach as reference in making their research.

1.6. The scope of the Research

The research focus on writing ability about descriptive text by using peer feedback strategy. The subject of the research is the eleventh grade of MA Ma'arif NU Kencong in the 2015/2016 academic year.