

CHAPTER I

INTRODUCTION

This chapter presents some issues focusing on the topic being researched. They are background of the research, problems of the research, objectives of the research, significances of the research, and scope and limitation.

1.1 Background of the Research

Learning of writing is very important. However, people still find the difficulty to write because of some reasons. The first reason is that people are get confused to express their ideas in writing. The second reason is that they also lack of confident when they want to write. They think that their writing is not acceptable and readable.

Fairbain and Winch (1996:61) stated that “ writing is difficult and very few people have ability to write an essay atone sitting in a form that is adequate’”. People will meet some other difficulties when they want to write using foreign language like English. Especially in Indonesian students get difficulty when they have to write using English because English is not our mother tongue. Bram (1995: 25) stated that “ for most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult’”. Besides,they are lack of vocabulary and grammar of English, they are also confused of how to built sentences in a good arrangement.

Based on 2006 Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP) for high school, one objective of teaching English is to develop the ability to communicate in English. In learning English, there are four elements namely: listening skill, reading skill, speaking skill, and writing skill as well as the three language components, namely : grammar, vocabulary, and pronunciation that should be mastered by the students. In this research , the researcher will focus on writing subject. So, it is better for the teacher to select and apply an appropriate strategy or method in order to easily teach especially the writing subject.

It is necessary to provide a suitable strategy to motivate the students to write meaningfully and grammatically correct sentences. In this research, the researcher proposed to use peer editing as a strategy in teaching writing. Peer editing is a technique often used in composition and other writing-intensive courses. Students engaged in peer editing trade drafts of material they have written and provide each other with suggestions for improvement. Peer editing can be used at any point in the writing process--idea formation, outlining, draft revision, or copy editing a final draft (Phillipson, 2007). Peer editing can help the students in writing English. Peer editing is the processes through which students respond to and provide feedback on their peer's writing highlighting the positive and the negative aspects in a way to help each other reach better witten products (Graves,1994: 25). By using peer editing stategy, it will create an atmosphere of cooperation and enthusiasm among students, they feel equal in one situation where they are helping each other produce better results. Based on explanation above, it is clear that peer editing strategy is useful to be applied in teaching English writing to

developing students' independence and raising their self esteem and confidence in their abilities.

1.2 The Research Problem

Based on the background of the research above, the problems of the research is formulated as follow:

“Is there any significant difference on students' writing ability between the ten grade students” of SMAN Plus Sukowono who are taught using Peer editing strategy and those who are taught using non- Peer editing strategy (direct method)?“

1.3 Objectives of the Research

Corresponding to the formulation of the problem, the objective of the research is to find out whether there is a significant difference on students' writing skill between the ten grade students of SMAN Plus Sukowono who are taught peer editing and those who are taught using non-peer editing.

1.4 Operational Definition of the Terms

There are two terms in this research, which are defined:

1. Peer Editing strategy

Peer editing strategy is a strategy to allows the students to share their ideas regarding the topic of their writing, the different styles and structures and editing methods and also the techniques in order to help each other to arrange a good writing. The peer editor does not correct the

paper's mistakes, but helps the writer fix their own mistakes by showing the area of the error and making it clearer for the writer.

2. Writing Ability

Writing ability in this research is students' ability in putting their ideas and arranging words as well as sentences about their imagination over something into a readable recount text in which the student should consider the aspects include content, vocabulary, language use, mechanics and organization.

1.5 Significances of the Research

1.5.1 Theoretical Significance

The result of the research is expected to be useful as an input for English teacher to apply peer editing strategy in teaching writing in order to enable the students to find their ideas of writing easily as well as to improve the students' writing skill.

1.5.2 Practical Significance

The action of the research by using peer editing strategy is expected to give the students learning experiences in order to improve their writing ability.

1.6 Scope and Limitation of the Research

The research focuses on investigating the effect of using peer editing during writing activities by using peer editing especially in writing recount text at SMAN Plus Sukowono.