

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Research

Writing ability is one of the most important language skills to master. According to Suryaman (2018, p.1), writing plays an important role in learning a second language. Writing includes many aspects of language that should be covered. The writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and theoretical devices but also of conceptual and judgment element that's why teaching writing is different from others aspects of language skills and most difficult.

According to Dwi (2019, p.72) writing is a ability that can stimulate students to express their thoughts well. On the other hand, expressing thoughts in writing is not an easy thing, therefore students often have to practice a lot. For students, writing is a difficult ability and not something simple to do. The fact is that many students experience difficulties when writing as they do not know how to be able to express their ideas well in writing. Some students still have difficulty in writing text, especially in writing simple past sentences because they still have difficulty changing Verb1 to Verb2. The vocabulary of students is still

lacking, as a result students still have difficulty composing words in sentences, and in writing there are still many errors such as in punctuation and spelling.

Another problem is that some students do not know whether their writing is correct or not because the teacher doesn't check their writing and students are embarrassed to ask the teacher. When the teacher gave feedback on their writing, most students did not respond to the teacher's feedback that was written on their paper. This is because teachers tend to give feedback is only on student sheets at the end of class so students do not have the opportunity to revise their essays and ignore feedback from teachers. So that it can be said that students lack motivation in learning English, especially in writing. That's what makes students' ability to write is still low. Therefore, the right technique was ordered to be able to improve students' writing skills.

In teaching writing, there are many kinds of teaching techniques that can be applied, one of which is Peer Feedback. Peer feedback techniques will enable the process of reading and giving feedback from the writings of classmates. According to Sackstein, (2017, p.11), Peer Feedback Techniques provide opportunities for students to be intelligent by sharing their expertise with each other. Each student certainly has the potential to become an expert. It can facilitate students to give their feedback to their friends so that students do not have to wait too long to get feedback on their work from the teacher. The peer feedback technique

is considered beneficial both for students who receive feedback, but also for students giving feedback. So, in this peer feedback technique students who receive feedback will know where the mistakes are in their writing, and students who give feedback will also learn how to give good feedback correctly, and that will definitely be useful in their writing process (Day, 2022, p.184). Through peer feedback, it is hoped that students can respect the opinions of their friends so as to change the way students think that effective feedback is not only from the teacher but also respecting the suggestions of their friends.

Several studies that are relevant to this research, first research from Riska and Reflinda (2021) entitled *The Effectiveness of Peer Feedback on the Writing Ability of the Students at the Eight Grade of SMPN 3 Lubuk Sikaping*. The type of research used is descriptive quantitative. The results of this study indicate that the peer feedback technique is effective in teaching writing ability to grade 8 at SMPN 3 Lubuk Sikaping. The second has been conducted by Zulkarnaen, et al., (2018) entitled *The Effect of Peer Feedback Strategy on EFL Students' Writing Skill of The Hortatory Exposition Text at Second Grade of Senior High School*. The research method used is a quasi-experimental design. The result of this study found that students who were given Peer Feedback strategies had higher scores than student who were given conventional strategies. The third has been conducted by Uymaz (2019) entitled *The effect of peer feedback on the essay writing performance of*

EFL students Researchers used quantitative research. The result shows that peer feedback techniques can improve students' writing. Peer feedback techniques can also make students collaborate with each other and share knowledge.

Based on the explanation of the previous research above, the researcher wants to use the Peer Feedback Technique to improve students' writing ability in recount text. This research will be conducted in eleventh grade with a quasi-experimental method. The researcher is interested in carrying out a research entitled: "The Effect of the Peer Feedback Technique on Students' Recount Text Writing Ability"

### **1.2 Problem of the Research**

Based on the background of the research above, the researcher formulated the problem of the research in the following question: Is there any significant difference in writing recount text between students who are taught using peer feedback techniques and those who are not?

### **1.3 Purpose of the Research**

The purpose of this research is to find out whether there is any significant effect of using Peer Feedback Techniques on students writing abilities in recount text or not.

## 1.4 Operational Definitions

### 1. Peer Feedback Technique

The Peer Feedback Technique is used to provide opportunities for students to evaluate their classmates writing, then using the evaluation from their classmates to revise and improve the writing results. Peer Feedback Techniques allow them to evaluate organization, context, grammar, punctuation and spelling.

### 2. Writing Ability

In this research, students will write a recount text. Here students will write recount text about personal experience or personal recount. This study uses a quasy-experimental design where students score will be taken from writing tests. There will be 5 aspects assessed from student writing, namely organization, content, grammar, mechanics and vocabulary.

## 1.5 Significance of the Research

### 1. Theoretical

The results of this study can be useful and will provide an overview for other researchers who wish to conduct research on the application of peer feedback techniques in improving writing skills.

### 2. Practical

a. Learning outcomes through the peer feedback technique can be useful for students in improving writing skills.

- b. The results of improvement through peer feedback techniques can be used as a reference by teachers as alternative in teaching writing.

### **1.6 Scope and Limitation of the Research**

In this research, the researcher will focus on recount text to improve student writing ability using Peer Feedback Techniques. Students will write a personal recount or personal experience. There will be 5 aspects assessed, they are organization, content, grammar, mechanics and vocabulary. The research will use a quasi-experimental method because the subject is not chosen randomly but has been determined by the researcher. This research conducted to the eleventh grade of SMA Muhammadiyah 3 Jember in 2022/2023 academic year. The research will be conducted in 2 weeks with 4 times learning processes.

