

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Writing is one aspect of language skill. Where the ability to speak consist of 4 aspects; listening, speaking, reading and writing. Writing skill should be learned by student after listening, speaking and reading. Writing is the most difficult skill of others because writing has many important components to analyze such as content, use of language, organization, vocabulary, spelling, punctuation, and mechanics. In addition, the ability to set the framework for ideas in written communication should also be mastered so we can conclude that writing is not easy. Everyone has trouble learning to write, especially with many complicated component processes. Actually, writing can be a great tool to help students know more about how they think. In short writing is a complex skill that must be mastered by students.

Writing is also one of the language skill that can be used to express ideas, thoughts, or to send a message to the reader. It means the writer can express meaning full writing. Then, the reader

can receive the messages from the writer. In SMP 14 Kota Serang, there are many student's writing and one of them is descriptive writing. Descriptive writing is a type of text that is widely use in everyday life on describing object, places, people, animal, etc. Descriptive is also an English text to describe objects of living things that we describe either the appearance or texture of it.

However, in fact it is difficult to deny that students have weakness in writing, like in vocabulary, punctuation, structure, etc. English is a foreign language so that teachers attempt to overcome those weakness. In this research, the writer eager to discuss that teachers have to make the effectiveness of teaching writing in the class and help their students improve their writing skill by a different process by using peer feedback. Hopefully, this technique not only can improve students understanding and motivation, but also it can develop students ideas about the topic discussed. Hence, students can produce a good composition, organize the ideas, choose the words, form good sentence and combine them into coherent. Therefore, the writer formatted the technique to improve and develop students' writing skill.

Actually, peer feedback has many different names such as; peer review, peer response, peer editing and peer evaluation. Indeed, all of it has one goal and purpose. The clear definition of *Peer feedback* is a strategy to improve the quality of written assignments and foster discussion. While, *Peer Review* is evaluation student's by assessing other student's performance. *Peer Response* is a form of collaborative learning which writers to respond to one another's work to develop their writing. And the last is *Peer Editing* that can give the impression to students on their job is simply copyedit and proofread only.

When students have finished their writing, teacher will instruct one student to read and respond the drafts of written assignments. Students then have the opportunity to make prior revisions to submit the assignment to the instructor. Peer feedback also is a practice in language education which is given by one student to others. Peer feedback is used in writing classes of both first language and second language to provide students more opportunities to learn from each other. The instructor has two or more than two students work together to check each other's work and give comment to the peer partner.

Sayyed states that peer feedback is considered as an important dominant tool in enhancing the process of learning English writing. It also is regarded as a social activity<sup>1</sup>.

The writer chooses peer feedback to correct language learning because according to this research it is a good and relevant technique to make the writing more efficient, interesting, and give a positive impact on the English language proficiency.

Based on the background above, the writer would like to carry out the research entitle: *'Using Peer Feedback in Teaching Writing Descriptive Text', Quasi Experiment Research at the first Grade of SMP 14 Kota Serang in Academic Year 2017/2018.*

## **B. Statements of the Problem**

Based on the background discussed above, the writer underlines the problems as follow:

1. How are the students' writing ability on descriptive text?
2. How is the effectiveness of peer feedback in teaching writing descriptive text?

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<sup>1</sup>Sayyed Hossein Kashef, *Peer Feedback in Learning English Writing: Advantages and Disadvantages*. Vol. 3. No. 4 Journal of Studies Education (Macrothink Institute: University Sains Malaysia, 2013), 91.

### **C. The Aims of the Study**

According to the problem stated above, the writer formulated the objectives of research as follow:

1. To know the students' writing ability on descriptive text
2. To know the effectiveness of peer feedback in teaching writing descriptive text

### **D. Significance of the Study**

By doing this research, the writer expects to give valuable contributions to:

1. The students

First, the researcher intends the effect of using peer feedback for improving writing ability especially in descriptive text. The students are more motivated to express their ideas and develop their creativities in writing.

2. The English teacher

This research can be helpful for the teacher to improve her teaching in classes and overcome the problems that have been faced in writing descriptive texts.

### 3. The other researchers

The researcher has purpose to stimulate other people or researchers to replicate for further investigation about this certain issue.

### 4. The school

This research is expected to improve learning process in the school, especially in teaching and learning English.

## **E. Assumption and Hypothesis**

### 1. Assumption

The writer assumes that writing by using peer feedback can improve student ability in expressing their ideas in writing based on the generic structure and features language of the text that will be written. In this study, researcher will apply peer feedback in teaching writing descriptive text which is the technique is instructed by the teacher to students to correct their works and give each other opinions on their own ideas as well as the theme written.

Using this technique, the learning process will be more active, effective and fun because students can express their opinions as well and feel more understanding what they wrote because indirectly students apply the learning materials that he knew by correcting their peers' work.

When the learning process takes place, the teacher only become a facilitator, mediator and motivator by assigning value to the students for their revised and re-edited work.

## 2. Hypothesis

Based on the background of study, statements of problem and assumption above, the writer assumes that the hypothesis of action can generally be formulated as follows:

*“If Peer feedback used in teaching writing descriptive text, then the students' writing of SMP 14 Kota Serang the grade of VII E & F can increased their writing ability”.*

And the writer followed some assumption below:

The hypothesis of the study is proposed in terms of experimental hypothesis (Ha) and null hypothesis (Ho). They are follows:

1. The experimental hypothesis (Ha) is: there is an influence in teaching writing descriptive text before using peer feedback and after using peer feedback for the first grade of SMP 14 Kota Serang.
2. The null hypothesis (Ho) is: there is no an influence in teaching writing descriptive text before using peer feedback and after using peer feedback for the first grade of SMP 14 Kota Serang.

#### **F. Clarification of the Terms**

To avoid any possible misunderstanding the term are clarified as follows;

##### **1. Peer feedback**

According to Liu & Carless, peer feedback is a communication process through which learners enter into dialogues related to performance and standard.



## 2. Teaching writing descriptive text

According to Caroline T Linse, writing is a combination of process and product (Sokolik, 2003). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

And according to Gerot & Wignel, descriptive text is the text that describes a particular person, place or thing.

### **G. Organization of Writing**

This research is organized into five chapters as follow:

The first chapter is including introduction which consists of background of the study, statement of the problem, the aims of the study, significance of the study, assumption and hypothesis, clarification of the term, and the organization of writing.

The second chapter is theoretical foundation; it contains the definition of writing, teaching writing, process of writing, writing assessment, the kind of writing, definition of descriptive writing, descriptive paragraph, function and purpose of descriptive writing, the generic structure of descriptive writing, definition of feedback

and peer feedback, implementing peer feedback on writing, procedures of peer feedback, the advantages and disadvantages of peer feedback, and the previous of study.

The Third chapter is method of the research, it explains about the method of research, place and time of the research, population and sample, instrument, data collection and analysis, and the scoring system.

The fourth chapter is research finding; it describes about data description, data analysis and test of normality.

The fifth chapter is included of conclusion and suggestion, that the writer gives a conclusion and suggestion for the teacher, student, and other researcher.