

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of the problem, objective of the research, hypothesis, significance of the research, scope and limitation, and definition of the key terms.

1.1 Background of the Research

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in writing, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective.

Chitravelu (2005) give their opinion that writing is a very complex skill. The writer not only know the subject, goals, sense spectators, but also need the writer needs to have the command language, convention, organizational skill, mechanical and writing. Unfortunately, based on the researcher's observation in some experiences in the language teaching at vocational high school levels, many students are easy to get bored in facing English, especially toward writing. According to them, writing is very complicated.

Ika (2019:16) shows in her result of the research that English as Foreign Language (EFL) skill of students in writing is unsatisfactory. It occurs because generally students do not care about their grammar and vocabulary. They write down directly what they think regardless of their writing true or not. They feel that

they do not need to consult their writing to the teacher, so they write their duties freely. It is because they are unconfident with their English proficiency. Many students find it difficult to develop ideas and pour ideas into paragraphs and even more complicated in grammar and diction. They have to master the patterns of many tenses and make sure in choosing them which appropriate with the topic that they are going to write. Hence, they feel that writing is the hardest skill to be mastered in language learning.

Related to the phenomenon explained above, there are some reason that make students difficulties in writing (Meisuri and Wahyuni, 2016:144). Mostly students are difficult in starting the writing. They got confused about what to write, and also about how to generate ideas. This is because of the lack of knowledge about the steps on writing. It is procedural factors that cause the difficulties for all students .

The way of teaching is very vital. It influences the success of the language learning. The teacher must be smart in choosing and applying a good technique in giving feedback in teaching writing beside giving material and guiding the students in the learning writing process. Linse (2006:52) states that it is important for English teachers to choose activities which are appropriate with the program's goal.

Teaching writing is not simple thing. Moreover, English is not the first or second language in Indonesia. Students do not use it in their daily communication at their environment. In this case, the teacher must think hard, not only about the material that is assigned for the students, but also the technique in giving feedback

that is used in the class. The better technique in giving feedback, the teacher applies the technique, the better result of the students' achievement.

Writing as the main skill requires the English teacher to be smart in choosing a technique in giving feedback in teaching writing. Many technique in giving feedback are available to teach writing. One of good technique in giving feedback that can be applied is checklist based peer feedback. It is simple and good technique in giving feedback and the most effective way to show student errors.

Checklist Based Peer Feedback is one of one of the alternative techniques in giving feedback that could be applied on students' writing skill. It can be applied by English teacher in teaching writing. Sujannah and Cahyono (2017: 7) states that Checklist Based Peer Feedback is a technique in giving feedback that consists of some interesting activities that can improve students' achievement, including in writing skill.

Dealing with the significance of Checklist Based Peer Feedback , there are some previous studies done. First, Sulaiman (2019) conducted a research titled "The Use of Mind Mapping and Peer-Editing to use Students' Writing abilitys at the Tenth Grade Students of Karanganyar State High School". The result of the study showed that the use of peer-editing technique can improve the students 'writing ability "The result of the study showed that the use of peer-editing technique can improve the students' writing ability.

Second, Bayu Temaja (2017) conducted a research titled "The Implementation of Peer Corrective Feedback Technique in EFL Primary High School". The result reveals that CF peers have a significant effect on increasing

students' abilities, such as vocabulary use, grammar, ideas, and mechanics. Based on the results of the writing test of each student, the students' post-tests are better than the pre-test.

In this case, the researcher conducts a research which is similar to the previous study done, but in the different term, place, subject, and the way of the treatment. SMK PAWYATAN DAHA 1 Kediri is the school that is investigated by the researcher. Based on the researcher's observation at the tenth grade students there, many students are still not good in writing yet. Hence, it needs an alternative way to improve the students' writing skill.

For the treatment, the researcher prepares some topics that are given in the classroom activities during the treatment. The topics are designed to make the students more enthusiastic in learning writing. In conducting this research, the researcher determines many things, including the success of using Checklist Based Peer Feedback in teaching writing on some studies before.

From the explanation above, the researcher conducts the research at SMK PAWYATAN DAHA 1 Kediri, entitled "The Effectiveness of Using Checklist Based Peer Feedback in Teaching Writing For The Tenth Grade Students of SMK PAWYATAN DAHA 1 Kediri".

1.2 Statement of the Problem

Based on the background of the research, the research problem is formulated; "Is Checklist Based Peer Feedback effective in teaching writing for the tenth grade students of SMK PAWYATAN DAHA 1 Kediri?".

1.3 Objective of the Research

In line with the statement of the problem, this research has aim to investigate the effectiveness of Checklist based peer in teaching writing for the tenth grade students of SMK PAWYATAN DAHA 1 Kediri.

1.4 Hypothesis

Hypothesis is a temporary assumption of the researcher based on the phenomenon that is happening related to the research. In this research, there are two kinds of hypothesis formulated; they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

H_0 : There is no significant difference on the students' writing skill between the Students who are taught by using Checklist Based Peer Feedback than the students who are taught by using generally teacher feedback at the tenth grade students of SMK PAWYATAN DAHA 1 Kediri.

H_a : There is significant difference on the students' writing skill between the students who are taught by using Checklist Based Peer Feedback than the students who are taught by using generally teacher feedback at the tenth grade students of SMK PAWYATAN DAHA 1 Kediri.

1.5 Significance of the Research

Hopefully, this research is able to expand the English teacher's skill in using Checklist Based Peer Feedback to improve the students' writing skill. By mastering this technique, English teachers do not need to worry about problems that arise in students' writing learning process. He or she can apply the technique in giving feedback in the class to the students. Practically, the researcher

conducts this research to solve the students' writing problem. The results of this research are suggested to apply Checklist Based Peer Feedback to improve the students' writing skill. It is hoped that this research can provide benefits to make the students more enthusiastic in learning writing and feel enjoy in a new atmosphere using the technique.

1.6 Scope and Limitation

The scope of this research is to know the effectiveness of using Checklist Based Peer Feedback technique in giving feedback in teaching writing, whether there is significant improvement on the students' writing skill or not. This research is limited to the tenth grade students of SMK PAWYATAN DAHA 1 Kediri. Based on the discussion on the research background and Identification of the above problems, it is impossible to investigate all factors dealing with student writing. This study focuses only on techniques for providing feedback in writing the recount text. It only limits the scope of research associated with peer feedback contributions to student writing.

1.7 Definition of the Key Terms

1. Writing

Writing is an activity we do to express our ideas written and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription.

2. Teaching writing

Teaching writing is a process of giving instruction to write something. It is

a process that the teacher helps the students to create their ideas in their writing.

3. Checklist based peer feedback

Checklist Based Peer Feedback technique is one of good technique in giving feedback that can apply by English teacher in language teaching skill, including teaching writing. Checklist-based peer feedback is the form of written feedback stated that there are five writing aspects namely, content, organization, vocabulary, language use, and mechanics.

4. Recount Text

Recount text is a written text consisting of series events that happened in the past. There are types of recount text, namely personal recounts, factual recounts and historical recounts. Personal recounts explain a series of events that the writer might or might not have been involved in. the historical recounts explain series of events in history.