

## **CHAPTER I**

### **INTRODUCTION**

The first chapter discusses about introduction of the study. It consists of some parts, namely the background of study, research question, purpose of study, hypothesis, significances of the study, scope and limitation, and definition of key terms.

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

One of the most challenging academic courses is writing. Therefore, teacher must design the material such that student can learn it quickly. In addition, the types of texts used in English instruction might be crucial to the effectiveness of the writing instruction. Writing can be considered to be a productive skills since it requires language production. The teacher must consider into account the characteristics of the students, which are directly related to the learning process, when choosing appropriate texts. Texts of all types, including recount, descriptive, explanation, recount, information, report, exposition, and argumentation. They may be engaging for the students as well as highly helpful for the teacher in achieving the educational objectives of the teaching learning process (Lestari et al., 2022).

One technique used to teach writing where students critique each other's work to improve the quality of their own writing is peer feedback. This can be done orally or in writing. Peer feedback is used in writing instruction to help students strengthen their writing skills through interaction and peer pressure. This approach

is often used for writing instruction in ESL and EFL classes. Peer feedback in writing instruction has developed progressively since the 1980s, according to research. Peer feedback happened because of two key elements. First, peer feedback was selected to the change in viewpoint on language learning from one that was teacher-centered to one that was student-centered. With the teacher interacting as the leader, behavior-based, or rote learning, instruction is frequently used in traditional English writing classes. However, this method does not provide enough experience for students to improve their communication abilities.

Second, Peer feedback, which is governed by the student-centered idea, is the answer to the conflict between good feedback and a lot of effort, making up for the shortcomings of instructor feedback. Student writing can only be modified by passively accepting instructor input in the typical teacher-centered classroom, where it holds an absolute power over the writing process. Admittedly, school education is mostly focused on accomplishment in the teaching of ESL or EFL writing, especially in many Asian nations. In other words, teacher input is the most common type of feedback, and students see it as authoritative, which helps students' writing (Chen, 2021).

Recount texts are one kind of text that high school students are expected to learn. It is because the recount text is relevant to the lives and prior experiences of the students. Recount texts are essentially written descriptions of a sequence of related experiences. The objective of recount texts is to narrate past events.

Newspapers, reports, letters, discussions, and speeches are a few types of recount texts. Those texts are all about previous events. Students are supposed to provide their thoughts regarding their experiences through the recount text in order to keep the readers entertained (Husna & Multazim, 2019).

The problems that occur at MTsN 1 Kota Kediri, which is used as a research site, based on observations made by researcher are that some students at MTsN 1 Kota Kediri have poor writing skills, students are lack feedback, or the feedback they received is not constructive, as well as a lack of interaction and collaboration between students in the context of writing. This can affect the quality of their final writing, so the researcher consider that the peer feedback technique can be chosen as one of the solutions to increase interaction and support between students

There are reveal previous studies that related to this study. The first research was conducted by Lestari et al., (2022), The purpose study of this research is to analyze students' writing skill in recount text based on content, organization, grammar, and mechanism in writing recount text at Junior High School. In the second previous research conducted by Chen (2021), the purpose of this research is that researchers want to further explore the application of peer input training in teaching English writing in China. In the third previous study conducted by Husna & Multazim, (2019). Of the three previous studies, some have some similarities, that is discussing writing skills and recount texts with, but the difference is that the techniques and methods used are different. The three studies also have different

research methods and designs, according to the research. The three previous studies also have different results.

In conclusion, based on some of the previous studies above, it can be concluded that students' understanding and writing skills are still experiencing problems. Students can be said to still experience some difficulties in their ability to understand texts. With the existence of several problems that cause the lack of students' writing comprehension ability, there may be several factors that affect their ability. Therefore, this study will further explore the level of students' writing comprehension ability and the causes that affect their writing comprehension ability especially in writing recount texts.

#### **B. Research Question**

To answer the problem limitation above, this research proposes the following problem: "Is there a significant difference in writing ability between students taught using peer feedback technique and students taught using self-assessment technique?"

#### **C. Purpose Of The Study**

In relation to the research statement above, the purpose of this study is to find out whether there is a significant difference between peer feedback and self-assessment in improving the ability to write recount texts at MTsN 1 Kota Kediri.

#### **D. Hypothesis**

Based on the research objectives, the researcher wants to know the effectiveness of the peer feedback technique in improving students' writing skills

on recount texts at MTSN 1 Kota Kediri. Therefore, the researcher formulated a hypothesis for this study. There are two hypotheses, namely H<sub>0</sub> (Null Hypothesis) and (Alternative Hypothesis). The hypothesis in this research is formulated as follows:

1. H<sub>0</sub> = There is no significant difference on writing skills between students taught using peer feedback techniques and students taught using self-assessment techniques?
2. H<sub>a</sub> = There is a significant difference on writing skills between students taught using peer feedback techniques and students taught using self-assessment techniques?

#### **E. Significance Of The Study**

The researcher has several expectations from this study, the researcher hopes that this research can be carried out well by researchers who are assisted by English teachers and eighth grade students at MTsN 1 Kota Kediri.

##### 1) For students:

The researcher hopes that, based on the results of this study, the use of peer feedback can increase students' involvement in the learning process. They are not only the recipients of information from the teacher but also actively participate in providing feedback to their peers. This can motivate students to invest more in their writing learning.

2) For teachers:

The researcher hopes that the results of this study can assist teachers in developing more effective teaching methods to improve students' recount writing skills and also help teachers identify ways to improve learning efficiency. This may include adjusting teaching methods, assigning tasks, or organizing classroom activities that better suit students' needs.

3) For future researchers:

Future researchers can utilize these findings to deepen their understanding of the factors that influence the success or failure of this technique and engage specific aspects for further exploration. Future researchers can also explore variations in contexts and research subjects, such as different levels of education, different cultural backgrounds, or different types of recount texts, to understand the extent to which these findings are generally applicable.

## **F. Scope And Limitation**

This study aims to evaluate the effectiveness of the peer feedback technique in improving recount text writing skills at MTsN 1 Kota Kediri. The study's subjects included grade VIII students who participated in English classes. The experimental group applied the peer feedback technique, while the control group used the self-assessment technique. The subjectivity of the assessor can influence the assessment of writing skills, and students can vary the implementation of the peer feedback technique.

## **G. Definition Of Key Terms**

To clarify the key terms used in this study, some definitions are provided.

### **1. Peer Feedback**

A peer is a member of a group who is the same age, social status, or skill level as other members of the group. Feedback is data or opinions expressed about something, such as a new product that indicate whether or not it is well-received. Peer feedback, which is defined as comments, corrections, criticisms, and ideas on other students' writing in addition to the students' own work, is what is meant by peer feedback in a writing assignment.

### **2. Writing Skill**

Writing is an important skill. Among the several categories of language skills, writing might be considered the most complex. Writing is more than just pasting words into phrases; it's also about creating and expressing ideas in a structured way. Writing is a human activity that allows one to express thoughts in a way that readers can understand. Writing truly starts the written communication process when a writer drafts a message to be read by another person at a later time.

### **3. Recount Text**

Recount texts are written to inform or entertain readers by retelling an event. This implies that students can inform and entertain readers by writing recount texts, which are written descriptions of their experiences.

Students must understand the components or responsibilities involved in creating a recount text, in order to write it accurately.

#### 4. Self-Assessment

Self-assessment, or self-evaluation, is the process of providing oneself with detailed information on performance or task completion in relation to stated criteria. It is a form of personal feedback that individuals, including students, can provide to themselves.