CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses background of the study, research problem, research objective, hypothesis of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Writing is one of the English skills that foreign language learner should master it. According Harmer (2004:33) as cited by (Jonggoria Najogi, 2019), writing is regularly used as a form of education for specific activities, such as the process of discovering and developing ideas, writing down thoughts on paper, and modifying the ideas. Writing should be learned and mastered by learners of foreign languages. Also, writing is a skill that allows students to organize their ideas, thoughts, and feelings into words, phrases, and paragraphs. Students can do exercise a lot of writing by their experiences and write down their ideas on the papers.

According to Gie as cited by (Trisnadewi, 2021) there are several factors that have to be regarded in writing skill. First, the concept of the writer can be an opinion, experience, and knowledge. Second, the expression of thoughts of the writer should be able understood by the reader. Third, the orderly the thoughts of arrangement by conveying a range of principles, technical rules, to planning and steps. The final is tools, which concerns vocabulary, and grammar. In addition, (Irais Ramirez Balderas, 2018) stated that there are some steps and techniques in writing skills. Such as, producing the ideas, organizing them to create the first draft and revised several times, rewriting until the last version is produced.

The researcher chooses SMK AL IKHLAS TAROKAN because the teacher often faces difficulties in teaching learning English when they teach their students. Based on researcher's observation in that school. Some of students were not paying attention during the learning process. Also, in the process of writing, they had a lot of mistakes in content and structure.

Based on the researcher's observation in SMK AL IKHLAS TAROKAN, most of the student faced difficulties in writing skill. They often felt difficulties in expressing their ideas on a scrap of paper. They were confused about the use of appropriate of language. In addition, the students had a lot of mistakes; such as the students did not understand on how to put the right sentences by using grammar. Also, they also had a lot of mistakes in the process of writing, for instance; the lack of vocabularies in order to they cannot produce the idea become sentences or paragraphs. In addition, each class consist of 30 to 35 of students. It categorized a big class. As a result, the process of learning material can be infective. Also, they cannot focus on the material.

To solve the students' problems in writing skills. It requires some technique in the process of the writing process of learning activity. Before submitting their result writing, they should correct their writing to minimize the error. Correction is important to check their language use in writing. The peer correction technique is one of the techniques that can be used in a writing activity. In the peer correction technique, whether the person of making mistakes and correcting, they are involved the process of sharing their ideas and learning together about the language.

A study entitled "The Effect of Self and Peer-Correction Techniques on Students' Writing Competency" was written by (Dewi, 2020). The objective of this study is to demonstrate the significant difference between the effects of self-correction and peer-correction techniques on students' writing competency. This study employed a two-group quasi-experimental research design. The findings of this study demonstrated that the peer-correction technique was more significant than the self-correction technique on students' writing competency.

Another study entitled "Using Peer Feedback Technique to Improve Students' Writing Skills: A Quasi-Experimental Study Among Secondary Students (G.Suharto, 2017). The aims of this research to compare the students' writing skills before and after using peer feedback technique. This study used quantitative method and quasi experimental research design. The findings of this research revealed that using peer feedback in the teaching learning process of writing significantly improved students' score.

This research focuses on the using Peer Correction in teaching writing for senior high school which are solve the difficulties in students' writing skills. Also, the researcher chooses to use Peer Correction, because the students can share their ideas and learn together each other in the process learning writing. Peer correction is an appropriate technique in writing skills. Students can learn critical thinking, and share their ideas on how to write well. As a result, based on the theoretical and problems above, the teacher decide to conduct the study entitled "USING PEER CORRECTION ON STUDENTS' WRITING ABILITY FOR SENIOR HIGH SCHOOL".

B. Research Problems

Based on the background of the study, the statement of the research problem is as follows: Is there any significant difference between students who are taught by using peer correction and students who are taught by using self-correction?

C. Research Objective

Considering the problem of the study above, the researcher has the objective of the study: To know the effectiveness of students who are taught by using peer correction and students who are taught by using self-correction.

D. Hypothesis of the Study

Null Hypothesis (H_0) : There is no significant difference between students who are taught by using peer correction and students who are taught by using self-correction.

Alternative Hypothesis (H_i) : There is significant difference between students who are taught by using peer correction and students who are taught by using self-correction.

E. Significances of the Study

This study is expected to give contribution to the teacher, students, and next researcher:

1. Teacher : This study expects that the teacher will have the contribution to utilize the technique of peer correction in teaching writing ability.

2. Students   : This study expects that the students will find them interesting getting to know exercise the use of peer correction. They can be active and minimalize of shyness by asking the teacher. In order to, they can ask through their friends.

3. Researcher   : This study is expected to provide knowledge and experiences for the next researcher in the learning-teaching process, particularly in the area of teaching writing through peer correction. Furthermore, the next researcher can conduct better research.

F. Scope and Limitation of the Study

This study focuses on the use of peer correction on students' writing ability in recount text at the class X-TKJ 1 and X-TKJ 2 students of SMK AL IKHLAS TAROKAN. This study is limited to the class X-TKJ 1 and X-TKJ 2 students of SMK AL IKHLAS TAROKAN. Also, the researcher has not many times when applying her research, because she is not the teacher in the SMK AL IKHLAS TAROKAN.

G. Definition of Key Terms

The key terms of this research are Peer Correction and Writing Ability:

1. Peer Correction   : According to Brown (2000), peer correction is the technique of correction that conducts in a group. The correction includes of students giving and receiving comment from their peers on the outcomes of their writing. Students can learn from their mistakes, correcting, and be corrected by their peers through collaborative effort through peer correction. This technique can assist students improve their writing by allowing them to communicate with one another.

2. Writing Ability : According to Raimes, Ann (1983) as cited by (Hayati, 2020), writing ability is an English skill that allows students to convey ideas, thoughts, and feelings in words, phrases, and paragraphs by using eyes, brain, and hand. In short, writing ability is the ability of the writer to create the words or ideas, feelings, and thoughts which can transfer the message from the writer to readers.