

CHAPTER I

INTRODUCTION

The chapter will discuss about the research background, the research problems, the research objectives, the research hypotheses, the research significances, the research scope and limitation, and the research definition of key terms.

A. Background of the Study

In this globalization era, there are much of information and knowledge in every study using English language. Thus, the Indonesia government realizes on the importance of English language in the education curriculum. Therefore, English language is compulsory subject to be taught in all majors in education system of Indonesia. And there are four skills in English subject that are covered by Indonesia new curriculum 2013 for instance; writing, speaking, listening, and reading. Then writing is the one of skill aspects in which students consider very difficult to study (Ramdhani, 2021).

In the curriculum of 2013 in eighth grade students of MTs or SMP, there are many types of writing texts that the teacher must teaches the students for example; recount, report, narrative, recount, and procedure. The one of kinds in writing text is recount text. This text is about how retelling story in the past, such as; personal experience, biography, history, and report. Some problems that found were the students learned writing recount text, they did not understand well whether their writing is right or not because the teacher is not checking their writing directly and when students find difficulties in their writing, they were shy to ask about their writing to teacher. Besides, the class condition was less attractive in which makes

students' writing ability still in low. The students should conduct it in some stages that are called the writing process to improve and have good writing for their writing skill. For instance, students are planning, drafting, editing or revising, and final version.

In this research to encourage students in writing skill, the researcher chooses checklist-based peer correction technique. it is expected to help students correct their work, and easier to understand when there was something wrong in their own writing. By using checklist-based peer correction technique would support the students to understand about what are missing in writing, and students can revise and improve it or knowing what their weaknesses and the strengths. This supported by Sujannah and Cahyono (2017) in their research article also declares that checklist based peer feedback or peer correction is able to give new experience both to the teacher and the students in improving the students' writing ability. Finally, based on the whole explanation above, it is interesting for writer to conduct observing about the title "The Effectiveness of Checklist Based Peer Correction on The Ability of Students of MTsN 8 Kediri in Writing Recount Text".

B. Statement of the Problem Study

According in the research background above, the researcher formulates the problem here as follows: "Is the checklist-based peer correction effective in teaching writing recount text of the eight grade students of MTsN 8 Kediri?".

C. Objective of the Study

In line with the statement of the problem, this research has purpose to investigate the effectiveness of checklist based peer correction whether is effective or not effective in teaching writing recount text of the eight grade students of MTsN 8 Kediri.

D. Hypotheses of the Study

According in the statement problem, the hypothesis which can be formulated by the researcher;

H₀: there is no significant difference between the students who are taught by checklist-based peer correction and the students who are not taught by using checklist-based peer correction technique method at MTsN 8 Kediri.

H_a: there is a significant difference between the students who are taught by checklist-based peer correction and the students who are not taught by using checklist-based peer correction technique method at MTsN 8 Kediri.

E. Significances of the Study

By conducting this research, the result is expected to give positive contributions for reader as; English teachers, students of junior high school, the researcher, and for next researchers

1. For English teachers

This study can be used as a resource in teaching writing method for them which using checklist based peer correction as technique that supports students to achieve their goal.

2. For the students

This study will support students specifically to have better writing by understanding this method and provide understanding their own weaknesses and motivate them to expected.

3. For the writer

The results of this study will support the researcher in this research and also the previous theory which are about checklist based peer correction can be applied as one of technique in teaching students' writing skill or not.

4. For the next researchers

It is able to use as reference in learning writing skill for those who conduct further research in the same field especially writing skill.

F. Scope and Limitation

This scope in the research is related to students who use checklist based peer correction (Experimental Class) and students who use general teacher correction (Control Class) as a technique in the writing recount text. The purpose is to find out its effectiveness. This research is limited to students at the eighth grade in MTsN 8 Kediri. There are 9 classes which are divided into A, B, C, D, E, F, G, H, and I classes.

G. Definition of Key term

To make clear in understanding in this research, it is necessary to describe the definition of key terms. The definition key terms are defined here as follow;

1. Writing

Writing skill is the one of four skills in language which has a process of developing, changing, and organizing our thinking into written form used in the way of communication which support expressing our ideas to the readers by using content, organization, grammar, vocabulary, and mechanics to make the readers understand about the writer.

2. Recount text

Recount text is a text that retells about actions, experiences or events which happened in the past time.

3. Peer Correction

Peer correction technique is technique refers to activity of student learning writing through correcting her friend's writing, then they make response of correction form in position as reader or partner.

4. Checklist Based Peer Correction

Checklist-based peer correction is form of written correction stated that there are five writing aspects as follows; language use, organization, content, vocabulary and mechanics.