

CHAPTER I

INTRODUCTION

1.1 Background of the study

In social life, people always communicate with others to fulfill their needs. To achieve their purpose they need a means for communication called a language. Ramelan (1994:1) states that man speaks a language to express his ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Carrol (1953) as quoted by Ramelan (1992:10) states that language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes, and events in the human environment.

People can find many languages in this world because every country has its own language. People have to master more than one language when they want to know what is going on in the world. One of those language is English. English is an international language, which is used by a lot of people all over the world, included in Indonesia –as the first foreign language- to communicate among nations and people either in spoken and written interaction. In addition, the use of English is very important as a means of communication so that is interest in learning English grows very rapidly from time to time. A lot of people learn English because they have their own motivation depending on their needs, interest, and sense of values. It can be

concluded that somebody has different motivation depending on his/her curiosity in learning English and the advantages that he/she gets.

In this globalization era learning English can be said as a must because English plays very important roles in international communication, trade, and commerce, news, technology development, scientific invention, etc. When people use English in communication, they have to know the knowledge in this modern world. In this modern world, it is very important for people to master English in order to cope with the development of science and technology which grows very fast. Many books are written in English language, so people who want to transfer or to get the knowledge must understand English well.

English is given as the first foreign language to be taught in Indonesia, whether it is junior high school, senior high school or universities and even at the elementary schools as the local content. In addition, it is used to communicate with foreigners regardless of nationalities. By mastering English, the students are supposed to be able to gain valuable information and knowledge from the texts and books about science, commerce, economy, technology, etc which are written in English.

Teaching English in senior high school covers four competences and four language components. The four components are : Listening, Speaking, Reading and Writing. And the four language components are : Vocabulary, pronunciation, Structure/grammar and Spelling. All of those are important. No one skill or components is superior to others since they are integrated and have close relation to

each other. In order to master all of those skills, students also must master all of those components.

Writing is one of the important and productive skills. It needs its own methods and principles to teach it. Writing skill is more complex and difficult to teach. Learners need to choose the words and phrases themselves, and somehow put them all in a good order. There are many reasons for teaching writing in school. Harmer (2007:112) says that writing gives the students more “ thinking time “ than they get when they attempt spontaneous conversation. Harmer (2004:3) says that since societies grew larger and more industrialized, the need for citizens to be able to write became vital in order for bureaucratic organization to be successful. Writing as one of the four skills has always formed part of the syllabus in the teaching of English (Harmer. 2004:31). Syllabus helps the students to learn many types of writing such as genres, short fictional texts, and some expression. Student will learn many things about elements of writing in order to make good writing. Students should pay attention to some elements in writing such as content, form, grammar, style and mechanics.

Problem of learning to write is partly because the students get little practice. In writing, students have to manage the structure, the choice of words, and the punctuation all at once. To be able to do those activities, the students need a lot of practice. In the classroom or outside, the students still get less practice in writing. The lack of practice maybe is due to the students. The students may feel unable to write, so they rarely practice writing.

The students sometimes are afraid to write, they complain about writing class. They feel they cannot arrange and make a good text. They cannot arrange well-organized steps, so they use disorder structure, ineffective sentences, incorrect punctuation and spelling, and they have difficulty in creating the idea, lack of vocabulary, lack of knowledge, lack of experience and so on.

Some factors are involved in a teaching and learning process like teaching techniques and teaching media which play an important role to achieve the objectives of learning.

Peer editing is a classroom technique when learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the classroom. However, some learners are highly resistant to being corrected by someone other than the teacher. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. Where the teacher encourages peer editing, you will find that students stay more focussed and involved in lessons as they feel part of the learning process. Peer editing is also a great way of promoting team work within the classroom.

From the advantages of peer editing technique stated above and the difficulties faced by many students in learning English, especially in writing the writer intended

to use peer editing technique as an alternative technique to help and make students write the composition easily.

1.2 Statements of the Problem

In order to make a systematic approach in solving the problem, the statements of the problem are as follows:

- (1) Is peer editing technique effective in improving the writing ability of the eleventh grade students of SMAK Giovani Kupang in the school year 2015/2016 ?
- (2) How far is the improvement of the students' writing ability after being taught using peer editing technique ?

1.3 Objectives of the Study

The objectives of the study are:

- (1) To find out whether peer editing technique is effective in improving writing ability of eleventh grade students of SMAK Giovani Kupang in the school year 2015/2016.
- (2) To find out the improvement of the students' writing ability after using peer editing technique.

1.4 Significance of the Study

At least there are three significances drawn from the study:

1) For the teachers, the study will contribute many advantages to the English teacher in implementing the teaching language skills especially writing through peer editing technique and they will develop their teaching continuously by using a good or appropriate way to improve their teaching quality as well as motivating the students in learning English especially writing skill using peer editing technique.

2) For the students, this technique will help them to understand their own weaknesses and it is also expected to increase their achievement in writing so they can make a good writing through peer editing technique.

3) For the readers, the finding of this study will help them as reference to conduct other research so that they can give contribution in the education and also can help the reader to know how to use peer editing technique in improving writing skill.

1.5 Scope and Limitation

Actually, this study is about the method and technique of teaching writing skill. There are some methods and techniques of teaching writing skill, such as ; a) Jigsaw technique, b) Small group discussion technique, c) Combining sentence technique, d) Peer editing technique , etc. In this study the writer will only focus on peer editing technique to improve writing skill by the second year students of SMAK GIOVANI Kupang in make a good writing. There are kinds text taught in eleventh grade of students in senior high school. They are descriptive text, narrative text, recount text, procedural text, etc. In this study, the writer will focus on the writing recount text.

1.6 Defenitions of the terms

There were some terms related to the study that should be known, such as :

1. Writing

Writing is a way to produce language, which you do naturally when you speak. Meyers (2005:2) says that writing is speaking to others on paper – or on computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. In this study the writer is focused on the write of recount study.

2. Peer editing technique

Oshima (2006:313) says that peer editing is an interactive process or reading and commenting on classmate's writing. Peer editing as a correction technique in teaching learning English in order to be able to make a good writing. In this study peer editing technique is used by the writer in his study with the purpose of improving the writing ability of the eleventh grade students of SMAK GIOVANI Kupang in the school year 2015/2016.

3. Classroom Action Research

Classroom action research is a form of self reflection that conducted by participant (teacher, student, headmaster, etc) in social situation (include education) to repair rationality and the truth (Carr and Kemmis; 2011). And also according to (Mills; 2011) classroom action research is any systematic inquiry conducted by teacher researchers' to gather information about how their particular school operates, how they teach, and how well their students learn. In this study the writer used this way to know how well the effectiveness of the

school operate and how well the students learn about English itself. The result of the study is expected to be used as a way of solving problems appearing in writing English class.

4. **SMAK GIOVANI Kupang**

SMAK GIOVANI Kupang is one of the private senior high school in Kupang town. It is located in Ahmad Yani Street.