

CHAPTER I

INTRODUCTION

A. Background of the Problem

English as international language is important to learn for everyone included foreigner students. There are four skills that should be mastered of English students if they want to learn English completely, that are listening, speaking, reading and writing. The four skills should be integrated in the learning process.

Basically, writing is one part of English skills which is given emphasis in second language learning and always put in curriculum of second language learning. In Indonesia those four skills are taught integrated. Based on the curriculum, writing is one of the important skills in English. It is based on the standard and basic competencies in teaching and learning of English. English writing is a part of learning process that has to be mastered by all students in Indonesia, because writing is one of language skill is determined by syllabus of teaching English. It is supported by Harmer who states teaching English. It is still an important place in examination in high school level in Indonesia. So, students understand to develop sentences or have the ability in writing.

Nowadays, teaching and learning English, especially in writing become horrified activity. Most of the students get difficulties in writing especially in showing their ideas and developing it. They are not interested to the topic given by the teacher, they feel bored to share their idea in written text.

Based on the results of the observation at Islamic Senior High School 4 Agam, most of the students were passive. It can be proved that the students got bored during the teaching learning process, even they were lazy to follow the teacher's instruction, so that the purpose of teaching learning could not be achieved. Besides that, the students were also lack of vocabulary and sometimes they just cheated the teacher's example before. They did not know where they wanted to start their writing and they felt difficult to develop their ideas in their sentences.

Additionally, students' problem were lack of vocabulary and difficult to organize information. They just tried to combine some information without good attention to make text coherent and text generic structure. So, the result was created not systematic and other people could not follow the development of the ideas.

As a problem solving, teachers have to find the other ways to improve students' ability in creating and acceptable writing. Actually, strategy, technique, method or approach in teaching process should be changed to more creative one.

Based on the problem mentioned above, the researcher wants to apply peer correction technique in teaching writing at Islamic Senior High School 4 Agam.

The researcher also asked the English score of students in class X. It is aimed to see the general English ability of students at grade X. The table below is evidence that English ability is difficult for students in the first year of Islamic Senior High School 4 Agam .

Table 1.1
Students' Mean Score on Writing Test (Preliminary Observation) In Islamic Senior High School 4 Agam

Class	Mean Score of Component of Writing					Total Score
	C	O	V	L	M	
X MIA 1	14.38	12.23	11.93	11.73	2.36	52.63

Source : From English Teacher's book mark at Islamic Senior High School 4 Agam

Based on the table above, it can be seen that the students' skill in writing cannot reach of Minimal Criterion Completeness (KKM). Generally, the students cannot master and understand how to write well, their score is under average. From the table above it can be seen that students class X Islamic Senior High School 4 Agam did not have satisfying result in writing ability. It seems that the students' scores were

below the minimum passing grade in that school, it is 75 it was based on school standard.

The researcher found in Islamic Senior High School students have low achievement on writing, especially in writing a descriptive text. The lack of students' achievement on writing ability influenced by many factors. The main factor was the students were not interested in learning English. They thought that English is difficult for them especially writing ability. Besides that, another factor that caused students' scores still low was the lack of the desire to learn English they felt that English is boring. They were not motivated because they did not know how to start their writing. Then, they were also still confused to express and organize their writing.

Furthermore, the researcher found that the students were lack of vocabulary. Most of students, they were lazy to bring a dictionary when they study English, so that they were difficult to find the meaning of the word. They prefer with the other friends works. As a result, they are not able to make a good sentence or good paragraph by themselves.

Based on the fact above, the researcher tried to use a technique to make the students more interested and enjoy in writing lesson. In this research, the writer tried to use peer correction technique. Harmer (2005) establishes that this technique is valuable element in the writing process. It encourages students to work collaboratively and reduces the students'

reluctance in editing process. On the other hand, the students develop the skill of revising and checking their own process of learning. Even though this is an effective process, it needs the teachers' feedback in order to know about the focus and the way they checked a classmates' work.

Based on the background of the problem above, the researcher interest to conduct the research under the title:: *“The Effect of Peer Correction Technique Toward Students' Writing Ability At Class X Islamic Senior High School 4 Agam”*

B. Identification of Problem

Based on the background above, writing is one of basic skill that must be mastered by the students. There are many problem that faced by the students dealing with English, especially in writing. There are several reasons why the students cannot write well. First, the students do not know how to transfer and develop their ideas in written form and make a link among the ideas. Second, the students cannot express their ideas or opinion well because their vocabulary is limited. Then, students have less enthusiastic. They are low spirit to study English especially writing.

This problem can be solved by several ways such as: method, strategies, techniques, activity or procedure and also interesting media. In this occasion, teacher's creativity is needed. Beside that, it is important for the students to recommend of cooperative activity with their classmates.

C. Limitation of Problem

In order to make writing process suitable with component of writing based on Jacob's criteria (1981:90) such as: content, organization, vocabulary, language use and mechanics, the teacher should consider of many factors. Based on the problems in writing, researcher focused on the application of peer correction technique toward students' writing ability.

D. Formulation of Problem

Related to the limitation above, the main problem is formulated as follows : “ Does peer correction technique give significant effect toward students' writing ability at class X of Islamic Senior High School 4 Agam?

E. The Purpose of the Research

The purpose of this research is to find out whether peer correction technique effect toward students' writing ability at class X of Islamic Senior High School 4 Agam.

F. Significance of the Research

Through this research, researcher expects that the problem solving that is offered in this study gives contribution to the teachers where they may choose and apply one of the various strategies in teaching and learning process toward students' writing ability. In this case, the teachers should consider about the effect of peer correction technique in teaching writing as an alternative technique that is expected to help the teacher in teaching writing.

In addition, this research was valuable to the students: *first*, they are motivated to write a good paragraph because it was presented, *second*, they feel enjoy and comfortable to write because they can share their ideas with their friends, *finally*, they got good result after doing peer correction technique.

G. Definition of Key Terms

To avoid misunderstanding between the writer and the reader about this research, the writer defines the terms used in this study as follow:

1. Writing

Writing is a form of communication to deliver through or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

2. Peer Correction

Peer correction is implemented in classrooms to enhance learner autonomy, cooperation, interaction and involvement.

3. Technique

Technique is the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well as (Brown, 1994: 48)

