

CHAPTER I

INTRODUCTION

A. Background of Problem

English as international language is important to learn for everyone included foreigner students. There are four skill that should be master of English student if they want to learn English completely, that is listening, speaking, reading and writing. The four skill should be integrated in the learning process, as one of the four language skills, writing is often considered as a difficult skill to be mastered, because writing is not only the action of jotting down the word or sentences into a written language, but also arranging them into well organized product in order to make it understandable.

According to Brown (1994:320), writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, spelling, grammar and the punctuation then students should master some components such as content, organization, vocabulary, language use, and mechanic. Content is knowledgeable, substantive, through development of thesis, relevant to assigned topic. Organization relate to fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive. Vocabulary, Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register. Language use effective complex construction, agreement, tense, number, word, function, article, pronouns and preposition. Meanwhile. Mechanic relates related to

spelling, punctuating, capitalization, paragraphing and hand writing in written product.

In the 2006 KTSP curriculum, the standard competence of writing understands the meaning of the texts monologue form of report, narrative, descriptive and analytical exposition accurately, recount, and acceptable in the context of daily life and access to science, furthermore, the basic competence of writing in the curriculum emphasize that writing can be understand and respond to the meaning of the text monologue that variety of written language accurately, fluently, and thank in text form.

Based on content standard for grade VIII of Junior High School, states the students must be able to express the idea in written and oral language to increase knowledge and are accepted in daily life. Among many kinds of genres, one of them in Class VIII of Junior High School level is recount text. Recount text is the text to retell past event or to retell that something happened. It is one of specific instructional objectives in teaching English, one in a typical genre lesson activities using includes in factual genres, and as a competence of achievement target should be understood by students. In other word, the purpose of recount text is to list and describe past experiences by retelling them in chronological order.

Moreover a recount text consists of generic structure and lexicogrammatical features. Generic structures of recount text are orientation (background information about who, where, and when), sequences of events (tell what happened in the past) and re-orientation (it is optional-closure of events).

Besides, a recount text also has lexicogrammatical features such as focus on specific participants, use of material processes, circumstances of time and place, use of past tenses, and focus on temporal sequences, use of conjunctions.

Based on the preliminary research in Junior high school Lubuk Sikaping it was found that students' ability in writing recount text was low. As seen in table below:

Table 1.1

Mean of Students' Writing Score at Class VIII Academic Year 2017/2018

Total students	Mean score of writing components					Total score	Criteria of Minimum Standard
	Cont	Organiz	Vocab	Lg Use	Mec.		
30	18.66	14.06	12.96	14.03	2.2	62.06	70
Ideal scores	30	20	20	25	5	100	

Source: English teacher of SMPN 1 Lubuk Sikaping

Related on table above, the data about student's achievement in writing. It's assessed by Jacob's writing criteria. This is also an indication that the students have not produced writing product successfully yet. The mean score of students' writing test was (61.7). General, the students got poor on the components of writing. Specifically, the mean score of students' content in writing was (18.53). The mean score of students' organization (14.03). The mean score of students' vocabulary (12.86). The mean score of students' language use (13.86). The mean

score of students' mechanics (2.36). Whereas that minimal criterion completeness (KKM) of English subject for Junior high school is 70. The researcher found that many students got difficulties in producing the texts, especially a recount text. The researcher found some problems related with the failure of students in their writing. Generally, the students cannot master and understand how to write well, such as by considering the components of writing; content, organization, and mechanics and so on.

The students' problem in writing recount text can identify into several terms: *First*, Some students have lack vocabulary. Most of students, they were lazy to bring adictionary when they study English, so that they were difficult to find the meaning of the word. *Second*, The students were making mistakes in Grammar. Grammar is important matter particularly in building English sentences. In building English sentences, the students have to know how each word fits together with other words. Moreover, the students must realize that building English sentence need important rule which called grammar. For many students writing is often considered as the most difficult skill obtain. *Third*, The students didn't know how to use simple past. From the example of the student' writing can be seen that the student made frequent errors of word / form (e.g swimming, playing, watching and eating). *Fourth*, The students used incorrect Puncuating and Capitalization. (e.g this morning. time that I was swimming, together father sister and brother). *Fifth*, The students have low motivation in writing. They did not have some efforts to be a more successful language learner especially in writing. For some

students, the lessons of writing subject were confusing. Even some students were reluctant to share with their classmates.

Moreover, the problem is not only faced from the students but also from the teacher in teaching and learning writing process, the teacher problem that the researcher found in the school is teacher technique has no give the student motivation in writing recount text yet. The teacher lack to guide the student to make the recount text clearly. For example, his/her only explain to the student what is the recount text, what the generic structure of recount text. In reality, the teacher's strategy or technique was still monotonous such as; lecturing, questioning and answering, tasking, discussing.

Therefore, one of solution to solve the students' problem in writing is Peer assessment technique. Van Den Berg, Admiraal and Pilot (2006:19) propose that "student assessment is understood to be an arrangement with students assessing the quality of their fellow students' writings and giving feedback to each other" So far, this technique has been successfully implemented in another area to students' writing ability. For example, the first peer assessment technique has been researched by Rahayu. The second has been researched by Hayati. Therefore, the researcher will do research in researcher's area about significant effect to students' writing ability using peer assessment technique.

Based on those explanations above, the researcher interested to apply this technique in the process of teaching writing recount text the research on title: "The Effect of Peer Assessment Technique toward students' writing Ability in recount text at class VIII of Junior High School 1 Lubuk Sikaping".

B. Identification of Problem

Based on the problem above, the students' problem in writing recount text at Junior High School 1 Lubuk Sikaping can identify into several terms. *First*, The students have lack vocabulary. *Second*, The students were making mistakes in Grammar. *Third*, The students didn't know how to use simple past. *Fourth*, The students used incorrect Puncuating and capitalization. *Fifth*, The students have low motivation to learn. Then, English teachers in teaching writing process still used the conventional technique.

C. Limitation of the Problem

There were several reasons why the students get difficulties in writing. In overcoming the students' problem in writing, the researcher used one of technique named Peer Assessment Technique. So, the problem of this research was limited by "*The effect of Peer Assessment Technique toward Students' Writing Ability in Recount text at Class VIII of Junior High School 1 Lubuk Sikaping.*"

D. Formulation of the Problem

Concerning on the phenomena above, researcher formulated the problem into the questions as follows: "Does the use of Peer assessment technique give effects to students' writing ability in recount text at Junior High School 1 Lubuk Sikaping?"

E. Purpose of the Study

The purposes of this research is : To prove whether or not Peer Assessment Technique give significant effect on students' writing ability of recount text at grade VIII of Junior High School 1 Lubuk Sikaping?

F. Significance of the Study

This research hopefully will give contribution to solve the students' problem in writing such as in content, organization, vocabularies, language use and mechnics. The teacher can apply the Peer Assessment Technique in teaching and learning process.

G. Definition of Key Terms

Effect : Result of consequence of an action.

Peer Assessment : is increasingly involved in providing opportunities for students to gain feedback on their work from sources other than academic staff time (Catherine Haines, 2004:44)

Writing Ability : is the students' skill in communicating their ideas in written form. Writing ability in this study means the students' competence to write.