CHAPTER I

INTRODUCTION

This chapter consists of several parts namely Background of the Study, Reasons for Choosing the Topic, Statement of Problem, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significances of the Study, Definition of Key Term, and Outline of the Study.

1.1. Background of the Study

By the end of the twentieth century English has been already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. Just as in the Middle Ages Latin became for a time a language of international communication (at least in the Roman Empire), so English is now commonly used in exchanges between, Japanese and Argentinian business people, or between Singaporeans and their Vietnamese counterparts. English is also of course, a mother tongue for many people in the world, though, as we shall see, such 'native speakers' are increasingly out – numbered by people who have English as a second or third language and use it for international communication. (Schmidt, 1994)

Many people worry about what it means for the cultures and languages it comes into contact with, seeing its teaching as a form of cultural or linguistic 'imperialism' (e.g. Phillipson 1992, Pennycook 1994, 1998). They argue that, as we have seen, English has been regarded by some as a way of promoting military

cultural or economic hegemony. Nor is it necessarily welcome to those who have been obliged to study it, some of whom see learning English as an unpleasant but sadly necessary occupation (Pennycook 1998: 206-212).

The activity is meant to deliver a message from writer to the reader. In writing activity, a student should be able to utilize graphology, grammatical structure, and vocabulary. Jarvis (2000) emphasizes that many students do not enjoy writing because they feel that if they cannot do it correctly at the first time then they will never get it. Beside that, since the subject of the research is still in senior high school, so the researcher considers writing in English will make the students easier in writing the paragraph.

On this occasion, the analysis of students' writing in English seems as an interesting thing. The analysis is based on the sentence made by first senior high school students. The result gained from the research will be used to know the lacks which occur in teaching writing such as: a material given to the students, the teachers who teach, the teaching method, the students themselves, and others supporting things related to the activity. The analysis is focused on the errors of the use of simple sentence made by the students of SMA. (Nunan, 1991)

Held-Taylor (1986) describes the process method in the following way, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar, and punctuation. "Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process"

Senior high school students should achieve English accomplishments in three levels, namely performative, functional, and informational levels (Wells 1991). The focus of English lesson in senior high school is to achieve informational level, since the students are prepared to continue their study to a higher education level. Moreover, according to the Regulation of National Education Ministry (*Permendiknas*) no.22, year 2006 about the standard of competences and basic competences for English teaching-learning process which has proposed by BSNP 2006 (*Badan Standar Nasional Pendidikan*) the Senior High School students grade X in the first semester have to pose several competences as follows standard of competence and basic competence of writing skill for senior high school student grade X

Table 1.1 Standard of Competences and Basic Competences

Standard of competence	Basic competence
To express an idea in a short functional written text in the content of daily life	To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally inaccurate, fluent, and acceptable way, in the context of daily life
To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life	To express meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure

Difficulty in learning English: Lack of Interest and motivation for learning English (thisfactories the most important obstacle in learning English),Lack of concentration in class (the second factor is the lack of concentration), Most English teachers lack the the proficiency in the English language (most high school teachers are not fluent in English and they are unable to teach the English language orally), Last of repetition and frequent practice of students (since students are not interested to learn English). Difficulty writing English: Poor spelling skills, Completing work on a printed page, Difficulty taking notes from oral presentations, Problem with grammar; syntax; and organization.

1.2 Reason for Choosing the Topic

The are several reasons why it is interesting to investigate the effectiveness of peer feedback in improve students'achievement in English subject, some of them are:

1. Studentsneed to be able to write their own ideas, feelings and opinions through an interesting and enjoying English learning.

2. Students must learn to be more effective one of them is by giving feedback to their friends

3. Peer feedback potentially help students in improving their writing skills

4. Writing English is still a language learning activity that needs to be learned from the side of the method and the material

1.3 Statement of Problem

Based on the reasons above, the researcher formulates the statement of problem as follows:

"Is peer feedback effective to improve the students' ability in writing descriptive text for the tenth graders of SMA N 3 Demak in the academic year of 2017/ 2018?"

1.4 Objective of the Study

The purpose of this study is to find out whether peer feedback is effective to improve students' ability in writing descriptive text for the tenth graders of SMA N 3 Demak in the academic year 2017/2018

1.5 Hypothesis of the Study

There are two hypotheses of this study. They are:

Ho : There is no significant difference on the mean score of writing test on descriptive text between the students who have implemented peer feedback practice and those who have not.

Hi : There is a significant difference on the mean score of writing test on descriptive texts between students who have implement peer feedback in writing class and those who have not.

1.6 Limitation of the Study

To clarify this study and avoid misunderstanding. This study only focuses on the effectiveness of comparing the two classes of the Tenth (10th) Grades of SMA N 3 Demak in the Academic Year of 2017/2018.

1.7   Significance of the Study

The research has two significances. They are pedagogical significance and practical significance:

1. Pedagogical significance

Of peer feedback practice will encourage students to participate actively in the learning process

a. This research may improve the understanding of writing teachers about peer feedback.

b. The collaboration among students will improve so they will learn better.

2. Practical Significance

a. For students

The study can help students learning English enjoyably. This way may help them to be active, innovative, creative, and productive in learning English.

b. For teachers

The study is expected to be a reference for English teachers to help students in improving their English writing.

1.8   Definition of Key Terms

To avoid misunderstanding in this study, the following key terms are defined as follow.

a) Feedback

Feedback is any procedures used to inform a learner whether an instructional response a right or wrong (Lalande, 1982)

b)   Peer feedback

Peer feedback is peer commenting on each other's writing (Moradi, 2012)

c)   Writing performance

The ability of students to write English text, especially the descriptive text

1.9   Outline of the Study

The final project consists of three chapters: the first chapter is Introduction. It consists of Background of the Study, Reasons for Choosing the Study, Research Question, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significances of the Study, Definition of Key Term, and Outline of the Study.

The second chapter is Review of Relates Literature, which consists of theories used in this study, Choose when to give feedback, Describe the behavior in as objective language as possible and be specific, State the impact of the (behavior on you, the team, the goal, the client, etc), Make a suggestion or request, Lastly check for understanding and be open to alternative views.

The third chapter is Research Methodology, which deals with Design of the Study, Subjects of the Study, Population and Sample, Study Variables, Sampling Technique, Instrument of the Study, Validity and Reliability, and Techniques of Data Collection.