

CHAPTER 1

INTRODUCTION

This section gives a brief introduction to the area of the research. This chapter includes Background, Research Question, Aim of the Research, Scope of the Study, Significance of the Research, Hypothesis, Clarification of Terms and Organization of the Paper.

1.1. Background

Writing as a productive skill is a very important skill in English for students because writing has some benefits for them. Students can express their idea through writing, for example in writing a narrative text.

In writing a narrative text, students may find some difficulties and make some mistakes. Teachers should help them to solve their problem so students can improve their narrative writing ability.

Peer reviewing can be used by students to respond their friend's writing and give comment whether students make mistakes. Fujieda (2007) stated that most participants valued peer feedback. Eight writers out of fourteen took a positive stance toward peer feedback.

Meanwhile Zainurrahman (2010) investigated the impact of peer feedback in the students' narrative writing and the students' responses toward peer feedback activity in the ESL writing classroom. Fifteen undergraduate students were purposively selected to participate in this research. It indicated that the students' narrative writing developed organizationally and grammatically; whereas data

from the interview suggested that the students positively welcome peer feedback in the ESL writing classroom.

Furthermore, peer reviewing is also suitable to handle big classes since the classes have big number of students. In peer reviewing technique, students are divided into several groups that help teacher to evaluate their works easier.

In this study the writer focused on the effectiveness of peer reviewing in improving students' narrative writing ability. The writer expected that this research can give some contributions for the students, teachers and the process of teaching and learning English. First, it can be used as measurement on improving narrative writing ability through peer reviewing. Second, this research provides students' responses about peer reviewing technique that can be applied in writing narrative class. The last, this research can be used as a reference in improving students' narrative writing ability through peer reviewing.

1.2 Research Questions

This research was conducted to answer problems as follows.

- 1) Does peer reviewing technique improve the students' ability in writing a narrative text?
- 2) What are the students' responses toward peer reviewing technique?

1.3 Aims of the research

The purposes of the research are:

- 1) to investigate the improvement of the students' writing skill in narrative text through peer reviewing.
- 2) to identify the students' responses toward peer reviewing technique applied in writing narrative text.

1.4. Scope of the Study

Since this study was conducted to find out whether or not peer reviewing is effective in improving students' narrative writing ability, this study only limited to examine the effectiveness of peer reviewing. This study also tried to find out students' responses toward the implementation of peer reviewing.

The context of the study was limited on teaching writing using peer reviewing technique in one of junior high schools in Bandung. There were two classes in this study. Each class consisted of 31 students.

1.5. Significance of the Study

Hopefully, this study will give benefits for many people, especially for those who are interested in this area. This study is expected to enrich the alternative technique on teaching English. Peer reviewing can be an alternative technique in the process of teaching and learning english to improve students' narrative writing ability.

For the other researcher, this study is expected to give an additional source. Especially for those who are interested to conduct the study on students' narrative writing ability.

Hopefully this research also can give contribution to release a policy related to the activities in order to support the English language learning.

1.6. Hypotesis

In this study, the researcher stated the hypotesis as follows:

H_0 : There is no significant difference between the experimental and control group.

H_1 : There is significant difference between the experimental and control group.

1.7. Clarification of Terms

The following key terms are presented to assist in understanding several terms or concepts in this research:

Peer reviewing : Peer reviewing means having other writer to read and to give feedback on what other writer has written. Hyland (2005)

Teaching writing narrative text : is teaching the students to acquire writing skill that is aimed to entertain the reader.

1.8 Organization of the paper

1) Chapter I Introduction

This chapter contains the background of the study, research questions, the aims of the research, scope of the research, hypothesis, and methods of the research, clarification of the key terms and also organization of the paper.

2) Chapter II Theoretical Foundation

This chapter elaborates the concept and definitions which functions as the theoretical foundation of this study for investigating the research problems.

3) Chapter III Methodology

This chapter describes the methodology applied to conduct this research including research design, research site and sampling, data collection, research instrument, research procedure and data analysis.

4) Chapter IV Findings and Discussion

This chapter reports findings and discussion of the study generated by interpreting and analyzing the collected data.

5) Chapter V Conclusions and Suggestions

This chapter draws conclusion from the findings and offers some suggestions for the students, teacher, and further research.