

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a brief description of whole contents of the research including background, research question, purpose of the research, scope of study, significance of study, clarification of main terms, and paper organization.

#### **1.1 Background**

Writing is one of the productive skills in language learning. Students have learned to write since they were on the early age. Writing seemed as a communicative and expressive activity that is meant to deliver a message from the writer to the reader (Megaiab, 2014). However, English writing for the foreign language learners (EFL) has been seemed as a difficulty. Jarvis (2000) also mentioned that many students do not enjoy writing because they feel if they can not do correctly the task at the first time, so they will never get it. They might be confused of the writing theory, grammatical rules, and even content of what they want to deliver. While Sudaryat (2010) stated that the difficulties are not only from students themselves like their characters, mentality and personality but also from the outside of the students like how to find the topic, to arrange the sentence effectively, and to master the rule in writing. This problem might happen, because there are some mistakes happen along the learning process. Whether the teachers are constantly focus on the way of writing or teachers put some attention of the material. At the formal school in Indonesia where the students are mostly learning English as the foreign language, they may just learn English skills from the teacher along the teaching learning process. Teachers have been the main roles in the class to attract their students understanding about writing. But somehow the limited time in class meeting also affects the limited materials given. It makes the teachers let their students improve their writing ability as they can do without any right guidance and much practice.

As Alwasilah (2001) said that writing is considered as the most difficult subject because teachers tend to emphasize on teaching theory but ignoring the practice. Therefore practice has been rated as the major point of success in writing.

In Indonesian senior high school, students are expected to write several short texts. They can write to express their idea. For the higher level, they are expected to express their idea through narrative text or the other kind of text.

Besides, in writing a narrative text, students may do some mistakes in grammatical rules, point of idea, or general structure of the text. Teachers which are the center of learning process should help them to correct so that they can improve their writing ability. Yet the teacher's correction of the student's writing is not enough, praising is considered to complete the process in improving the students ability in writing. Wright (2012) affirmed that praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of students' production or output. Praising what student does is important, especially for less able writers (Hyland & Hyland, 2001), it can help them to increase their self-esteem.

On the other hand, not only teachers who can help to solve this problem, the other students can be the friend indeed to help each other to improve their ability. Peer feedback has been recognized as an essential component in the process-oriented teaching of writing in English as a first language (L1) (Kamimura, 2006, p. 1). It can be the alternative way to help student in improving their writing ability. As cited in Farrah (2012) peer feedback is a fundamental part of the learning process as it can motivate students as they have a sense of audience and improve their learning. Peer feedback can also help student to increase the meaningful interaction between the group members and make a good sharing the different ideas (Mogahed, 2009; Liu & Carless, 2006; Tsui & Ng, 2000; Zhang, 1995; Tang & Tithecott, 1999). Moreover, Paulus (1999) stated that peer feedback can in turn change the traditional idea that teacher is the sole person who can disseminate knowledge and evaluate their students' work, thus paving the way for the introduction of a collaborative and participatory learning atmosphere (cited in Farrah, 2012). As Clifford (1981) reported that collaborative peer work among college students resulted in significant gains on their holistically scored compositions. (cited in Kamimura, 2006, p. 1)

While following the increasingly modern era, we need to switch from the traditional methods to a modern way in giving feedback by integrating

information and communication technologies (Gedera, n.d). For instance, teacher and learners are embracing email in providing and receiving feedback in language instruction.

Concerning the problem above, this study examined the effectiveness of peer feedback technique through email to improve students' ability in writing a narrative text. Besides that, this study also revealed the students' responses toward the use of peer feedback technique in teaching narrative text.

## **1.2 Research Questions**

Given the information above, this study was conducted to answer problem as follows:

1. How does peer feedback technique through e-mail help improve students' ability in writing a narrative text?
2. What are students' responses toward peer feedback technique in teaching narrative text?

## **1.3 Purpose of the Research**

Referring to the questions formulated above, the purposes of this study are to examine the students' writing improvement ability in writing a narrative text through e-mail peer feedback technique. Beside that this study aimed to reveal the students' reactions or responses toward peer feedback technique in teaching narrative text. Moreover, this study aims to show the positive effects of using peer feedback that can increase the students' ability and confidence to write a narrative text and reduce their mistake in grammatical roles, point of idea or general structure of narrative text.

## **1.4 Scope of the Research**

Generally, the study is focused on the use of peer feedback though email to improve students' skill in writing narrative text and students' reactions or responses toward the use of peer feedback technique in writing a narrative text in tenth grade of senior high school in Bandung.

## **1.5 Significance of the Study**

The study is expected to provide benefits for the theory, the teacher, the students and the classroom activities as follows:

### **1.5.1 Theoretical Benefit**

The findings of this study are hopefully able to enrich literature on peer feedback technique in teaching writing especially in writing narrative text for tenth grade of senior high school.

### **1.5.2 Benefits for the Teachers**

The study practically is useful for the teacher to do self-reflection in planning and doing action whether in the present or the future. This study is expected to give another innovation in teaching writing and assessing the writing collaboratively and also put the modern method in giving and receiving feedback.

### **1.5.3 Benefits for the Students**

The findings of this study are expected to give a new alternative for tenth grade of senior high school students in learning writing which they can give some corrections and also motivations to each other, until their writing ability is being improved.

### **1.5.4 Benefits for Classroom Action**

The findings of this study are also expected to give some benefits in the classroom activity especially the activity of teaching and learning. In teaching activity, the technique can give a new alternative in teaching writing that uses cooperative and collaborative instruction. Besides, in learning activity it is expected to give alternative learning model as curriculum development in using the learning method especially for teaching narrative text in writing skills.

## **1.6 Limitation of the Study**

In compliance with the problem that have been formulated above, the study is limited to find out the effectiveness of peer feedback technique through email

which is given by the other students in students' writing work especially in writing a narrative text. This study also tries to reveal the students' reactions or responses toward the use of peer feedback technique in teaching writing narrative text. However the context of this study was limited on teaching writing using peer feedback technique in senior high school.

### **1.7 Clarification of the Key Terms**

There are some terms used in this study that needs clarification to keep away from inappropriate understanding, they are:

#### **1. Effectiveness**

Effectiveness is the ability to achieve stated goals (Seiler, 2013). Therefore the effectiveness in this study refers to the different effects which determine a better result in using peer feedback technique in writing narrative text in purpose of improving students' writing skill.

#### **2. Feedback**

As stated in Hattie and Timperley (2007), feedback is conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.

#### **3. Peer feedback**

As cited in Gadera, peer feedback is referred to the use of learners as source of information, and interacts for each other in such a way that learners assume roles responsibility normally taken on by a formally trained teacher, tutor or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. (Lin & Hansen, 2002). Moreover, peer feedback is having other writer to read and give feedback on what other writer has written (Hyland, 2005).

#### **4. Narrative text**

A narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events (Rahmawati, 2013). That purposed to amuse or entertain the readers with actual or imagery experiences in difference ways, it always deal with some problems which lead to the climax and turn into a solution to the problem. (Ardi, 2010)

### **1.8 Paper Organization**

There are five chapters in this paper. First, Chapter I is Introduction; this chapter discusses the information regarding background of the study, research questions, purpose of the research, hypothesis, significance of the study, limitation of the study, research methodology, clarification of key terms, and paper organization. Second is Chapter II that in this chapter contains the theoretical foundation of this research; this chapter informs the theoretical foundation and finding from the other research that relevant to this research. Next, Chapter III Research Methodology that explains the methodology of the research including method that is used in the research, research instrument, research procedures, and data analysis. After that, Chapter IV is Findings and Discussion that elaborates research findings and discussion to answer the research questions. Finally the last chapter, Chapter V is Conclusions and Suggestions that talks about conclusion from the findings of the study also some suggestions for English teacher and further reading.