

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this paper. It covers background of the research, research questions, purposes of the research, scope of the research, significance of the research, clarification of terms, and organization of the research.

1.1 Background of the Research

The most obvious reason that students do not write well is that they do not receive a great deal of instruction, practice, and feedback in writing (Smith, 1991). The students also consider writing as a boring activity that they find it as a solitary activity (Byrne, 1995).

Due to one of the basic competences in the writing skills for the eleventh grade of senior high school, students are expected to be able to produce a simple essay in reports, narrative and analytical exposition text. The curriculum gives emphasis in writing various text types, unexceptionally narrative text.

In reality, teachers and students realize how difficult writing is going to be taught and to be learned. One of the reasons stated by Liang (2002, as cited in Hamm & Adams, 1992) is that because the teacher usually uses lecturing method in the teaching process, where the students merely sit in the classroom and listen passively to what is being taught by the teacher. Meanwhile, students tend to like to interact with peers and can perform better when they learn with their groups. Other possible cause is that in writing certain genre including narrative text, the students need to consider a number of different factors such as the knowledge of the topic, the conventions and style of the genre and also the context in which their writing will be read, as well as by whom (Harmer, 2001, p. 327).

Collaborative learning is aimed at getting students' responsibility for working together, building knowledge together, changing and developing together

(Dooly, 2008). It seems that the knowledge being constructed is got and transformed from students to other students. As Dooly believed that in this type of learning, the learning process has to be understood by activating already cognitive structures or by constructing new cognitive structures that will accommodate the new input. It is something that a learner does when he/she gets involved in the collaboration. In this case, it clearly concludes that the students will not passively receive the knowledge from the teacher. The teacher will play his/her role as someone who can facilitate the students to do the transaction of learning. Hence, the teacher should know their students' style in learning as it can help him/her to set up the instruction strategy in the classroom including giving feedback to learners' writing assignments. One strategy for the implementation of collaborative learning is the use of peer feedback in students writing.

Getting feedback on writing assignments gives beginners a sense of audience. Here they are able to see how the writing plays inside the head of a reader. Also other people are often able to help generate idea that might not have been considered. (Johnson, 2003, as cited in Emilia, 2009, p. 87). In line with this, Hyland (2000) and Xiang (2004) also support that in order to improve writing ability, the learner should be able to assess and edit their own and peer's work. On the other hand, Falchikov (2005 as cited in Nicol 2010, p. 509) concludes from his investigation that, 'both the volume and helpfulness of the feedback were greater when peers were involved than when only the teacher provided feedback'. It seems obvious here that the activity of getting feedback gives positive effect to the students to improve their writing ability. In this research, the writer aims at trying out peer feedback on writing narrative text.

Considering the background above, the present research is focused on identifying the use of peer feedback to improve students' skills in writing narrative text and investigating students' response toward peer feedback in assessing narrative text in eleventh grade of senior high school by using classroom action research method.

1.2 Research Questions

The research is aimed at answering these following questions:

1. To what extent can the use of peer feedback improve students' skills in writing narrative texts in eleventh grade of senior high school?
2. How are students' responses toward the use of peer feedback in assessing narrative texts in eleventh grade of senior high school?

1.3 Purposes of the Research

Based on the background and the problems stated in this chapter, the purposes of research are:

1. Finding out the extent to which the use of peer feedback can improve students' skills in writing narrative texts in eleventh grade of senior high school.
2. Finding out students' responses toward the use of peer feedback in assessing narrative texts in eleventh grade of senior high school.

1.4 Scope of the Research

Generally, the research is focused on the use of peer feedback to improve students' skills in writing narrative text and students' responses toward the use of peer feedback to assess their writing in narrative text in eleventh grade of senior high school.

1.5 Significance of the Research

The research is expected to provide benefits for the theory, the teacher, the students, and the classroom activities.

1. Theoretical Benefit

The research finding can be used to improve the way of assessing narrative text using peer feedback particularly to students of eleventh grade of senior high school.

2. Benefits for the Teacher

The research practically is useful for the teacher to do self-reflection in planning and doing the action. The teacher also can analyze her teaching practices in the classroom so that she will think of the alternatives in the next meeting. For those interested in teaching English, this research is expected to give another innovation in teaching writing and assessing the writing collaboratively.

3. Benefits for the Students

For students, this research is expected to give new alternative in learning writing. Besides that, they can collect ideas attractively, concern with their mistakes in writing until trigger them to improve their writing ability better.

4. Benefits for Classroom Activities

The research findings are expected to give benefits in the classroom activity, especially the activity of teaching and learning. In the teaching activity, the method can give new alternative in teaching writing with cooperative, interactive, and collaborative instruction. In the learning activity, it is expected to give alternative learning model as a way of fostering instructional quality in school and as curriculum development in using the learning method especially for course of narrative texts in writing skills.

1.6 Clarification of Related Terms

In order to avoid unnecessary misunderstanding, some related terms used in this research are clarified as follows:

1. Collaborative learning is a type of learning which aims at getting students' responsibility for working together, building knowledge together, changing and developing together (Dooly, 2008).
2. Peer feedback is a kind of feedback in which the learner should be able to assess and edit their own and peer's work (Hyland (2000) and Xiang (2004)).

3. Writing is a dynamic process of communicating one's thought and feelings to readers and to one self (Amaliah, 2007).
4. Genre-based approach considers writing as a social and cultural practice and involves the context where the writing occurs, and the principles of the target discourse community (Kim, 2007).
5. Narrative is a text which is typically composed of three broad stages: an orientation, a complication and a resolution aimed at entertaining the reader through the story of someone (Wajnryb, 2009).

1.7 Organization of the Paper

This research paper is divided into five chapters. Chapter I is about introduction. Chapter II is theoretical foundations. Chapter III is the research methodology. Chapter IV is the findings and discussion of the research. Last, chapter V is the conclusion and suggestion.

Chapter I Introduction

This chapter provides the background of the research, research questions, purposes of the research, scope of the research, significance of the research and organization of the paper.

Chapter II Theoretical Foundation

This chapter contains some theoretical foundations. It consists of the explanation about the nature of writing, the aspects of writing, teaching writing, the purpose of teaching writing, teaching writing approaches, teaching writing process, collaborative learning, feedback, peer feedback, and narrative text.

Chapter III Methodology

This chapter presents the methodology conducted in conducting the research. It includes the formulation of the problem, research design, clarification of terms, procedures of data collection, and procedures of data analysis.

Chapter IV Findings and Discussion

This chapter consists of findings and their relevance to the research, analysis of the data collected, and discussion or interpretation on the data collected.

Chapter V Conclusions and Suggestions

This chapter concludes research result and recommendations for teaching process and further research.

