

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the four skills in learning English. It is used to reveal or express facts, feeling, thought from the writers to the readers in written form. Writing is compared with the other three skills of language (listening, speaking, and reading), it is more difficult to be mastered even by a native speaker (Nurgiyantoro, 2001: 296).

In senior high school, the students should be able to express the meaning of short functional written text in daily life context. They should be able to write some kinds of text. Based on the syllabus for the first grade students of senior high school in the second semester, there are three kinds of texts that the students should master. The texts are descriptive, narrative, and news item text. This research will be focused in teaching news item.

News item is defined as a text which informs readers about events of the day. The events are considered newsworthy or important. The purpose of writing news item is to give information for the readers about events of the day. Generic structures of news item are headline or title, summary of event, background of event, and source.

As a result of interview with the English teacher of senior high school in district Pagerbarang, he said about teaching writing skill for the students. After the teacher gives explanation about the material for example the

material about news item text, he asks the students to write a news item text based on the theme that the teacher gives for the students. To evaluate the writing' result of the students, the teacher asks one or two students to write their writing result in the white board, then the teacher and the other students evaluate it together. Sometimes the teacher collects all of the writing' result of the students and gives score for each student. It is done by the teacher to save the time. It meant that in the real condition, the teacher used a conventional way in teaching writing because of the teacher is still as the center of learning activities.

Based on the description above, it is better for the teacher to modify the teaching writing in the classroom, so that the ability of students in writing will get achievement. There are some ways to help the teacher in modifying the teaching writing for the students, and one of the ways is implementing Face to Face Peer Review (FFPR).

According to Moloudi (2011: 6), Face to Face Peer Review (FFPR) is an activity where students discuss their writing with each other and exchange their oral and/or written comments usually based on the guidelines and/or task sheets given to them.

He said that teaching writing using Face to Face Peer Review (FFPR) is extremely effective and helpful to improve students' writing in English. It gives some advantages for the students in writing because by using Face to Face Peer Review (FFPR), the students can get additional information from

their peers besides the information from the teacher. The students also get the more specific comments from their peers.

In addition, based on Paulus in Lee (2009: 130), teacher's feedback tends to generate more comments at the grammatical level, while peer feedback can generate more comments on the content, organization, and vocabulary. Based on Yang, Badger and Yu in Lee (2009: 130), besides beneficial effects on the quality of writing, peer feedback has advantages such as developing critical thinking, enhancing learner autonomy, and creating social interaction among students; furthermore, according to Caulk in Rollinson (2005: 24), teacher's feedback was rather general, whereas student responses were more specific.

In short, Face to Face Peer Review (FFPR) will be effective in teaching writing news item text because when the students review their peer writing result. They will get more information or comment from their peer. It can also make them realize some mistakes of their peer writing result, and it will be used to construct their better writing result.

Based on description above, Face to Face Peer Review (FFPR) is one of good ways to teach writing for the students. There are several contributions for curriculum and pedagogy aspects. For the curriculum aspect, Face to Face Peer Review (FFPR) can be used as a technique to teach writing. For the pedagogy aspect, teachers can learn and develop the technique for teaching English, and they are able to implement it in the teaching learning process.

B. Reason for Choosing the Topic

There are some reasons why the writer is interested in doing the research and choosing the topic. The reasons are as follows:

1. Face to Face Peer Review (FFPR)

Face to Face Peer Review (FFPR) is one of the good ways to make the students have more ability in writing. By using Face to Face Peer Review, the students can get additional information from their peers besides the information from the teacher, the students also get more specific comments about their writing from their peers/ friends.

2. Writing

Writing is the crucial part in learning, primarily in learning foreign language. More efforts are really needed to have a good ability in writing. According to Harmer (2004: 31), in writing, the students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

C. Problem of the Research

In line with the background of the research above, the problem of the research is:

Is Face to Face Peer Review (FFPR) effective in teaching writing news item for the 1st Grade Students of SMA N Pagerbarang in Academic Year 2012/2013?

D. The Aim of the Research

Based on the problem above, the aim of this research is to know whether Face to Face Peer Review (FFPR) is effective or not in teaching writing news item for the 1st Grade Students of SMA N Pagerbarang in Academic Year 2012/2013.

E. Clarification of the terms

The title of this research is The Effectiveness of Face to Face Peer Review (FFPR) in Teaching Writing News Item. To make the readers understand clearly and do not misunderstand about the terms, so the clarification of the terms will be given. The key terms of the research are clarified as follows:

1. Effectiveness

Effectiveness is comparison between degrees of goal of attainment with previous arranged planning, or the comparison of the real result with planned of result (Mulyasa, 2010: 173).

2. Face to Face Peer Review (FFPR)

FFPR is an activity where students discuss their writing with each other and exchange their oral and/or written comments usually based on the guidelines and/or task sheets given to them (Moloudi, 2011: 6).

3. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000: 7).

4. Writing

Writing is drawing symbols that describe a language understood by people, so that the other people can read those symbols if they understand about the language and those drawing symbols (Tarigan, 1994: 21).

5. News Item

News item is a type of text that has the main function or communicative purpose to inform readers or listeners or viewers about events of the day that are considered newsworthy or important (Mulyono and Ari Widayanti, 2010: 132)

F. Contributions of the Research

Hopefully, this research can give a lot of contributions. The contributions of the research are as follows:

1. For the Teacher

From the research, the teacher can take advantages of the research. They can have more ideas to modify the teaching and learning process more interesting for the students. Of course, from this research, the teacher can have more knowledge about writing and technique of teaching.

2. For the Students

By implementing Face to Face Peer Review (FFPR) in teaching writing, hopefully the students can have more ability in writing news item, and it can make the students more interested in learning writing.

3. For the Institution

The result of the research can be used as references for those people who want to conduct the research about teaching learning process especially in writing.

