CHAPTER I
INTRODUCTION

A. The Background of the Study

Writing is an English language skill that is necessary to be learned by students. There are some reasons why writing is considered as an important skill. By writing students are provided opportunities to express their ideas, messages, and mind through letters, words, and sentence in English. Writing is one way of communication. When students are not able to deliver their ideas or information directly or in spoken way, they can write it in written form. However, writing is not an easy task for many EFL students, including those from Indonesia. Jacob, Zinkraf, Wormuth et al:1981 as cited by Cahyono & Amrina (2016), stated that the reason why writing is not an easy task is because, writing demands knowledge of content, organization, vocabulary, language use, and mechanics. Besides, students should be able to combine and express their ideas or opinion in good written form.

In this case the help of other people or an activity to raise their awareness for self monitoring is needed. Feedback given by teacher is called teacher feedback. According to Cahyono & Amrina (2016), stated when the teacher assesses the students’ writing works without giving feedback, it makes the students confused. They do not really know how to correct their mistakes in their writing work. As a result, students do not make any progress in their writing. A solution to solve that case is a technique. Technique is very important in learning process. An appropriate technique that is used by the teacher it will help them to achieve students’ writing skill. The technique that will be used in this research is peer feedback technique. Peer feedback is feedback that is given by students to other students. As
cited by Cahyono & Amrina (2016), Porto (2001) showed that cooperative writing response to other students raised students’ awareness about writing process and helped them to focus their own strength in writing. Furthermore, students not only get the benefit of peer feedback, but they also prefer peer feedback to teacher feedback. Jacob et al (1998) as cited by Cahyono & Amrina (2016), stated that the majority of the learners preferred peer feedback for they thought that peers could provide more ideas and found the problems they had missed.

Based on the explanation above, peer feedback could give an improvement of the students writing. The teachers’ feedback will be of better values for it. Because of that, it can cover all components of writing. However, peer feedback will be an important issue if the class is so big that it is impossible for the teacher to provide feedback. It showed whether peers are able enough in giving feedback.

This research investigated the junior high school’s students with the title “The effectiveness of peer feedback in writing skill at SMA N 1 Sokaraja in academic year 2017/2018” (An experimental method at the 1st grade of SMA N 1 Sokaraja in the Academic Year 2017/2018). The writer hopes this research can be used by teacher as one of way to add the reference in improving the students skill in writing, and also as well as the consideration for the teachers when choose peer feedback technique to help and make students write a text easily. Students can use peer feedback technique for giving ideas with others.

B. Problem of the Study

The problem discussed in this research as follow:
1. Was there any significant difference in writing skill between the students who was taught using peer feedback and without peer feedback?

C. Aim of the Research

Based on the statement of problem, the aim of this research are:

1. To find out whether there was significant difference in writing skill between the students who were taught using peer feedback and they who were taught without using peer feedback.

D. The Contribution of the Study

The writer hopes that this study is useful to develop the teaching learning process especially, in giving feedback to peers.

The contributions of the study are:

1. For teachers

   This research is held with the purpose of giving the teacher idea of what can make students easy to learn writing. It is also hoped that the teacher can have an idea on what is the suitable technique of teaching writing. Then, the researcher hopes that after getting the result of the study, the teaching and learning process of writing can be better and make students can learn writing better.

2. For readers
This research will give information for the readers about learning strategies to teach writing. The technique can be applied for the readers who wants to try peer feedback technique to improve students’ writing.

E. The Clarification of the terms

To understand the title easier, the key of the study are clarified as follows:

1. Peer Feedback

Feedback that is used in this research is Peer Feedback. The researcher will provide a guideline sheet to make students easier when they corrected their writings’ peer. According to Jacobs et al. (1981) and Weigle (2002) as cited by Cahyono & Amrina (2016) the guideline sheet in this study should be designed by inserting five components of writing, namely content, organization, vocabulary, language use (grammar), and mechanics.

2. Writing Skill

Students writing skill can be seen by using scoring the result of students writing. This scoring rubric consist of five components that has different weightings: 30 (content), 20 (organization), 20 (vocabulary), 25 (language use/grammar), and 5 (mechanics).