

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In teaching English in senior high school, teachers equip their students with four language skills, namely listening, speaking, reading, and writing. Writing is one of the important and productive skills. It needs its own methods and principles to teach it. Writing skill is more complex and difficult to teach. There are many reasons for teaching writing in school. Harmer (2007:112) stated that writing gives the students more “thinking time” than they get when they attempt spontaneous conversation. According to Harmer (2004:3), since societies grew larger and more industrialized, the need for citizens to be able to write became vital in order for bureaucratic organization to be successful. Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Syllabus helps the students to learn many types of writing such as genres, short functional texts, and some expression. Students will learn many things about elements of writing in order to make good writing. Students should pay attention to some elements in writing such as content, form, grammar, style and mechanics.

Leki in Fauziati (2005:48) stated that the main purpose of learners writing is to catch grammar, spelling and punctuation errors. The learners just write what they wanted to write based on their idea without thinking that their writing was full of errors, and they couldn't correct the errors because they didn't master basic of it, like grammar. According to Caudrey (1995:154), the process of writing includes planning, drafting, and revising; while Brown (2000:322) stated that prewriting, drafting, revising, and editing take place throughout the process of writing. Revising and editing are essentials parts of the writing process. Whether or not ones utilize writer's workshop model, students are enhanced to be familiar with and able to easily navigate the revising and editing process. By the process of revising and editing the students get the experience to improve their writing.

According to Larsen-Freeman (1986:116), in teaching writing, there are several ways of revising students' work such as: 1) selective revision; revising only in certain elements of writing such as in organization, punctuation, verb tenses, etc; 2) using marking scales; meaning that though students may fall down on, grammar, they can still perhaps do well in the way they answer a task or in their use of vocabulary; 3) using correction symbols; these have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves; 4) reformulation; is a way

of showing students how they could write something more correctly; 5) referring students to a dictionary or a grammar book; it has the advantage of encourages the students to look at the information with a purpose in mind; 6) ask me; teachers can ask students to talk to them so that they can sort out the problem face-to-face; 7) remedial teaching; it can be done when teachers read students' written work and they come across mistakes which many people in the same class are making. In the stages of writing called editing, there is a step called peer review or in other book known as peer editing.

Of the four skills, writing is the most difficult skill to master. According to Stella (1999:280), the reasons that most students take a long time to master the writing skills are : 1) words in thousand, the vocabulary mastery of the students is different among each other, because their capabilities are different. The students especially younger students have difficulties to arrange the words to make a sentences because of their vocabulary limitation and inability to express their idea written language; 2) the students' fear of being judged too harsly by their work. Younger students usually felt unconfident with their written because of the vocabulary limitation and errors that they would they make, so they felt fear if they couldn't make the best written; 3) the students do not understand the instruction or the title. Generally, the learners made a mistake in exploring their idea into written language, because they don't

understand what the instructions of the topic or meaning of the title is. It could make the learners out of the topic or misunderstood in explore their idea; and 4) the students don't know how to correct the mistakes

Those problems also appear in SMK Negeri 1 Pati. For the students of SMK Negeri 1 Pati, writing is considered as a difficult skill. When the researcher did the observation at the second year of SMK Negeri 1 Pati, most of them could not do the exercise of writing well. The students complained when the teacher asked them to write a simple recount paragraph. In a few minutes, by observing the students' activity, it showed that some of them did not write anything. One of the students said, “*Susah Miss..kalo disuruh ngarang pake bahasa Inggris, grammarnya susah*”. The other students tried to make some paragraphs about recount, but in fact the paragraph they created was not recount. Based on the observation, they had not comprehend the material well and they had not understood in using appropriate expression in his writing.

Those arguments reveal that there are some problems faced by the students in learning recount text, there are: 1) Students had problem in term of language use. Some of them did not realize in using the appropriate pattern of tenses, article, preposition, pronoun, adverb, adjective, noun, conjunction, etc. 2) They used incorrect verb such as “*Suddenly my brother wake up and shock*”. In recount text

The verb of that sentence should use past verb and it changes to “ Suddenly, my brother woke up and shocked”. Another showed that there was a student who misspelled in producing the word: “ There were my mother, my father, and my cousyn”. The student probably wanted to say “ There were my mother, my father, and my cousin” ;3) Students also had limited vocabulary. They used less English in expressing their writing. The axample of that sentence could be found as follows “ Then, my mother sent me to a doctor” ; 4) Their writing text had poor organization. Sometimes the first sentence was not connected with the second sentence and the other sentences. Moreover, it was not organized well and confusing.

Having these problems of writing skills, the students then consider that writing is the most difficult English subject. As they think that writing is difficult, surely it affects the class situation in learning English writing. Below are some problems which appear inside the classroom activity while the teaching learning process happened. There are: 1) the students spent long time to start short paragraph and unfinished it in time. They are difficult to build the ideas, then they did not know what should be written; 2) students wrote all of the paragraphs in Indonesian first, and then they translete it into English; 3) some of them indicated not to interest in the lesson, then they prefer to do non-academic activities rather than

focus on the lesson; and 4) when teacher asked them to make simple paragraph, students declined it.

There were several problems faced dealing with the students in learning writing. So, it was better to solve those problems, The researcher decided to implement Peer-Editing Technique to teach writing. The researcher believed that it could make the students write easily. The researcher chose peer-editing as a technique to improve writing skill because it could be used to encourage students to revise and edit their own writing. Peer-editing also optimizes the classroom time, allow the students to learn both from the revisions they recieved and also from the process of revising other's work.

Peer-editing is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer editing is a useful technique as learners can feel less intimidated being helped by others in the class. Peer editing (or student – student correction) is another way of keeping students involved in the correction process. Students find it easier to accept correction from a fellow student (rather than the teacher all the time) and this in turn builds confidence as students can see it is possible to complete the given task. It is also a great way of promoting team work within the classroom.

A key component of the writing process is peer-editing. In this process students read each other's papers and provide feedback

to each other. Also the students will face new roles as writer and collaborator. This activity creates further opportunities for the students to work together constructively and develop their collaborative skills. Furthermore, peer response shows that readership does not belong exclusively to the teacher, since in this type of response, students share their writings each other. By passing these stages, the researcher believes that the students will get better in their writing. From the explanation above, it can be assumed that peer-editing can improve the students' writing skill.

Based on the reasons above, the writer interested in conducting a research entitled. **USING PEER – EDITING TO IMPROVE STUDENTS' WRITING SKILL IN RECOUNT TEXT ( A Classroom Action Research at The Second Year of SMK Negeri 1 Pati in 2010/2011 Academic Year ).**

## **B. Problem Statement**

In this research, the problems of the study are stated as follows.

1. Can the peer-editing technique improve the students' skill in writing ?
2. How is the implementation of peer-editing technique in improving the students writing skill ?

### **C. Objective of the Study**

Based on the research problem of the study mentioned above, the researcher formulates some objectives of the study as follows.

#### 1. General Objective

In general, the objective of the study is to improve the students writing skill of the second year students of Accounting '2' of SMK Negeri 1 Pati.

#### 2. Specific Objective

a. To describe whether Peer-editing Technique can improve students' writing skill of the second year of SMK Negeri 1 Pati or not.

b. To describe the implementation of peer – editing technique in improving the students' writing skill to the second year students of SMK Negeri 1 Pati.

### **D. Limitation of the Study**

To make the problem easy to be discussed deeply, the researcher focuses the problem as follows.

1. The subject of researcher in this research is the second year students of Accounting '2' of SMK Negeri 1 Pati.
2. The object of the study is limited on the implementation of Peer-editing technique to improve the students writing skill.
3. This research focuses whether or not peer - editing technique improves the students' writing skill,

4. This research also focuses on the effectiveness of peer – editing technique in improving students’ writing skill in writing class.

#### **E. Benefits of the Study**

The researcher hopes that there will be three advantages of this study as follows.

##### 1. Theoretical Benefits

- a. The result of this research can be useful input in English teaching learning process especially for the second year students of SMK Negeri 1 Pati.
- b. The result of this study can be used as the reference in conducting other research of students’ writing skill.

##### 2. Practical Benefit

- a. For the teachers, the result of this study will inform them about the students’ difficulties in writing, so they can evaluate themselves whether they are successful or not in teaching English.
- b. For the students, the result if this study will help them understand their own weakness and it is also expected to increase their achievement in writing, so they can make a good writing.
- c. For the readers, the result of this study will give a large knowledge about teaching learning using peer-editing technique to improve students’ writing skill.

## **F. Research Paper Organisation**

The organisation of this of five chapters as follows.

Chapter I is Introduction. Its covers the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and paper organization.

Chapter II presents the previous study, the related theories or concept of underlying theories which covers the notion of writing skill, purposes of writing, the procedures of writing, types of writing, aspects of writing, overview of recount text, the notion of peer-editing, peer-editing as a technique, procedures in peer-editing, the benefits of peer editing in writing skill, theoretical framework, and action hypothesis.

Chapter III is the research method covering setting of the research, subject of the study, types of research, data and data source, method of data collection, technique for analyzing data, research procedure.

Chapter IV presents finding and discussion. It dicusses the implementation of peer-editing technique to improve the students' writing skill and the improvement of students' writing skill through peer-editing technique for the second year sudents of XI accounting 2 of SMK Negeri 1 Pati.

Chapter V presents conclusion and suggestion.