

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, many people have to compete with others. The international language becomes important thing in this global era. So, the people should be able to communicate with other people by using international language. That is English. To transfer the knowledge related to the material of English language effectively needs learning English in advance.

English as international language is very important for the students to learn English. In Indonesia, English is as a foreign language taught from Elementary school up to University. It is aimed at developing the student's ability to absorb disseminate important information trough listening, writing, speaking, and reading in English Language skill.

English is a bridge of gaining the latest information about new product, science, knowledge, technology and the so forth. A great deal of new product is introduced to their customer in English. Many scientific books are written in English. The finding of new science and technology are transferred and informed to their users by using English.

English language consists of four skills, namely: listening, speaking, reading, and writing. Listening and reading are receptive skills competence, and speaking and writing are productive

skills competence. Writing is one of important skills to be learned in English language learning. It has occupied a place in most English language course. Students have to master this skill because they need it for occupational or academic purpose where it implicates good understanding in English.

The teacher of writing which was once concerned with the final product of writing has shifted the concern into the writers' composing process. Al Jamal (2009) noted this shift from studying writing itself to study what writers do as they write. Before the process approach emerged, writing was centered on students' final product and the grade was based on how much students' product imitate the given model. Meanwhile, the process approach views writing as a process.

Writing is not an easy task as individual product, in terms of skill, producing a coherent, and fluent. Extended piece of writing is probably the most process into 4 stages; prewriting, writing, rewriting and post writing. In that process, writing is skill that is used to express idea, thought, feeling and opinion in written form.

Some teachers still use the traditional classroom management where the classroom organization is a teacher fronted one, with learners sitting in rows facing the teacher. They spend most of their time repeating and manipulating models provided by the teacher and text book. Students do not learn how to express their own ideas and to share these ideas by communicating it. The facts show that teachers just give short answer test that does not require students to demonstrate writing skill. Teacher did not

concern with writing process and the impact to their students. Automatically, students are afraid and not confident with the capability and difficult to find their mistakes in draft writing.

Considering the explanation above, English teachers must have responsibility as they are demanded to have teaching strategy in order to solve the problem faced by the student in learning English. Teachers must be able to arrange their assignments effectively. They are demanded to motivate the student in order to learn English well.

The writer indicates teaching method becomes one of the important points of the teaching learning activities. Basically, method refers to the teaching learning approach, design and procedure. The teacher's notion of writing is also very important to determine the most suitable strategies and approach for good writing. Teachers have to turn their classroom into communities of learners, as the focus of writing pedagogy shifts from written products to writing as a process and as ways of making knowledge, including writing are viewed from a collaborative or social perspective (Bruffee, 1983 and Faigley, 1985 in Ericdigests.org). Related to the fact, teaching writing needs appropriate technique in order that the students are active and creative in writing skill. One of the techniques is using peer response.

Peer response group is one of Cooperative Language Learning (CLL). It is part of a more general instructional class. CLL is part of a more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is an approach to teaching that makes maximum use of

cooperative activities involving pairs and small groups of learners in the classroom (Harmer, 2001:192). If the teachers train students to work effectively in group, the result can be a very productive (and fun) learning environment. By implementing peer writing groups, teacher encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers (Herman in Ericdigests: 2009).

There are many researchers who conduct researches focusing on peer response, as follows: *The use of peer response group technique in the context of ELT at Islamic Senior High School Padusunan 1 Pariaman* by (AnnisaNazar, 2010), *Peer response groups in the writing classroom: in theoretic foundations and new directions* by (Sarah Warshauer Freedman, 1988 vol.58), *Developing learner autonomy in EFL writing classrooms via peer feedback* by (Phnita, 2012), *The use of peer feedback strategy to motivate students in narrative text writing* by (HusniMubaro, 2012), *Teaching writing through peer response* by (Zainurrahman, 2010), *Improving student writing using feedback as a teaching tool* by (Shelley, 2010), and *Using peer review with Chinese ESL student writers* by (Guangwei Hu, 2005).

The writer will conduct a research focusing on learning strategies in writing class about response it, she wants to improve writing skills for students in English Education Department' UMS on their response to the teacher writing class.

Based on the background of the problem above, the researcher is interested in conducting research under the title: **“A STUDY ON PEER RESPONSE IN WRITING CLASS IN ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2013/2014 ACADEMIC YEAR”**.

B. Limitation of the Study

In this research, the writer focuses on the peer response in writing class at the second semester of English Education Department of UMS in 2013/2014 academic year.

C. Problem Statement

Based on the background of the study, the problems of this research paper are:

1. How the students give response to their friends work?
2. How do students react to peers response?
3. How do students' perception about peers response?

D. Objective of the Study

Based on the problem statement, the writer has two objectives of the study as follows:

1. To find out how the students give response to their friends work.
2. To find out the students react to peer response.

3. To find out the students perception to peer response.

E. Significance of the Study

The writer expects that the finding of this research will give some benefits for English students, English teacher, and other researchers. There are theoretical benefits and practical benefits as follows:

1. Theoretical Significance

The finding of this research hopefully can serve as a reference for other researchers who carry out similar researches.

2. Practical Significance

- a. For the teacher, the result of this research will give information and description about peer response in writing class.
- b. For the student, the result of this research will help the student to improve their knowledge about peer response.

For the other research, the result of this research might give references, other knowledge and additional knowledge to improve their knowledge.

F. Research Paper Organization

The writer is divided the research paper into five chapters as follows:

Chapter I is introduction. It consists of background of the study, limitation of the study, problem of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is Review of related literature. It consist of previous study, teaching writing, peer response, procedures for peer review of writing, benefits for peer review of writing, theoretical framework.

Chapter III is research method. In this chapter the writer presents research method, which covers type of the research, object of the study, subject of the study, data and data source, method of collecting data, technique for analyzing data, credibility of data.

Chapter IV presents research finding and discussion.

Chapter V presents conclusion and suggestion.