CHAPTER I
INTRODUCTION

This chapter discusses some topics related to the study. Those are: the background of the study, statement of problem, purpose of study, hypothesis, and significance of study, scope and limitation, definition of key terms. Each section is presented as follows:

1.1 Background of Study

Language as the cultural result has important value as the reflection of human creation to identify the world. So, language is a part of a human living and couldn’t be separated, because language was communication tool that is very important in human living.

Arista (2010) mentioned that in globalization era, English becomes an international language which plays an important role as means of communication in the world. In Indonesia, English is taught as one of the compulsory subjects from elementary school until university level. It means that English has important position in Indonesia curriculum.

In learning English, the students will learn four skills (listening, speaking, reading, and writing). Besides, the students also learn about structure, grammar, and
how to pronounce every word etc, so they will be able to tell story, speech, debate, produce good writing such as in letter, poem, and many kinds of text (narrative, descriptive, explanation, recount etc.). Therefore, English must be learned by students, so that they can communicate smoothly.

In addition, one of the important English skills is writing. Writing is a vital skill for ‘speakers’ of a foreign language as much as for everyone using their own first language (Harmer, 2004)

From the statement above, we know that writing is an important thing in a communication system. We may communicate to others by writing such as messages, letters, announcements, description, etc. In fact, many students dislike writing. They consider that writing is something boring because it is difficult to learn and so many students get low achievement in writing.

Richard (2002: 303) said that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. The skills involved in writing are highly complex.

Therefore, to solve the problem, teachers must apply appropriate techniques, strategies and methods. They are made by teachers to improve learners’ writing ability so they can get good achievement in writing.

In this context, the researcher wants to study peer review technique to improve learners’ achievement in writing. This technique is designed to help someone become
a better writer. This technique includes process of reading, commenting, and making suggestions on others’ writing for improvement (Oshima and Hogue, 2007). Doing peer review technique will be beneficial for teachers and students. For the teachers, it will of course help them increase the quality of students’ work in writing, then for the students it will help them increase their knowledge about grammar, structure, and punctuation in writing through editing activities with their friends.

In the previous research, Ita (2003) mentioned that peer editing can be used as an alternative way to teach English in writing class and the students respond it very well.

Basically, the purpose of this study is similar to the previous study, but there is a little difference. The previous study is aimed at describing the students’ response toward the peer editing activities, and the technique applied by the teacher in using peer editing. This study is aimed to know whether peer review technique improves students’ achievement or not.

Besides, the researcher wants to study peer review technique to improve students’ achievement in writing class at SMP Negeri 2 Purwoasri. Because there are many students get difficulties when they learn English especially writing subject, so they get low achievement in English. Besides that, writing is one of the subjects in English which is taught in SMP Negeri 2 Purwoasri. In SMP Negeri 2 Purwoasri, writing is not a separated subject. It is integrated in English subject which covers writing, reading, speaking, and listening. There are many kinds of text which are
given to the students such as narrative, procedure, recount and descriptive. The researcher chooses descriptive paragraph because the researcher thinks that by writing descriptive paragraph, the students not only try to describe something, but they also can describe place, a particular person, and thing in detail, so the readers can imagine what they write. The researcher hopes by this study, the students who have low achievement can improve their achievement in writing descriptive paragraph.

A descriptive paragraph is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that arrangement of things in space. It also includes more details, so the readers can imagine what the writer are describing. The details should appeal to the five senses (Oshima and Hogue, 2007)

In summary, this study is conducted because writing is important for many language learners. Writing is essentially a creative process for becoming good writers, it needs a lot of practice. In addition, the researcher wants to give additional technique to help improving students’ achievement in writing descriptive paragraph.

1.2 Statement of the Problem

Based on the explanation in the background of the study, the problem that the researcher wants to investigate and answer in this study is: “Does Peer Review technique improve students’ achievement in writing descriptive paragraph at second grade in SMP Negeri 2 Purwoasri?”
1.3 Purpose of the Study

Based on the statement of the problem above, the purpose of the study is to know whether peer review technique improves the students’ achievement in writing descriptive paragraph at second grade in SMP Negeri 2 Purwoasri or not.

1.4 The Hypothesis

Ho: Peer review technique does not improve the achievement of the second grade students at SMP Negeri 2 Purwoasri in writing descriptive paragraph.

Hi: Peer review technique improves the achievement of the second grade students at SMP Negeri 2 Purwoasri in writing descriptive paragraph.

1.5 The Significance of Study

The researcher hopes this research will give a contribution to:

1. The teacher

   The teacher can enrich his/her technique in teaching writing. The teacher is able to use peer review technique in English class as one of the way to improve students’ achievement in writing skill.

2. The students

   The students can improve their achievement in writing skill by using peer review technique.
3. The readers

The researcher hopes this study might be able to increase the readers’ information about peer review technique in teaching writing.

4. Other researcher

The researcher hopes this study can be used as reference for other researchers who want to conduct a similar research with different topic.

1.6 The Scope and Limitation

The scope of this study uses peer review technique in writing and the limitation of this study is using peer review technique in writing descriptive paragraph in second grade of SMP Negeri 2 Purwoasri.

1.7 Definition of the Key Terms

There are several key terms that will be clarified in this research to avoid misunderstanding and misinterpretation. The researcher defines the key terms as follow:

1. Peer Review technique

Peer review designs to help someone become a better writer. There is an interactive process of reading, commenting, and making suggestions on others’ writing for improvement (Oshima and Hogue, 2007)
2. Writing

Writing is a process of putting ideas down on paper to transform thought into words, to sharpen main ideas, and give structure and coherent organization into writing (Brown: 2001)

3. Descriptive Paragraph

A descriptive paragraph is to present a single, clear picture (description) of a person, a place, a thing, an event, or an idea. Description is commonly used in novel, short stories, and essay. In descriptive paragraph we can know the situation that happened on there, especially to make a real observation. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007)