**CHAPTER I**

**INTRODUCTION**

This chapter presents background of study, formulation of research, the purpose of the study, significance of study, scope and limitation of the study, definition of key term and organization of the study.

* 1. **Background of Study**

In education context, Indonesian learns English for understanding literature, communication and studying abroad. English teaching learning is expected to be able to develop student’s competence in international communication, to get knowledge, getting global information, etc. To equip Indonesians with an ability to communicate at the international level, English is the first foreign language official taught to students from junior secondary level (Braine, 2008:75).

According to Mistar (2005) as cited in (Braine, 2008:75), the teaching of English in Indonesia can be classified chronologically into three major phases. The pre-independence phase covers the period before 1945, and the early independence phase includes the years 1945 to 1950. The third phase, the development period, covers the years from 1950 onwards.

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Learning a second language means learning the four skills, listening, speaking, reading and writing. The skills are intimately related to each other, though one is a recognition skill and the other is a production skill (Verghese, 1989:77).

Learning to write a second language is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also purposeful selection and organization of ideas, facts, and/or experience. In other word, writing is a thinking process and is much more than an exercise in transcription or copying. Writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tend to be flexible than those of speech (Verghese, 1989:78).

The teacher should expect the students to master the elementary mechanics of written work such as handwriting, spelling, capitalization, punctuation, word order and word division (all within the range of the vocabulary and structure they have learnt), and sentence structure and constructions before they are given a free hand to develop ease and fluency in writing. The main aims of writing course are to train the student in expressing himself effectively in good English (Verghese, 1989:79).

Teaching writing according to school based curriculum in Junior High School expects the students are able to express the meaning in the short written text form by using various text types and express the meaning and rhetoric in the short essay.

The basic problem that is faced by the students of eight years in MTs. Darunnajah Tangunggunung in English subject is the students have less ability in writing, especially in writing recount text. Many factors contribute to this less ability such as getting difficulty to find an idea that will be written in the recount text, to use a correct punctuation and to combine each of sentences and using simple past tense.

Based on the preliminary study conducted at MTs. Darunnajah Tangunggunung, it is found the basic competency of students in learning have not been accomplished yet. The basic competences that have to accomplish are; (1) the students are able to discuss with their pair what topic will be written; (2) The students are able to use the suitable conjunction to connect the sentences in recount text by asking each other and they can spell the word correctly; (3) they are able to use the correct tenses, so they can make a good paragraph of recount text.

Another fact is the students’ scores in writing recount text at eight years in MTs. Darunnajah Tangunggunung in the pre-action were low. Their writing skills are low. They cannot reach the indicators of writing recount text based on many aspects; it is content and grammar.

From the explanation above, it can be concluded that the students have less ability to write recount text. This may be due to two factors, the students and the teacher. From the students, they tend to have less of imagination, expressing their feeling and idea and then try to write what they are thinking. They are not able to combine the words into the sentences and the sentences into the paragraphs. They also lack of attention to use the suitable verbs based on the past verbs that use in the recount text. Meanwhile, the teacher does not have creativity to teach the writing skill to the students. Teaching learning strategy is generally pattern of teaching student’s act in creating teaching learning activities (W. Gulo, 2005:2).

Remembering that the basic competence is to write recount text, so the students have to know what recount text is, how to combine the words into sentences, sentences into paragraphs and what tense that used in recount text. By using peer assessment, the students are not reluctant to correct each other. According to Cramer 1982 and Pearce 1983, students can evaluate each other’s writing through peer assessment as they participate in student writing conference (O’Malley, 1996:156). This strategy is hoped the students can improve their writing skill, especially writing recount text.

In this study, the researcher uses peer assessment as a new strategy to the students’ writing ability. Based on the result of preliminary observation that peer assessment is never used by the teacher in teaching writing (as quoted by English teacher at eight years in MTs. Darunnajah, 16th March 2012).

The purposes of using peer assessment in teaching writing recount text are; (1) the students are active in the writing class by correcting each other, (2) to help the students find the idea or what they will be written, (3) to help the students use a good conjunction and grammatical by asking to their pairs and (4) they can spell the word correctly and the last, (5) they can evaluate and get feedback from their pairs to improve their writing.

Peer assessment is increasingly involved in providing opportunities for the students to gain feedback on their work from sources other than academic staff time (Cathrine, 2004: 44). Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance (Ur, 1991:242).

Peer assessment is interested by the students of eight years in MTs. Darunnajah. This strategy is very useful to teach writing, especially writing recount text. It can decrease their chatting that is not useful in the class. They can talk about their writing; automatically all of the students are active in the class with their pairs. They also get motivation from the other students. From these benefits above, peer assessment is hoped to increase their writing ability in recount text.

Therefore, in this study the researcher tries to conduct the research that used peer assessment to improve in writing skill with the topic “Improving the Students’ Ability in Writing Recount Text by Using Peer Assessment at MTs. Darunnajah Tangunggunung”

* 1. **Formulation of Research**

Based on the study above, the research problem is formulated as follows: How can peer assessment improve the eight-year-students’ ability in writing recount text at MTs. Darunnajah Tangunggunung in academic year 2011/2012?

* 1. **The Purpose of the Study**

The purposes of the study is to describe how can peer assessment improve the eight-year-students’ ability in writing recount text at MTs. Darunnajah Tangunggunung in academic year 2011/2012.

* 1. **Significance of the Study**

The result of the study hopefully gives meaningful contribution for:

* 1. The students

It can help the students to improve their English learning achievement especially in writing recount text.

* 1. The English Teacher

This study can be used as alternative in teaching writing to the students of eight years in MTs. Darunnajah Tangunggunung.

* 1. The writer

It can be used to improve the writer’s experience about English teaching and learning, especially in writing.

* 1. **Scope and Limitation of the Study**

The scope in this study is writing skill at the students of eight grades. There are many kinds of texts that they learn. They are descriptive, narrative and recount text. The writer limits this study on students’ ability in writing recount text because the students get difficulty to tell the stories or experiences in the past.

There are many ways how to assess writing ability authentically. They are self, peer and portfolio assessment. Self assessment is the students assess by themselves while peer assessment is the students assess by asking the other students. Meanwhile, portfolio assessment is the students assess by collecting all their works.

In this study, the researcher uses peer assessment as the new strategy because it is rarely used by the English teacher and it can make the students actively in the class. So the researcher uses peer assessment to improve the students’ writing ability in writing recount text.

* 1. **Definition of Key Terms**

To avoid misunderstanding of the readers, it is important to define the key terms.

1. Assessment is the process of which we measure the achievement and progress of learner (Catherine Haines, 2004:31)
2. Peer assessment is increasingly involved in providing opportunities for students to gain feedback on their work from sources other than academic staff time (Catherine Haines, 2004:44)
   1. **Organization of Study**

This study is divided in five chapters; those are introduction, review of related literature, research methodology, research finding and discussion, conclusion and suggestion.

1. Chapter I : Introduction

It consists of background of the study, formulation of problem, purpose of the study, significant of the study, scope and limitation of the study, definition of key term and organization of the study.

1. Chapter II : Review of Related Literature

It includes teaching English in junior high school, the nature of writing, types of recount text, strategy in teaching writing, assessing writing and peer assessment and previous study.

1. Chapter III: Research Method

It covers research design, setting and subject of the study and procedures of study.

1. Chapter IV: Research Findings and Discussion

It deals with presentation data and discussion.

1. Chapter V : Conclusion and Suggestion

It presents conclusion of the analyzed and suggestion related to the research finding.