

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study

1.1. Background

English is a global language. It has social roles. According to Sharifian, nowadays English is a global communication that is used by people around the world for many activities in life (as cited in Yusuf, 2015, p.145). As a global communication, people use English for many activities, such as in politics, economy, science, education, and culture. Clyne (2008) explains that English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.

There are four skills in English which are divided into receptive skill and productive skill. According to Harmer (2001), receptive skills are the ways how people acquire the meaning from the discourse that they see hear. This kind of processing applies in reading and listening (p. 199). Meanwhile, Masduqi (2012) states that the productive skills are known as active skill which the learners need to produce the language by their own. They are speaking and writing skills (p. 63). So, in order to master the English language, students should be aware and they must learn these four skill.

Writing is one of the important language skills for the students to be learned beside listening, reading and speaking. According to Pasand and Haghi, writing is one of the most important skills for students in learning a foreign language which involves how to develop an idea, knowledge and experience (as cited in Saputra and

Marzulina, 2013, p.2). Writing is also important to encourage students to focus on language use and students can resolve problems. Harmer (2004) states, writing encourages students to focus on accurate language use, and it may well provoke language development as they resolve problems in writing” (p.31). It means that writing is an important language skill in learning a foreign language to develop an idea in writing and motivate language development.

Besides being aware of the importance of writing, the Indonesian students need to be more interested in learning writing. Because, based on publications indexing database about the interest in writing in Indonesia is still left behind with other Asian countries. Scientific publication rating Scimago journal and country rank reported the number of scientific publications from 1996-2016 in 33 Asiatic countries based on data from Scopus (a publication indexing database). Since 1996 to 2016 Scopus released Indonesia only ranked 11th in Asia (54.146 documents). In summary, the Indonesian people are lack of interest in writing especially for scientific publication journal, so students must build a sense of interest in learning writing.

There are some difficulties that faced by the students in learning writing. Nation (2009) states that in learning writing skill, some learners are able to say what they want to write but they have difficulty in putting it into written form, because they have problems in translating their ideas into text (p. 119). In addition, Richard and Renandya (2002) say that “writing is the most difficult skill for language learners to master, the difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text” (as cited in Herizal and Afriani,

2015, p.26). In brief, most of students have difficulty in organizing the idea into written text.

Recount is one of difficult text to write which are taught in second semester based on the syllabus of the School-Based Curriculum beside narrative, descriptive and news item. According to Saragih, Silalahi and Pardede (2014), a recount text is written out to inform an event or to entertain people and a text function as for telling an incident in the past (p. 57). In addition, Warner states that recount text is important to discuss in class, particularly student's personal recounts so that they can understand and identify the different parts of this text type before they start to write their own (as cited in Purwati, 2017, p. 83). Therefore, recount text is related to student's real life, because recount text consists of every activities that has been done.

In relation to the importance and difficulties in writing, the researcher interested to do a preliminary study in SMA Aisyiyah Palembang. A preliminary study was conducted to know the students difficulty in learning English especially writing by interviewed one of the English teachers in November 2017 at SMA Aisyiyah Palembang. I found out problems which caused the students difficulties in learning writing, namely; finding the ideas, developing the topic, using the correct grammar, punctuation, spelling and vocabulary. After I read the lesson plan, I found that the teacher just gave the material, the example, and exercise which cause them to be bored. Therefore, the teacher should have a specific technique that can be applied to the students to improve their writing.

Based on the problem, the teacher should have an appropriate technique in solving the students' difficulty in writing. According to Ferris and Robert (2001)

knowing about student's attitudes and preferences about error feedback and their own assessment of their weaknesses in writing is important for students to improve their writing. From the feedback and correction, the students can realize their weakness in writing and can correct their mistakes from the feedback. It shows that the students need correction and feedback to their writing to improve the students' writing skill.

Self correction and peer correction are two kinds of correction technique in writing. According to Sultana (2009) "Self-correction is defined as the technique which engages students to correct their own errors" (p. 11). Self correction encourages students to look critically and analytically at their own writing because the students will check their own writing and give correction by put the coding based on aspects to be assessed. Meanwhile, Peer correction is a technique that can force students to develop their thinking and help them enhance their skills in responding on others' works by put the coding based on aspects to be assessed and give comments or suggestion. Hansen & Liu (2005) states that peer feedback or correction is a technique that focused on the way of interaction between students to share or exchange information with each other. In brief, self correction and peer correction are technique in giving feedback and correction that can make students realize their mistake and improve their writing.

Related to the previous study self correction and peer correction will be good technique to improve writing. Based on the study conducted by Salma (2009), self correction and peer correction can improve students' writing of the tenth grade in SMA Metro Lampung, and Ganji (2009) mentions the result of his research, use self correction and peer correction can improve writing performance of Tehran

University. In accordance with the description before, I would conduct a study entitled “Comparative study between self-correction and peer-correction technique to improve students writing achievement for the tenth grade students of SMA Aisyiyah Palembang”. This study is conducted in order to know whether or not self correction and peer correction technique effective to improve the students’ recount writing achievement.

1.2. Problems of the Study

Based on the background above, problems of the study were formulated into the following questions:

1. Was there any significant difference on the tenth grade students’ achievement in writing recount text between those who are taught by using self-correction, peer-correction technique and those who are not at SMA Aisyiyah Palembang?
2. Was there any significant difference on the tenth grade students’ achievement in writing recount text on poor category, average category, good category, and excellent category between self correction class, peer correction class and control class at SMA Aisyiyah Palembang?

1.3. Objectives of the Study

The objectives of this research to find out:

1. Whether or not there was any significant difference on the tenth grade students’ comprehension achievement in writing recount text between those who are taught by using self-correction, peer-correction and those who are not at SMA Aisyiyah Palembang.

2. Whether or not there was any significant difference on the tenth grade students' achievement in writing recount text on poor category, average category, good category, and excellent category between self correction class, peer correction class and control class at SMA Aisyiyah Palembang.

1.4 Significance of the Study

It is expected this study will be useful for the following parties. For the teacher, self correction or peer correction can be one of the alternative techniques to be used for teaching writing. For the students, self correction or peer correction can improve their writing achievement especially in recount writing, because it can make them realize their mistakes in writing and they can correct it to make their writing better, it also can make the students more active in learning. For the future researcher, this study is expected to be used as reference for further studies and it can develop by future researcher in wider areas. For the researcher her self as a future teacher, this study can be added the knowledge of the researcher because it is important to find the appropriate strategy in teaching to make the students improve their skill and it is expected to give contribution to enlarge the researcher's experience of conducting an educational research.