

## **I. INTRODUCTION**

This chapter discussed the reasons for conducting the research and it deals with several points, i.e. introduction that deals with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

### **1.1 Background of the Problem**

In Indonesia, English as compulsory subject is learnt from elementary school up to university. According to School-Based curriculum (Depdiknas, 2006: 308), it is stated that the objective of teaching learning English at Senior HighSchool is that the students are expected to be able to develop communicative competence both in written and in spoken form to achieve informational literacy level. They are also expected to be able to communicate in written form to solve problems in their daily lives.

This goes without saying that writing skill is complex to learn because this requires the students to treat several aspects. First, grammar which concerns with word order. Second, vocabulary which concerns with terms or relies on circumlocutions. Third, mechanic which concerns with punctuation and spelling. Finally, form which concerns with clarification and connectivity of ideas (Hughes,

1989:91). Harmer (1993:53) said that writing is expected to be correct and effective. He also suggests that it may be important for the teacher to consider about organizing sentences into paragraph, joining paragraphs together, and organizing general ideas into a coherent piece of discourse (Harmer 1993:53-54).

Raimes (1983:76) stated that writing is a skill in which we express ideas, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands. In addition, Linderman (1983:11) said that writing is a process of communication using conventional graphic system to convey a message to the reader. Writing is a complex skill which requires the writer to express his or her idea. In order to communicate, people use English not only in spoken form but also in written form. Writers gain creativity when they can write based on their own ideas, not copying what has already been written. In writing the writer is required to treat several aspects such as grammar, vocabulary, and mechanic.

Meanwhile, in the curriculum of SMA, the English material is taught based on the text. There are some types of text, i.e. descriptive, procedure, recount, and others. One of the English writing texts that students have to study is recount text. Recount text is a text to describe sequence of events that happened in the past, it focuses on time-order and subject of the story. The students have to be able to understand and to produce a recount text based on social function and generic structure of the text. By using recount text, students are expected to be able to describe the sequence of events that happened in the past well in written form.

Gunawan (2010:2) found that the first year students of senior high school get confused about expressing their ideas in written form, particularly, in recount text

writing. When the teacher asked the students to write a recount text they got difficulties in linking several sentences into one coherent idea to create a text.

In addition, based on researcher's pre-observation in SMA Negeri 5 Bandar Lampung, it was found that the students could not create a recount text based on the characteristic or generic structure of recount text that is sequence event, but some of them just make list of event, they did not develop it into a good paragraph. Some students still had difficulty in language used based on the generic structure of recount text, especially in transforming irregular verb into past form. They still could not use appropriate word in writing of recount text. These problems indicated that the students lack not only in understanding the text but also in mastery the aspect of writing. It can be seen from their daily score in writing was 60. Meanwhile the minimal Standar of Mastery Learning (KKM) that school is 70. It means that the score of the students' writing was still unsatisfactory.

Based on the explanation above, the teacher needs compatible technique in order to make students competent language learners in learning and their achievement. Concerning this case, an English teacher should be able to implement and improve a good technique for teaching the students well, in order to make the students are able to writing a text.

According to Jacobs (1989:68), Peer Correction is a part of larger category of educational activity in which students work together in a group. In addition Scharle and Szabo (2000) have strongly suggested peer feedback to be applied for checking, especially students' written work.

Peer Correction is a technique that enables students to get feedback, when the students correct their drafts in pairs. Each pair will check the draft and correct the mistakes based on what they have known. Peer Correction makes the students able to learn each other. Peer Correction tends to give specific and deep comments on the work. Peer Correction has also been useful for those who provide critiques, helping students to develop analytical and critical thinking abilities and become better able to judge their own writing.

In reference to the statements above, the researcher conduct this research through the research entitled “Increasing Students’ Writing of Recount Text through Peer Correction at The First Year of SMA Negeri 5 Bandar Lampung”. By using Peer Correction the researcher in this research would like to know whether there is an increase of students’ in writing of recount text after they are taught using Peer Correction.

## **1.2 Formulation of the problem**

Referring to the background of the problem above, the researcher formulates the research problem as follows:

Is there any significant increase of students’ ability in writing recount text after being taught through peer correction at SMAN 5 Bandar Lampung?

### **1.3 Objective of the Research**

In line with background and problem formulation above, the researcher states that the objectives of the research as:

To find out whether there is significant increase of students' ability in writing recount text after they are taught using Peer Correction at SMAN 5 Bandar Lampung.

### **1.4 Uses of the Research**

The researcher hopes this research can be used in:

#### **1.4.1 Theoritically**

The uses of this research are as follow:

1. To confirm and clarify the previous research about teaching of writing through peer correction.
2. To be used as a reference for those who want to conduct further research.

#### **1.4.2 Practically**

The results of this research hopefully can give:

Information sharing for SMA English teacher that there is an alternative technique beside the traditional teacher correction and to give description of how to apply the technique.

### **1.5 Scope of the Research**

The researcher focused the research on using of Peer Correction for teaching writing recount text. Thus, the focus of the research was on finding out the increase of the students in writing of recount text after the students are taught through Peer Correction. In this research, the learning material was focused in writing recount text. The research was conducted to the first grade students of SMA N 5 Bandar Lampung in academic year 2012/2013. The researcher took one class as the sample. The class is X 6 consisting of 30 students. The scope of writing skills consists of content, organization, vocabulary, grammar, and mechanics (Jacobs et al 1981:90).

### **1.6 Definition of Terms**

#### **Writing**

Writing is a skill in which we express the ideas, and thought arranged in words, sentences, and paragraphs using eyes, brain, and hand. (Raimes 1983:76)

#### **Text**

Text is a semantic unit that is realized in the form of word, clause, and sentence. (Derewianka 1992:17)

#### **Recount text**

Recount text is a text is one of the texts that recalls and reconstruct events, experiences and achievements from from the past in a logical sequence. (Derewianka 1990)

**Peer Correction**

Peer correction is a part of a larger category of educational activity in which students work together in a group. (Jacobs 1989:68)