

CHAPTER I

INTRODUCTION

In this chapter the researcher mainly discusses: background of the study statement of problem objective of the study significance of the study scope and limitation of the study assumption the study and operational definition.

1.1 Background Of The Study

English is an international English, English lessons are one of the important lessons that must be learned. Language is a very important communication instrument used to communicate in two either more people in practice daily activities and has a major act in making people understand each other. Through language, we can communicates with other people. In language learning, there are four skills that must be mastered, namely: listening, speaking, writing and reading. In this study, we will discuss writing. According to Dalman (2015), Writing is communication activity in the form of delivering messages in writing to other parties using written language as tool either medium . Writing is one of four language skills. Paragraph writing skill make it difficult for students to write essays because writing essays makes students, feel burdened. This was not a natural skill as one could not get this ability automatically and easily. To get it, students should acquire enough writing practice. These exercises are expected to simulate students' skills in writing and expressing thoughts in good reading. Without practice, it is impossible to write well and, effectively. in this research is paragraph writing.

Based on (Muhammed, 2015)), paragraphs in English mainly consist of three parts following the supporting, topic sentences and conclusion. Whether students apply and follow the advised aspects, they can be important and help them, make meaningful and successful paragraph. Moreover, (Suriyanti & Jacob, 2016) stated that narrative, descriptive, argumentative and expository writing are the four almost common types of writing (Richards & Schmidt, 2002) many components that must be mastered There are many types of writing. Either them is writing paragraphs. Paragraph is the basic unit of organization in writing that consists surplus two sentences. Paragraphs have three main structural parts: supporting sentence, topic sentence and closing sentence. There are several types of paragraphs that as it may be used like; explanation, narrative, recount, report, information, argumentation, exposition, and descriptive. In the process of learning and teaching to write, students are inquired to know how to write a good paragraph. nevertheless, most of the students faced some problem in writing them. Most of the students are not excited in learning English. Thus, mostly get low writing scores. This means that students own difficulty in writing paragraphs.

There are several problems faced by students; they sense that writing paragraphs is not easy due to they do not have opinion to progress their sentence, students' writing ability is low due to lack of writing models, and they don't have instructions for writing so they have difficulty organizing ideas. This makes students feel disinterested and not excited in learning. It is the obligation of the English teacher to fix the problem, specially in learning paragraph writing.

Paragraph writing skills are the learning objectives to be achieved in the paragraph writing course in the first semester English Education study program. This course equips students with the ability to write. Paragraph through several approaches and is expected to be a foundation for students to master writing skills at the next level.

In learning to write, there are several strategies that be able to used, one of which is a strategy to implement students' capability to write paragraphs. (Harmer j. , 2001) said that written texts have a number of conventions that severed them from speaking. In addition to the differences in Grammar and Vocabulary, there are problems in the formation of letters, words, and text, which are signify by spelling, hand writing, punctuation and layout. That helps use to write paragraphs quickly because the ideas have been defined.

However, it can be minimized with proud peer feedback. Peer feedback is a peer-to-peer feedback strategy that allows students to negotiate their ideas, make comments and correct mistakes in their friends' paragraph writing and provide suggestions to develop their peers' ideas. According to (Mubarok, 2012) Peer Feedback is an approach that creates a social dimension in writing classes, based on the assumption that writing is a social process. Moreover, Cahyani (2014) used peer feedback to improve students' writing skill in descriptive text and the results showed that the students improved their writing skill in descriptive text.

In this research, peer feedback technique will be applied.in learning to write paragraphs. Students are expected to actively participate in the learning process by

responding to work between classmates while increasing their ability to achieve learning objectives can apply them in class easily. Therefore, the title of this research is focused on "The Use of Peer Feedback Technique by students in Paragraph Writing Class".

1.2 Statement of The Problem

Based on that issue the researcher took the problem of the thesis related. The research question in this thesis were:

1. How do the students apply peer feedback technique in the process of revising at paragraph writing class?
2. How are the students' perception in the peer feedback technique of revising at paragraph writing class?

1.3 Objective of The Study

According to the problem stated above, the writer formulated the objectives of research as follow:

1. To describe students' peer feedback technique in the process revising at paragraph writing class.
2. To describe students' perception in the peer feedback technique of revising process at paragraph writing class.

1.4 Significance of The Study

This research was concluded with the main purpose to help students finish their thesis writing efficiently. However, this was not the only reasons why the

researcher conducted such a research. The significances of the research are also directed to:

For Lecturer

The researcher wish that result of the research will provide contribution especially for English teacher. For teacher, the research be able to useful for the teacher in giving material and use of method in the class.

For Students

Confidently, this research helps the students to gain something that the students want specially the target of goal in teaching writing, their writing be able to enhanced, and they get the best result in teaching writing. As well as, the study make the power to foster the writing habit in a unique way.

For researcher

The research wish that the research as one of the research for other researcher who conduct a research in teaching writing method.

1.5 Scope and Limitation

In compliance with the problem that have been formulated above, the examine is limited to find out process of peer feedback which given by other students in student's writing paragraph. The study also tries to explain the students' responses students of peer feedback technique. Nevertheless, the context of the study was limited on teaching writing using the peer feedback in STKIP PGRI Sidoarjo of semester one.

1.6 Assumption of The Study

The assumption of the study is peer feedback can be used in teaching paragraph writing.

1.7 Definition of Key Term

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study.

Teaching Writing

The teacher guides the students over these phrase to build their understanding of the linguistic features, basic structure, purpose of a genre, and social function (cf. Johansson & SandellERing, 2012; Pettersson, 2017; Södergren, 2016).

Paragraph Writing

Paragraph is a product of written language skill to express the topic in a piece of writing (Sanggam Siahaan, 2008).

Peer Feedback

Peer feedback refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing (Farah 2012: 182).