

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, problems identification, research questions, research objectives, research significance, and research scope.

1.1 Research Background

Writing is one of the productive language skills that might be a complex problem for all teachers and students, since there are several aspects that should be gained. According to Heaton (1991), writing skill is a complex skill and sometimes difficult to be learned. Learners should not only require a good mastery of grammar but also share the information and writing elements. In addition, Richard & Renandya (2010) explain that “writing is the most difficult skill for learners to master”. The difficulty is not only in generating and organizing ideas, but also in translating the ideas into readable text. In short, writing seems hard to be implemented because of some considerations.

Writing skill is very useful for the students because it facilitates the students to express their opinion and feeling in written form. Raimes (1983) states that writing is a skill in which we express ideas and thoughts which are arranged in words, sentences and texts using eyes, brain and hands. In addition, Linderman (1983:11) says that writing is a process of communication using conventional graphic system to convey a message to the readers. Writing is a complex skill which requires the writer to express his or her ideas. In order to communicate, people use English not only in spoken form but also in written form. Writers gain creativity

when they write based on their own ideas, not copying what has been written. In writing, the writer is required to treat several aspects such as content, grammar, vocabulary, mechanic, and organization.

Indonesian English Foreign Language (EFL) students were reported less competent in writing English texts (Sinaga et. al., 2013; Amrina and Cahyono, 2018; Adi et. al., 2017; Ayisah et. al., 2013). A number of variables have been studied through different research designs. Sinaga et. al., (2013:10-11) conducted a research on the use of peer-correction to increase the students' accuracy in writing descriptive text. They concluded that peer correction could increase the students' accuracy in writing descriptive text. They also concluded that peer-correction could increase the students' accuracy in writing on each aspect, moreover on grammar and spelling. That means peer-correction is effective in increasing students' descriptive text writing especially it helps students reduce their errors.

Another research was conducted by Amrina and Cahyono, (2018:187). They studied the effect of peer-correction and self-correction to improve writing proficiency of the Indonesian EFL students. They concluded that peer-correction and self-correction affected the process of writing in a positive way. But, little is known how self-correction and peer-correction are implemented to reduce the students' deficiency in writing English texts. Moreover, self-correction and peer-correction were not described in detail, so they are not easy to be replicated in other situations.

Based on the result of the observation which was done in eighth grade students at SMP PGRI 2 Denpasar, it was found that the students were faced with

serious problems when expressing ideas in written form. This was caused by the students' deficiency in constructing and arranging sentences. The students were confused to determine appropriate words caused by a lack of mastery of vocabulary. Sometimes, students were confused in using the right grammar caused by their deficiency of mastery of grammar. In the other case, they wrote similar paragraph with their chair mate. They didn't have enough self-confidence to make their own sentence. Another factors came from the less effective correction techniques used by the teacher in teaching writing. The teachers used conventional correction techniques where students only accept the scores given by the teacher to students' writing. The teacher's problem is the limited correction techniques they have in teaching writing. Another problem was confused in deciding which technique is most effective in teaching writing because there were so many correction techniques in teaching writing that can be applied.

The present research is intended to test the effect of self-correction and peer-correction on students' writing competency of eighth grade students at SMP PGRI 2 Denpasar. This research focused on the effect of self-correction and peer-correction on students' competency in writing descriptive and recount texts.

1.2 Problems Identification

Through prior observation, the eighth grade students at SMP PGRI 2 Denpasar were having some deficiencies in their writing both in the descriptive and recount texts, especially viewed from the writing aspects based on the Curriculum 2013, as follows.

1. The paragraph of the text present not the original thoughts of the writer. For

example;

“My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly.”

The paragraph above is part of a text that has a very good sentence structure and grammar. Therefore, it was suspected that it is not the original thought of the writer.

2. The contents of the texts are not unified and incoherent. For example;

*“Meet the Idol
Yesterday my family and I went to the beach. My sister and I played sand and swam together. We also bought some food there. While I’m enjoyed my food, I seen Agnes Monica walked in the side of the beach.”*

This text is not unified and incoherent with the title because the title is about meeting with the idol, but the content is more about the writer activities.

3. The texts are not constructed on the basis of the appropriate generic structures of the text. For example, when the students wrote about descriptive text, the general statement was didn’t supported with appropriate supporting sentences;

*“Centro Kuta Mall
On Sunday, I went to Centro the biggest mall in Kuta with my friends. There are so many people in the mall. I bought many things such as clothes, shoes, and bag because there are big sales. That was my lucky because I could buy many products branded with the cheap price.”*

This text was doesn’t use appropriate supporting sentences generic structure.

4. The paragraphs contain inappropriate vocabulary and spelling error. For example;

*“Yesterday I went to the Zoo. I find many animals there. The first animal I seen is lion. After that I **sea** elephant. After that I look a beautiful Cendrawasih. I really loved visited the zoo. There is a nice **please**.”*

5. The texts contain incorrect grammatical features and fragments or run-on

sentences. For example;

“Yesterday, I go to beach with my parent.”

6. The sentences do not use proper punctuation, misspelling, and capitalization. For example;

“my dad bought me a dog on my birthday. it is a male golden retriever dog. i really love him as my pet.”

Other problems were also observed aside from the above students' writing deficiencies, they were, as follows.

1. The Scientific Approach presents a serious problem to the EFL teachers at SMP PGRI 2 Denpasar. They often did not sure of the best method or strategy used to implement the Scientific Approach, especially in writing English texts;
2. They were also confronted with a problem in choosing appropriate learning activities as recommended in the Teacher's Book. The learning activities recommended in the book consist of five major activities, namely, observation, questioning, exploration, association, and communication. The teachers get often confused in selecting appropriate learning activities for writing;
3. When the students found difficulties in writing, the teachers applied direct correction to the students' errors. However, it seems there is little effect on the students' reduction of the writing errors.

1.3 Research Questions

The above problems identification shows that students' deficiency in writing affects their writing competencies. The present research focused on a better correction technique to improve student writing competency based on aspects of

writing as suggested in the 2013 curriculum. The following research questions were studied through an experiment. The research questions were formulated as follows.

1. Are there significant effects between self-correction and peer-correction on students' writing competency across text types of eighth grade students at SMP PGRI 2 Denpasar?
2. Are there significant effect differences between self-correction and peer-correction on students' competency in writing across descriptive text types of eighth grade students at SMP PGRI 2 Denpasar?
3. Are there significant effect differences between self-correction and peer-correction on students' competency in writing across recount text types of eighth grade students at SMP PGRI 2 Denpasar?

1.4 Research Objectives

In general, the research objectives to identify and understand the nature of the students' writing competency based on the writing aspects in order to be able to offer an effective correction technique.

Specifically, the proposed research was directed to achieve the following results as follows.

1. Proving the significant effects between self-correction and peer-correction on students' writing competency across text types of eighth grade students at SMP PGRI 2 Denpasar;
2. Proving the significant effect differences between self-correction and peer-correction on students' competency in writing across descriptive text types of eighth grade students at SMP PGRI 2 Denpasar;

3. Proving the significant effect differences between self-correction and peer-correction on students' competency in writing across recount text types of eighth grade students at SMP PGRI 2 Denpasar.

1.5 Research Significance

The above objectives were given significance for EFL in the Junior Secondary School.

1.5.1 Theoretical Significance.

The research result was theoretically useful for improving the eighth grade students' writing competency at SMP PGRI 2 Denpasar. It also assisted the teachers in the refinement of writing learning activities, especially in implementing an effective correction technique.

1.5.2 Practical Significance.

Aside from the theoretical usefulness, the specific objectives were useful, particularly for the following individuals.

1. Students.

The students were able to develop an effective writing correction technique, so that their writing competency was improved efficiently and effectively. They were also able to develop their prior knowledge, creativity, and able to write text clearly.

2. EFL Teachers.

The EFL teachers were able to design and develop writing strategy and

evaluation technique that improved both the students' writing competency and teachers' performance. The teachers were able to implement appropriate teaching strategy and technique that improved the students' writing competency.

1.6 Research Scope

This research was conducted to the eighth grade students of SMP PGRI 2 Denpasar in academic year 2018/2019. The present research was also restricted on proving the significant effects of two correction techniques, namely, self-correction and peer-correction, across text types upon the students' writing competency. The text type in present research were limited to descriptive and recount texts. The students' writing competencies were presented in the form of scores which were taken by using performance assessment and the result were scored based on the scoring rubric that was adapted from the 2013 curriculum (Kemendikbud, 2013).

