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CHAPTER I INTRODUCTION

A. The Background of the Study

The goal of teaching English at secondary school levels (SMP/SMA) in Indonesia is to develop communicative competence both spoken and written English, and thus to acquire literary level through developing skills of listening, speaking, reading and writing. Having the mastery of these skills, learners are expected to process the consciousness about the importance of English as one of the foreign language, who are able to compete in the global era and also to improve the learner's understanding both language and culture (Badan Standar Nasional Pendidikan 2006, p.2).

Madrasah Aliyah Anshor Al-Sunnah Tg. Belit is one of the schools in Kampar that applies Curriculum 2013. This school implements it as a guide in teaching and learning process including English subject. The students learn English twice meeting a week, and each meeting has 45 minutes or 90 minutes in a week. According to Curriculum 2013, the standard competence of learning English refers to the attitude, knowledge and skill (affective, cognitive, and psychomotor) that must be learned by the students in a school, class and learning material. Standard competence has to show the good quality between hard skill and soft skill. It is supported by the national curriculum of 2013 syllabus at the tenth-grade students of Madrasah Aliyah Anshor Al-Sunnah Tg. Belit especially

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in writing skill. The basic competence refers to the students' ability to express and analyze social function, structure of the text, and language feature of descriptive text in oral and simple written about people, tourism object and famous historic building, as according to context. In this research, the researcher focuses on a *descriptive text*.

Descriptive text is intended to find out the students' ability in writing descriptive text. Its purpose is to describe and reveal a particular person, place, or thing. In writing descriptive form, the students should be able to identify the generic structure of descriptive and use the language feature of descriptive form. Descriptive text has structure as below; Identification; identifying phenomenon to be described. Description; describing the phenomenon in parts, qualities, or/and characteristics. The language features of a Descriptive text using simple present tense, action verb, adverb and using special technical terms.

Based on the preliminary study of the writer's, the teacher implemented peer groups teaching strategy in the classroom. First the teacher divided the students into 5 groups to give shy or insecure students a chance to get comfortable with the group then the teacher asked the students to write the descriptive paragraph, switch the final writing groups to another group, then each group had a different group's papers. In peer feedback activity the students reviewed peer groups writing by providing verbal feedback to each other, avoided students to edit their

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classmates' papers. However, the teacher guided the activity to avoid having students focus on grammatical issues.

Peer feedback is a practice in language education where feedback is given by one student to another. Peer feedback is used in writing classes of both first language and second language to provide students more opportunities to learn from each other. Also peer feedback enhances the education process which is an important dominant tool because it is regarded as a social activity. Some researchers consider peer feedback as an effective technique for development of the students' writing and prefer instructor feedback to peer feedback. However according to Wakabayasi (2013, p.177), he agrees that peer feedback is useful because of the cognitive, and social benefits of peer feedback, especially in writing classes.

Topping et al. in Binjami, Kashef, and Nejad (2013, p. 93) propose that peer feedback has a pivotal role in improving students writing skills and learning achievement. Therefore, peer feedback is one of the elements in writing process influencing the students' writing ability. When the students are involved in giving feedback to their friends, it gives them more responsibility for their learning. It allows them to think for themselves as learning from mistakes into a valuable part of the language learning process.



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Based on the explanation above, the students must be able to write the text properly. But in reality the students' writing skill were insufficient. The problem of the students can be illustrated in the following phenomena:

1. Some of the students had done peer feedback activity but their writing ability in descriptive paragraph were unsatisfied.
2. Some of the students had good writing ability in descriptive paragraph, otherwise they did not apply peer feedback activity well.

Based on the phenomena depicted above, it can be stated that some of the tenth-grade students were having problems in learning English especially in writing descriptive text. Thus, the writer is interested in investigating the phenomena above into a research entitled: *“The Correlation between Students’ Peer Feedback and Their Ability in Writing Descriptive Paragraph at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit”*.

B. The Problem

1. The Identification of the Problem

Based on the background of the problem stated above, it is clear that some of the tenth-grade students were having problems in learning English especially in writing descriptive text. Considering students' difficulties, there are many problems that can be investigated as follows:

- a. What were the causes of peer feedback activity failure in the classroom?



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- b. Why did some of the students still have unsatisfying result of writing ability in descriptive paragraph?
- c. What are the factors of the students' failure to the peer feedback activity in the classroom?

2. The Limitation of the Problem

Based on the identification of the problem in teaching and learning process of writing which is stated above. It is necessary to be limited, hence the large scope of writing descriptive paragraph. Therefore, this research is only focused on the students' peer feedback activity and their ability in writing descriptive paragraph.

3. The Formulation of the Problem

The problem of this research is there any significant correlation between students' peer feedback and their ability in writing descriptive paragraph at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.

C. The Objectives and Significance of the Research

1. The Objectives of the Research

Based on formulation of the problem above, this research is going to find out whether there is a significant correlation between students' peer feedback and their ability in writing descriptive paragraph at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.



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2. The Significant of the Research

Related to the objectives of the research above, the significance of the research is a follows:

- a. The research finding are aimed to make the valuable input to all English teachers, especially to the teachers of English at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit as an attempt to improve the students' writing ability.
- b. The research finding are expected to give information to all students', especially for students at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit that learning English is enjoyable.
- c. The research finding are expected to develop both theoretical and practical benefits for teaching English as a foreign language, especially for those who have great concerns in teaching writing.
- d. To fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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D. The Definition of the Terms

In order to avoid misunderstanding and misinterpreting of the terms used in this research, it is necessary to define the operational definition terms in this research as follows:

1. Correlation

According to Cresweell (2008, p.356) a correlation is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlation meant in this research is the relationship between students' peer feedback and their ability in writing descriptive paragraph at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.

2. Peer Feedback

Peer feedback that active learning involves providing opportunities for students to talk and listen, write, read meaningfully, and reflect on the content, ideas, issues, and concerns of an academic subject based on Meyers and Jones (1993, p.6). Peer feedback meant in this research is feedback given by the students to peers in writing descriptive paragraph at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.



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3. Writing Ability

Hedda (2011) says that Writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing in this research means the students' ability in expressing their ideas in written form. According to Flynn, writing is an example of human information processing in action. They think about something and express it by written text. It can deliver about a new information, knowledge, or experience to others.

In this research, writing skill refers to students' ability in writing descriptive paragraph of tenth-grade students at Madrasah Aliyah Anshor Al-Sunnah Tg.Belit.

4. Descriptive Paragraph

Description is writing about characteristic features of a particular thing. According to Oshima and Houge (2007, p. 60) description writing appeals to the senses, so it tells how something look, feels, smells, taste, and/or sound. In addition, a good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.



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E. The Reason for Choosing the Title

There are some reasons why the writer chooses this title as follows:

1. The writer is very interested in carrying out this research to know the significant correlation of students peer feedback in writing descriptive paragraph.
2. The topic is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the writer concerned, the topic has not been raised to be a bachelor paper in State Islamic University of Sultan Syarif Kasim Riau.