

CHAPTER I

INTRODUCTION

A. Research Background

Writing is one of English skills has to be learnt by students beside listening, speaking, and reading. The important of learning writing is students be able to produce meaningful written language in which it allows them to convey their purposes, knowledge and experiences to each other. The students can share their ideas and improve their understanding about grammar and vocabulary in practicing their writing skill as well.

There are some kinds of text must be learnt by the students. Based on the syllabus in KTSP, one of the texts is report text. The students of XI IS 4 of SMA Negeri 1 Tebas have some problems to construct a report text. These problems include the content of their report text is still scattered, their problem in the way how they convey their ideas, organize, and develop them in general classification and the description of report text. They have also lack of vocabulary in writing the ideas and thoughts. They have also lack of understanding about grammatical skills of report text, such as constructing sentence structure of simple present tense correctly.

In order to solve aforementioned problems, the researcher conducts this research by implementing a peer response technique to improve the students' writing skills in writing report text. Peer response technique is a technique that

implemented by cooperative learning method. Peer response is a technique where the students are allowed to discuss in small groups and exchange the result of the discussion to the other groups, then responding the others' result by noting on peer response sheet. In other words, the students would be given opportunity to learn together and revise each other writing, in which student readers provide comments or feedback to student writers on their writing drafts so that those student writers can improve their own written work.

Based on research that was conducted by Guntar (2013:3) stated about one of the usage of Peer Response Technique is to make students interest in studying English because it is not only a way to enhance social but also academic development among students. Additionally, Torwong (2003:39) stated that the peer response is an activity which allows students to learn from one another, in which students exchange their written drafts and give comments. Then, they revise their drafts accordingly. This activity of peer response is useful for students' writing ability. Related to the use and activities that are involved in applying Peer Response Technique above, Alvin (2013:20) stated about the result of his research that peer response technique can significantly improve the students' achievement on writing recount text.

Based on the statements above, the researcher concludes that peer response is a suitable technique to use in teaching learning process in classroom in order to improve students' writing skill especially in constructing report text. Furthermore, this technique does not only allow students to learn from teacher but

also from his/her friends at same stage of learning process and maturity in hope that they can understand comments from friends as easier and better as from the teacher.

B. Research Question

Based on the research background presented above, this study is conducted to answer the question: How can the use of Peer Response Technique improve students' writing on report text?

C. Research Purpose

In line with the research problem above, the purpose of this study is to find out that how Peer Response Technique can improve the students' writing on report text.

D. Action Hypothesis

Based on the explanation above, the hypotesis of this research is peer response technique can improve students' writing on report text.

E. Terminology

In order to clarify the terms and avoids misunderstanding and misinterpretation, the researcher provides the following definitions, they are:

1. Writing report text is a sequenced of writing activities of a kind of text which describes the way things are, that generally describes an entire class of things based on an observation and analysis results with reference to a range of natural or manmade and social phenomena in our environment.
2. Peer response technique is a technique in writing which allows students to give comments or feedback to their peers or groups in order to improve their writing.
3. XI IS 4 of SMA Negeri 1 Tebas refers to one class of eleventh grader students of senior high school in Tebas which is located at Jalan Pembangunan No.30 Tebas, Sambas.

