CHAPTER I

INTRODUCTION

A. Background of the Study

Writing paragraphs or essays in English is regarded as an important skill for anyone to express their feelings and thoughts to others in an English-speaking social setting. It is undeniable that English is a means of uniting, communicating and sharing ideas and information (Crystal, 2003). Writing in English is traditionally taught in schools as a means of advanced and organized expression.

With writing, as with the other skills of listening, speaking and reading, it is useful to make sure that learners are involved in meaning-focused use, language-focused learning and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives. These can include filling forms, making lists, writing friendly letters and business letters, note-taking and academic writing. Each of these types of writing involves special ways of organizing and presenting the writing and this presentation also deserves attention (Nation, 2009).

Madsen (1983) claims that writing is much more than grammar. On the intermediate or advanced levels, we begin to give more attention to rhetorical matters of unity, organization, and coherence, in addition to grammatical accuracy. The variety of writing tests in use is the great number of factors that can be evaluated: mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style. However many practices of written test as an essay or letter is still simply a grammar test. The test is corrected only for grammar without consider other writing components.
Meanwhile, students of eleventh grade SMA Negeri 1 Surakarta are highly motivated in learning English and they are confident to use English in the real situation, both oral and written English. The students’ competence in writing English has passed over the standard score. However, students are still encountering some problems in writing an English text such as making a good content, choosing suitable word related to the writing context, misspelling some unfamiliar words and getting difficulties to put the correct grammar in their writing. During pre-research, the researcher found the students’ problem particularly appears in grammatical structure and writing content. From the grammatical structure point of view, the students fail to use the correct word in the specific tense or context such as using the correct verb agreement, modal tense and to infinitive. Even though they have memorized all tenses very well, they don’t have a good understanding to the use of grammatical structure. They also lack of mastery in using discourse marker. On the other hand, misspelling also become one of students’ problem in writing. They often misspell words not only unfamiliar word but also the common word. Furthermore, researcher finds that the students are lack of motivation in writing. As a result they don’t really mind to their own writing whether they make mistakes or not. Although the students have a good English proficiency, they write because the teacher ask them to do that, no more motives behind that. They consider writing as a boring activities, they are not enthusiastic in writing class.

A good writing requires revision; writers need to write for a specific audience; writing should involve multiple drafts with intervention response at the various draft stages; peers can provide useful feedback at various levels; training students in peer response leads to better revisions and overall improvements in writing quality; and teacher and peer feedback is best seen as complementary (Rollinson, 2005).

Clark (2003) states that revision is now seen as crucial to shaping and discovering meaning during composing. However, helping students learn to make meaning-based revisions is a challenging task. To begin, students must develop a different concept of revision. Instead of viewing it as changing sentences and words
or hunting for errors, they need to see it as a process of making changes in content and organization and of shaping the text in terms of their purpose and audience.

According to Nation (2009), learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on. Feedback that focuses only on grammatical errors will not help with editing of content. Teachers need to look at their feedback to make sure it is covering the range of possibilities. Using a marking sheet divided into several categories is one way of doing this. It also can be encouraged by comment on features ranging from the legibility of the handwriting to the quality of the ideas and their organization.

On the other hand, writing activities developed in eleventh grade only focus on product. The writing class uses a product approach in the teaching-learning process. The students become passive learner in the writing class. In teaching writing, the teacher doesn’t teach students to the writing process, as stated by the teacher:

“Tidak banyak guru yang mengajar writing... Artinya ya cuma menyuruh. Anak-anak besok kita menulis, dikerjakan dirumah terus dikumpulkan. Yang masuk ke proses mendalam itu jarang-jarang.”

(Interview 01)

Writing class is only about the writing assignment. The teacher assigns students to make a writing, students write a text and collect it to the teacher, and then the teacher assesses the students’ writing without giving any further feedback. Such writing activities always occur in the writing class of eleventh grade. Thus students admit they don’t learn enough material and they also don’t get the improvements which they can use in the future writing. This lead to the effect that the students are not enthusiastic on writing activities. They do all of the assignments from the teacher without passion. They become irresponsible to the improvements they could use on their own writing. Teachers themselves admit that they don’t have enough time to explain the errors that exist in the students’ writing one by one along
with the improvements that need to be undertaken by the students to make a better writing.

On the contrary, the activities in writing class as illustrated above is not in line with the curriculum (Kurikulum 2013). The Kurikulum 2013 emphasizes on the learning process. As stated by Kementerian Pendidikan dan Kebudayaan (2013), the reason for the development of curriculum 2013 is in the learning process the students to independently finding out the learning essentials, and the assessment is based on the processes and outputs. Teachers are demanded to guide students to find out how to write a good writings by themselves (discovery learning) rather than to deliver the teaching material entirely. Through the process of exercises, hopefully students are accustomed to compose a systematic, logical and effective text. The evaluation measures not only the students’ product but also students' learning process. In other words, the learning process stated in Kurikulum 2013 refers to process approach.

In independent learning writing, editing collaboratively with peers can be especially helpful both for students and teacher. Peer Editing is a good answer to those writing class problems. Students will get a good understanding of how to write a systematic, logical and effective text appropriately and understandably. With peer, they can discuss some problems during writing class and they may provide improvements to each other which can be added in their own writing. Furthermore, they can clarify the editing result to peer and ask for some suggestions from peer before they submit it to teacher. This teaching technique applies a process approach in teaching-learning writing, not a product approach. The learning process happens in every writing activity. Every single activity demands students to learn. The one who takes the main role in the writing class is the students themselves. The teacher’s role is as the facilitator and supervisor to the students’ activities in writing class. Therefore the teacher has enough time to make students explore errors in their own writing. This way is more efficient for teacher and students. Students receive an improvements while the teacher does not need to explain students’ errors one by one. It is not a time consuming.
Peer Editing will be effective if the teacher provides Peer Editing with a criteria for evaluating writing. The criteria consists of a list of questions and points to concern before the editing begins. Some questions or points must be concerned in order to avoid mistakes in editing. Students as the writer should receive comments on the ideas in their writing (Are they enough? Are they relevant?), the organization of ideas (Are they well organized? Does the organization make the ideas clear and interesting?), the ways the ideas are expressed in the text (Is the language use appropriate? Is the language use clear?), and so on. For instance, the writer might ask peer editor to focus on something that the writer have had difficulty with in the past, such as elaboration. Then, the writer can listen carefully to what peer editor say. If the writer doesn’t understand something, it probably needs a clarification.

As stated by McKachie (1994), peers can provide useful suggestions on their classmate’s papers. It can be applied by adding comments about some common problem. Brooke (1994) noted the importance of peer audiences when he defines the goals of writing groups as helping each student to "understand the ways in which writing can be useful in many areas of one's life, as well as to have experiences which adapt writing to any of those uses". Falchikov (2001) gives more benefits in peer feedback: students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them. This may be a ‘one-off’ activity or involve a series of meetings during which students supply feedback to peers on increasingly polished versions of a piece of written work.

It is also obvious that peers can spend much more time providing feedback on an individual draft than the overworked teacher, and there will also be a quicker ‘turnover’ time between finishing writing a draft and receiving feedback. Thus there is both a higher density of feedback, as well as a more immediate interaction between writer and reader (Rollinson, 2005).
B. Problem Identification

Based on the background of the study, there are some problems which can be identified as follows:

1. Is Peer Editing effective to teach writing at the eleventh grade students?
2. Does Peer Editing overcome the students’ difficulties in writing?
3. How is Peer Editing implemented in writing class at the eleventh grade students?
4. How is the class climate during teaching-learning writing using Peer Editing?
5. What are difficulties encountered by both of teacher and students during writing class using Peer Editing?
6. What benefits are gained by both of teachers and students by conducting Peer Editing?
7. Does Peer Editing improve students' writing skill?
8. What improvements are needed to teach Peer Editing in writing class?

C. Problem Limitation

To make the study clearer, it is necessary for the researcher to limit the problem that will be discussed. The researcher will focus her study on the implementation of Peer Editing in writing class and the effectiveness of Peer Editing in teaching writing at the eleventh grade students.
D. Problem Statement

The problems of this study that will be analyzed as follow:

1. How is Peer Editing implemented in teaching writing at the eleventh grade class of SMA Negeri 1 Surakarta in the academic year of 2014/2015?

2. How effective is Peer Editing implemented in teaching writing skill at the eleventh grade class of SMA Negeri 1 Surakarta in the academic year of 2014/2015?

E. The Objective of the Study

It is expected that this research contributes some significant progresses in teaching writing skill. The significances of this research as follows:

1. To find out the implementation of Peer Editing in writing class at the eleventh grade of SMA Negeri 1 Surakarta in the academic year of 2014/2015, including some difficulties which are encountered by both of the teacher and students and the solution which should be provided by the teacher to reduce the difficulties in teaching learning writing using Peer Editing.

2. To find out the effectiveness of Peer Editing in teaching writing skill at the eleventh grade class of SMA Negeri 1 Surakarta in the academic year of 2014/2015
F. The Benefits of the Study

Hopefully this thesis gives contribution to the improvement of the teaching writing quality. In details, the benefits of this study as follows:

1. The result of this research gives description about the implementation of Peer Editing in teaching writing. Hopefully teachers can apply this Peer Editing technique in their teaching writing effectively and be aware of the difficulties they encounter in conducting Peer Editing in teaching writing, so that it can help teachers to decide the solution to anticipate those difficulties in order to build a warm writing classroom atmosphere when conducting Peer Editing.

2. By knowing the effectiveness of Peer Editing in teaching writing skill, hopefully teachers understand its benefits and its weaknesses and they are interested in using Peer Editing as teaching technique to be conducted in their own writing class.