

CHAPTER I

INTRODUCTION

1.1 Background of Study

In this world consists of many countries. Different countries have different language to communicate. In order to keep a good relationship with other countries they should understand the language that used in communication. In this situation, it needs to have international language to connect them. English chosen as international language used in international communication that often used in many countries. Language is important to human's life every day. It is an instrument of communication among the member of speech community who is also members of the same is best sited to convey the meaning current in that particular culture (Lado 1961: 3).

English has been a common language that use in countries all over the world. Many countries ask their people to learn English. Through English, people can communicate and build a good relationship between our country and another. They can share knowledge, culture and technology each other.

Goodwyn & Branson (2005: 1) state that almost all countries in the world use English as their foreign language. As the foreign Language, English has been applied as a compulsory subject in the Elementary School to University. English is still considered one of the most important school subjects and therefore beginning teachers can find the responsibility of teaching it both exciting and challenging.

While in Indonesia, English used as foreign language. Therefore, Indonesian government did their best attempts to make their society to master English accurately and fluently. That is through teaching English in school. Besides there are many English course spread among Indonesian region.

Teaching English for the students is based on four language skill. They are reading, speaking, listening and writing. Writing is one of the four skills that must be learned by the students. Writing skills can be a benchmark for one's ability to speak English. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgemental elements (Heaton, 1975: 135). Someone who can write in English properly often have good English skills as well.

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulties not only in generating and organizing ideas, but also in translating these ideas into readable text (Richards and Renandya, 2002:303). But when you have mastered the vocabulary and grammar, you will find that writing in English is not as difficult as you think. Begin using sentences and simple grammar, develop your writing skill by continuing to practice.

Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the second years of junior high school, the basic competency that should be achieved in the writing English subject is the students have ability to produce and develop simple written text.

Teaching writing is not only the job of the school it self. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all students and teachers.

Based on observation in the second grade at MTs Muhammadiyah 1 Ponorogo, the researcher found out that students felt difficult in arranging a sentence or write some words in English. Moreover, they often forget in using tense and grammar in writing English. It makes them to repeat the same mistakes in writing. The learning process which is not variations got less positive respond from students. They need variation method in learning English, especially writing descriptive text. Besides, students get difficulties to create ideas to describe the object. They have limited vocabulary so, it make them difficult to write English sentence well. Students need to share their ideas and knowledge in writing text descriptive with their friends.

Based on the problem above, the researcher aims to discuss the students writing ability. That is using methods to make teaching English more interesting, especially in teaching writing. In this part, the researcher will try to use peer editing method in improving the writing ability of the students on descriptive text. The researcher assumes that through this method, the students will be more accurate to write. The individual editors get valuable editing practice which enables them to edit their own work better in the future. One of the best ways to improve as a writer-other than trough practice, practice!-is by consciously using the criteria of excellent writing to make judgments about what is good in a piece of writing and what is not and then apply those criteria to one's own work.

Students can custom to write using tense that suitable for writing descriptive text. Based on Elizabert E. Barkley, K. Patricia Cross and Claire Howell Major (2012: 373), peer editing is a method in which students give review critically and give feedback each other the editorial to essay, report, argument, research papers, and other writing assignments.

Through peer editing they can learn together from their friends how to write good and correct. The editors get valuable editing practice which enables them to edit their own work better in the future. Peer editing allows students to have a broader perspective on the content and form of their essays by allowing others to read them. Peer editing also gives students the opportunity to see what their classmates are doing with a specific writing assignment. This allows them to evaluate their own writing more deeply and gives them a better appreciation of the process of writing (McGuire: 114-115). In this part, the researcher will use peer editing to build students be more critics and accurate in writing. Students will remember the mistakes in writing text of their own by correct their friend work that make students not to repeat the same mistake in writing.

1.2 Statement of the Problems

According to the explanation above the writer propose the statement of problem as follow :

“How can peer editing improve writing skill at the eight year students of MTs Muhammadiyah 1 Ponorogo in academic year 2014/2015?”

1.3 Purposes of the Study

The purpose of conducting this research as follow:

To know the improvement of eighth year students' writing skill through Peer Editing at MTs Muhammadiyah 1 Ponorogo in academic year 2014/2015.

1.4 Significance of the Study

This study is expected to have contributions as follows:

1. For Students

It can motivate students in their writing interest.

It will be helpful for the students to understand how to improve writing skill.

2. For Institution

It can be used as model to improve the students ability in writing, and it may guide, help, and encourage the students to express their ideas, opinion and thought.

3. For The English Teacher

This research is hoped to give the valuable contribution to develop teaching and learning English language actively.

4. For Researcher.

This research is hoped to give experience and knowledge on how to teach writing by using peer editing.

1.5 Scope and Limitation

The writer limits this research only on the improving writing skill in descriptive text through peer editing at the second semester for the eighth grade students' of MTs Muhammadiyah 1 Ponorogo in academic year 2014/2015.

1.6 Definition of Key Terms

To avoid misunderstanding, the following terms need to be defined.

Writing skill : is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader (Alimin, 2009: 4)

Descriptive text : is a text contained description about people, animal, place, or thing. Purpose of writing descriptive text is to give description about something or someone (Purwanti, 2013: 44)

Peer Editing : is a method in which students give review critically and give feedback each other the editorial to essay, report, argument, research papers, and other writing assignments. (Elizabeth E. Barkley, K. Patricia Cross and Claire Howell Major, 2012: 373)