### **CHAPTER I**

#### INTRODUCTION

### A. Background of the Study

English is generally used by many people in the world as their first language, second language and foreign language. This means that English is an international language that has been spoken all over the world. English is considered as the first language it is used as the mother tongue, for example in United Kingdom (UK), United States of America (USA), Canada, Australia, New Zaland, and England. English call as second language as it is used as a second language after mother tongue in those country. English is as a foreign language as it is after mother tongue and second language, for example Indonesian because the people use their mother tongue like Javanese

Most people use English as their expected means of communication and for making connection people with other people from different places and languages. This makes English is very important to be mastered. The government think that English is important to learn by people.<sup>2</sup> Therefore, this is the reason that the Indonesian government chooses English as the first foreign language to be taught in schools.

Harmer, Jeremy. The practice of English language teaching Longman handbooks for language teacher. London: Longman Ninth impression. 2001. 1.

<sup>&</sup>lt;sup>2</sup> Zumakhsin.. A Contextual Approach to Learning English. Jakarta: Ganexa Exact. 2007. 6.

Writing is the most difficult and complicated language skills to be learned almost by students in every level of education because students needs a lot of ideas in writing skill. There are some aspects of writing, such as: spelling, capitalization, word-choice, grammar, and the ability to connect the sentences to become coherent in a written language.<sup>3</sup> This means that before students write a paragraph, students have to master a lot of aspects related to the aspects of writing.

There are many kinds of texts that can be used in writing skill and also reading skill, such as; descriptive, narrative, explanation, recount, report, exposition, and many ohers. Here, the researcher will emphasize on the descriptive text as the subject of analysis about the implementation of students' peer assessment in writing as research because descriptive texts tells about person, place or thing that can be imagined from what the people saw, heard, felt, tested, smelled.<sup>4</sup> Therefore, descriptive text will bring words to life and it makes the text interesting.

In writing class, the teacher has to do assessment on the students' writing. This is because the teacher has to know the students' ability in writing descriptive text. Assessment is the systematic basis for making inferences about the learning and development of students. This is the process of defining, selecting, designing,

<sup>&</sup>lt;sup>3</sup> Ismy Nia Mazda, Thesis: "Improving The Students' Writing Skill by The Use of Write-Pair-Share Technique" (Malang: UniSHS, 2013).

<sup>&</sup>lt;sup>4</sup> Zumakhsin. A Contextual Approach to Learning English. Jakarta: Ganexa Exact. 2007. 76.

collecting, analyzing, interpreting, and using information to increase students' learning and development.<sup>5</sup>

There are many assessments in writing, such as; self assessment, peer assessment, group assessment, and the others. Self assessment is an evaluation of the work by ourselves, peer assessment is evaluation of the students' work with their partner and group assessment is evaluation of one group with other group.

Assessment usually is given by the teacher. However, in this research the researcher chooses peer assessment. This is because the students are not only giving the score but also comment on their works. It engages students in the learning process and develops their capacity to reflect on and critically evaluate their own learning and skill development. The teacher also monitoring when the students do peer assessment and gives a comment after it. So peer assessment is very useful and make the students are more active and critical in the class because they can share and give comment or when they assess and correct their work.

There are previous studies which are similar with this study. The first is the study by Qomariyah who conducted a research entitled The Implementation of Peer Assessment in Improving Students' Reading Ability in Descriptive Text. The similarities between the previous study and this study are both of the studies analyze on the students' peer assessment. The differences between this previous study and this study are; this previous study was classroom action research and

<sup>&</sup>lt;sup>5</sup> Assessment (http://www.assessment.uconn.edu/what/index.html). accessed on January 01, 2015.

<sup>&</sup>lt;sup>6</sup> Cheng, W, & Warren, M. Peer Assessment of Oral Proficiency in Language Testing. 2005. 93.

had purpose to improve students' reading descriptive skill by using peer assessment because most of students get difficulties in reading, but this study does not apply certain techniques that improve reading comprehension on descriptive text because it focuses to analyzing the students' peer assessment in writing descriptive text. The subject of this previous study was the students of junior high school especially at seventh grade of MTs Husnaba Kebandingan-Kedungbanteng, Tegal. However, the subject of this study is the students at tenth grade of Trisila Senior High School of Surabaya.

The second is the study by Agustiningsih who conducted a research entitled Implementation Peer Assessment to improve the writing narrative of the second year students of SMP Negeri 4 Palu. The similarities between the previous studies with this study are both of the studies analyze the students' peer assessment in writing. The differences those previous study and this research are; the previous study used classroom action research in order to improve their students in writing narrative by using peer assessment. This is study used descriptive qualitative research but this study focuses on implementation of students' peer assessment in writing descriptive text. The researcher just observed how the implementation of students' peer assessment in writing descriptive text.

The researcher conducts this research at Trisila Senior High School of Surabaya. It is a school which has many facilities, such as; language laboratory, library, LCD projector, and etc. This school also provides extracurricular which is related to English, like; English conversation. On March 2013, this school joined

English contest which was conducted by State Senior High School 9 Surabaya. There were three categories, such as; making essay, storytelling, and speech contest. This school got first and second champions in story telling contest. This school was also the best participant of English contest. The researcher will choose the tenth grade of Trisila Senior High School of Surabaya. This is because there is a subject about descriptive text at second semester and usually the teacher uses peer assessment when teaching English in the class.

Based on the explanation above, the researcher is interested to analyze the following title "The Implementation of Students' Peer Assessment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School of Surabaya."

# **B.** Research Questions

Based on the background research of study above, the problems of this research are stated as follows:

- 1. How is the implementation of students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya?
- 2. What are the students' responses of the implementation of peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya?

# C. Objectives of the Study

Considering the research questions on this study, this study is intended to find out the implementation of the students' peer assessment in writing descriptive

text at tenth grade of Trisila Senior High School of Surabaya. There are the objectives of the study:

- To know the implementation of the students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya.
- To know the students' response of the implementation of peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya.

# D. Significance of the Study

There are two significances of the study

### 1. For the Teacher

- a. It can suggest the English teacher to be more optimal when assessing the students' assignment.
- b. They can try to apply the students' peer assessment as the strategy in teaching English especially in writing.
- c. For the English teacher of the tenth grade at Trisila Senior High School of Surabaya, this research is hopefully able to give new support to make a better way to do the students' peer assessment.

### 2. For the Students

- a. It can give students different experience in English learning process like writing.
- b. It can enable them to be interested in English writing.

c. It is expected by using peer assessment; students' can give feedback on their peers work. It engages students' in the learning process and develops their capacity to reflect on and critically evaluate their own learning and skill development.

### E. Scope and Limits of the Study

The scope of this research is just limited in the study of implementation of students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya when they practice abaout writing descriptive text and assess their friends in the class.

# F. Definition of Key Terms

This following terminology is used to contribute to the readers to have the same interpretations in understanding the study:

# a. Implementation

Implementation is the learning application used in teaching process to educations' purpose.<sup>7</sup> In this study, the researcher has a method that will be implemented in Senior High School of Trisila Surabaya. The method is implementing peer assessment in writing descriptive text. So the researcher want to know the way about implementation peer assessment in writing descriptive text.

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<sup>&</sup>lt;sup>7</sup> Theresia Niung p, pengajaran EDL (English as A Global Language) and Metode CTL (Contextual Teaching and Learning, 2008) Journal.

#### b. Peer Assessment

Peer assessment is the assessment of students' work by other students who give the score and reflection or feedback on their peer's work. According to Sluij, Peer assessment is defined as an activity to involve students in assessments. This implies that students evaluate the performances of peers at the end of a course unit and provide constructive feedback. Therefore, peer assessment make the students active in the class because they assess and gives comment about their friends' work. Peer assessment here is based on the criteria from rubric like the content, grammar, vocabulary and mechanics.

# c. Writing

Writing is the act or process of producing and recording words in a form that can be read and understood. <sup>10</sup> In other word writing is the act of someone to produce words. In this research, the students write a paragraph using good grammar and the content.

# d. Descriptive text

Descriptive text is a text which presents information about something, person or place specifically. Descriptive text is also the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to

<sup>8</sup> Peer Assessment (https://www.teaching.unsw.edu.au/peer-assessment).accessed on January 01, 2015.

<sup>10</sup> George E. Wishon & Julia. Writing English. New York. 2001. 341.

<sup>&</sup>lt;sup>9</sup> SluijSHSns, D. M. A., & Prins, F. 2006. Journal.

<sup>&</sup>lt;sup>11</sup> Zumakhsin. A Contextual Approach to Learning English. Jakarta: Ganexa Exact.2007. 76.

communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. So the students can imagine something that they want to describe when they write.



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<sup>&</sup>lt;sup>12</sup> Definition of Descriptive. http://www.web.alsde.edu/general/annotatedpackets/20082009. .accessed on January 01, 2015.