

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is typically the first foreign language taught at all level. It is also used to communicate with people of diverse ethnicities from other countries. Students are expected to acquire English in order to read and comprehend the vast literature and scholarly works published in the language on subjects such as science, business, economics, and technology, among others. When teaching English to middle school pupils, there are four pedagogical principles and lexical categories that must be covered. The four language components that comprise the four language abilities are Vocabulary, Pronunciation, Structure/Grammar, and Spelling (Listening, Speaking, Reading, and Writing). Each of these matters tremendously. Due to their interdependence, no single talent or characteristic can be deemed superior to the others. This research will focus specifically on narrative texts. A recount is a text that recounts past events or experiences. Its intent is to recount events. Orientation, events, and reorientation are the generic structures of a recount. Essentially, recount text resembles narrative. The narrative found in tales, folktales, legends, and fables is distinguished from the recount found in biographies and autobiographies. Contrary to what we find in the recount, there are conflicts among the store in the narrative; however, we find only a series of events as the fundamental structures. Thus, recount text is more engaging and complex to discuss compared to other types of texts.

The researchers have done some reading to support this study. First, Amelia (2020) investigated “The Impact of Using Peer Editing Towards Students' Writing Ability In Recount Text At The First Semester Of Tenth Grade of SMA Negeri 17 Bandar Lampung In The Academic Year of 2019/2020”. Peer revising lets writers see how their work looks to outsiders, the writer found. Judges evaluate your work. Peer-feedback workshops help students assess and improve their writing. Responding to peers' work improves reading and writing skills. Reacting to peers' writing and reading reviews helps students better. Students will correct each other's work and learn about their own writing processes. Students can learn from each other's work (Amelia, 2020).

The second study, The Impact of Using Peer Editing Technique Towards Students' Writing Ability in Descriptive Text At The Eight Grade of SMP Negeri 1 Limau Tanggamus, found that students' descriptive writing skills declined on a pre-test before using Peer Editing. Peer editing enhanced student descriptive writing. After therapy and testing, the experimental

group had a higher post-test score than the control group. The scholar who created this method used it to help students write descriptively. Peer editing improved students' writing, especially thorough texts. Students' detailed writing improved after peer editing (Tias, 2018).

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information from, or generated by, observation, experience, reflections, reasoning, or communication, as a guide for belief and action. Students are expected to be more aware of and attentive to their recount text as a result of activities provided in the critical thinking skills module. Based on the results of the preliminary research, it can be concluded that in order to improve students' awareness and critical thinking in their recount texts, teachers need to discover an effective teaching strategy or technique (Eman Mohamed & Hasnaa Sabry, 2014).

A strategy that a teacher should seek out is one that maximizes students' criticism in recount text classes. Peer editing is one technique that is believed to enhance students' critiques in narrative texts. In spite of the fact that native speakers frequently use elision when speaking English, they are not the only ones who do so. Many non-native speakers, including Indonesians, frequently use elision when speaking English. The application of critical thinking skills to narrative texts requires a technique to make the class more entertaining. Peer editing is one of Barkley's techniques derived from Collaborative Language Learning that will accustom students to a series of cognitive processes, such as reviewing, contemplating, and analyzing (Mercedes & Galvis, 2010). The three primary activities of the learning process correspond to the critical thinking skills of analyzing, synthesizing, reflecting, and evaluating the text: analysis, synthesis, reflection, and evaluation.

On the same hand, Peer Editing According to pupils who become editors and writers can benefit from peer editing. The result of editing will be constructive criticism that will aid in the improvement of students' narrative texts. While editing his partner's recollection text, the student will employ his recollection text skills and knowledge, which can then be applied to enhance and correct his own recollection text. This means that students will learn to improve their critical thinking skills while editing the recount texts of their peers, which will ultimately increase their awareness of errors in their own recounts. Students are required to peruse and provide feedback on one another's recount texts, making peer editing a crucial aspect of the process. In peer editing, the student is not only the author, but also the collaborator of other students who provide feedback. Students will have the opportunity to modify the narrative texts of their peers in a constructive manner (Ainsai & Poonlarp, 2017)

Educators of English as a Second Language (ESL) in Indonesia encounter a unique set of challenges when attempting to teach the language to locals. Student complaints about certain instructors' classes demonstrate that they have problems. This is especially true in the field of writing instruction, where students require feedback from their professors at every stage of the writing process. Due to time constraints and a possible class size of forty, the professor cannot provide individual attention to each student. Therefore, their writing skills did not acquire a passing grade. Based on the information gleaned from the student feedback, the instructor then endeavours to implement an instructional strategy that will aid in the resolution of the issues. Peer revision is one of the most promising strategies for improving students' ability to compose Recount Texts. Students use peer editing to enhance the lucidity of one another's writing by providing feedback on its organization, topic, vocabulary, grammar, and mechanics. Students engage in peer criticism when they read and discuss each other's writing to determine if their intended meaning has been conveyed and to obtain reader-perspective insight into their own writing. Teaching students to become proficient writers and readers is a two-way street. Peer editing allows students to develop confidence in their writing both in and out of class. This will enable them to reach their full writing potential. When students construct their own written content in response to a lecturer's explanation of genre characteristics, they engage in independent writing. Then, in the process of peer editing, each student's initial draft is revised by a classmate. That is, after all, the purpose of their independence. Based on the problems discussed previously, the writer takes a title of this “Skripsi” **“PEER EDITING TO ENHANCE STUDENTS’ CRITICAL THINKING IN RECOUNT TEXT”**

1.2 The Problem of the Study

According to the explanation presented before, the writers will formulate the problem in this research. The problem of this research will be “How do the students enhance critical thinking in recount text? (Peer editing)”

1.3 The Objectives of the Study

The objective of this study is to elaborate on the students’ critical thinking in recount text by peer editing.

1.4 The Scope and Limitation of the Study

The writers have the scope and limitations in carrying out this research which is the students’ critical thinking in recount text by peer editing at SMA SWASTA FREE

METHODIST MEDAN. Peer editing itself will be used to help students understand the relationship between writing and critical thinking. Additionally, recount text will help in terms of retelling, informing and entertaining.

1.5 The significances of the Study

1. Theoretically

For the theoretical contribution, the result of this research will expect to support the previous theories about Peer Editing to improve students' critical thinking ability, through recount text.

2. Practically

a. For the teacher

The teacher will get valuable information about an alternative technique to be used to improve students' critical thinking ability, especially the use of peer editing technique

b. For the students

By using the peer editing technique, it is hoped the students are more interested, understand and motivated in learning English, and this will encourage them to improve their ability

c. For the other researcher

The researcher can be a reference for the other writer in using peer editing techniques to improve students' critical thinking through recount text.

1.6 ROAD MAP

PEER EDITING TO ENHANCE STUDENT'S CRITICAL THINKING IN RECOUNT TEXT

