THE EFFECT OF USING PEER FEEDBACK TECHNIQUE IN TEACHING WRITING AT ELEVENTH GRADERS OF SMA WALISONGO PECANGAAN IN THE ACADEMIC YEAR OF 2018/2019

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ABSTRACT

This study intends to find out the effect of using peer feedback technique for eleventh grade students of SMA Walisongo in writing explanation text. This study was conducted in Mei 2019 at SMA Walisongo Pecangaan. The researcher used quasi-experimental research. Forty four students were selected as the sample of this research. The sample included two groups, the experimental group and the control group. The experimental group was treated by using peer feedback technique, while the control group was not. The data were gathered through test, either pre-test or post-test. Pre-test was conducted before the treatment that has the purpose to know the basic students' writing skill in writing explanation text. Post-test was conducted after the treatment. The goal of post-test was to find out the effect of peer feedback technique in students' writing skill. In analyzing the data, the writer used normality test to reveal that the data has the normal distribution, homogeneity test to reveal that the samples has homogenous variant, and independent sample t-test for testing the hypothesis. The result showed the increasing students' Mean score in experimental class, 68.86 for pre-test and 79.23for post-test. According to the t-test calculation in significance level of 5%, it showed the value of $t_{observation}$ was higher than t_{table} (4.32 > 1.68). It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted. It concluded that teaching writing by using peer feedback technique is effective and give the positive result.

Keywords: Peer Feedback, Writing, Teaching Writing, Writing Process, Peer Feedback Stages.

INTRODUCTION

In this era, English is one of important language that have to be studied by students. English is one of the International language that has an important role in global communication. For preparing the students' English skill in the globalization era, they learn English in every school level, started from elementary school until high school.

One of the important skills is writing. Through writing, people are allowed to have communication across the time and space. Written text stay around for hundred or thousand years and known by people around the world (Harmer, 2004: 7).

People write for expressing their ideas in every condition on their live. It makes people understanding each other's feeling. Writing is also used in many fieldwork, like in a

business, making agreement across countries, health and also education. In education setting, students use the different style in writing that is called by academic writing. According to Oshima & Hogue, (2007: 3), academic writing is the formal writing that students should write a complete sentence and organize these sentences in a certain way. Moreover, people need to master writing skill.

Although writing skill is important, it is a difficult skill for students. There are many aspects that must be mastered. Writing a text is a complicated activity for them. They need to take attention for punctuation, grammar, vocabulary and also spelling. Students also need to have an idea and generate the idea become a good written text. Besides, there are a long process in writing activity. The steps are drafting, structuring, reviewing, focusing, generating ideas and evaluation (Harmer, n.d.: 258).

Furthermore, according to the writer's experience while the teacher's training from the university program at SMA Walisongo Pecangaan, students get difficulties to generate an idea. They are confused to arrange the ideas into a text. Then, students worry to express their ideas into a text. They often think that their writing is not good. Students also think that their friend's written text is better than her or his own text.

According to the students' writing score, the mean score shows value of 66.93. This data obtain from the average score of students' writing task on second semester in the academic year of 2018/2019. It means that the score is lower than the minimum score criteria of 73. Therefore, the students' score is still under the criteria that means low for their writing ability.

Besides that, based on the condition also, students usually ask to their friends to help generating their ideas. They do not

believe with their ability. In fact, some students dispose to cheat on their friend's duty rather than to improve their ability. They do not want to generate the idea that she or he has.

Though, teaching writing is not easy. Teacher often find some difficulties on the class. Teacher has limited time in the writing activity. Teacher should correct the students' written task and also explain the material clearly. It takes long time in the learning process. Meanwhile, the learning process just have limited time in every meeting (Grami, 2010).

For teacher, it is better to ask students for generating their own ideas as far as they can. Then, give them a chance to give a feedback each other. Peer feedback can make students more confident with their writing. Peer feedback gives a chance for students to give their opinion to the other's writing.

According to Sackstein, (2017: 11), peer feedback gives an opportunity to the students to bright by sharing their expertise to each other. Because every student has a potential to be an expert. It facilitates students to give their review to her or his friend. Students do not need to wait too long to get a feedback of their duty from the teacher.

Peer feedback give a positive impact to the students' writing ability. It contains information that students need. The students will catch the information both cognitive and motivational factors at the same time (Brookhart, 2008: 2). The cognitive factor refers to information that students get in their learning process. Because, students will more understand and get information from their peer explanation. The other factor is motivational factor. It refers to a feeling that they control on their learning. By knowing that somebody are care about their writing task, the students' motivation in writing a

text will increase. They will feel that she or he can do it without cheating.

Using peer feedback technique in writing activity gives more benefits for both students and teacher. Students are expected to be more active for generating their idea in writing activity. Not only are more active in writing activity, but they also expected to be more active in giving a review and giving motivation to each other in writing activity. By using this technique, teacher get a help from students' view for the other written task. Teacher can minimize misread when correct the students' task. Besides that, students can improve their writing ability without cheating on their friend's written task.

RESEARCH METHOD
Type and Design of the Study

The design of the study was non-equivalent control group design. It uses two groups that are chosen randomly by the researcher. But, in this model, the groups do not choose random purely. The first group is the experimental group, also called by experimental class, and the second group is the control group or control class.

The researcher gave a pretest for these groups to know the condition between experimental group and control group before a treatment. The researcher held a treatment twice for each group. The experimental group was treated by the researcher using peer feedback technique in learning process. Meanwhile, the control group was treated without using peer feedback technique in learning process. Then, the researcher gave a post-test at the last. It was aimed to know about the students' writing skill improvement of the experimental group and control group.

The form of non-equivalent control group design is as the follow:

$$\begin{array}{|c|} \hline O1 \times O2 \\ \hline O3 \quad O4 \\ \hline \end{array}$$

Taken from (Sugiyono, 2015: 79)
Where,

O_1	:	The pre-test given for the experimental group
O_2	:	The post-test given for the experimental group
X	:	Treatment that is only given for the experimental group
O_3	:	The pre-test given for the control group
O_4	:	The post-test given for the control group

Population and Sample

Population is the generalization area or whole of the research subject (Sugiyono, 2015: 80). Population of the research is whole of eleventh grade students in SMA Walisongo Pecangaan. There were four classes of eleventh grade that consists of 96 students.

Class	Students		Total
	Male	Female	
XI IPA	10	12	22
XI IPS 1	12	10	22
XI IPS 2	10	15	25
XI IPS 3	13	14	27
Total	45	51	96

Sample is a part of whole population (Sugiyono, 2015: 81). For determining the sample of this research, the researcher was used simple random sampling by following some steps. The researcher put some pieces of paper. Then, she wrote the class on each piece of those papers. After that, she shake those papers and drop two of them. The first dropped paper became the experimental group and the second was be the control group. Therefore, the experimental group

was in XI IPA and the control group was in XI IPS 1.

Variable of the Study

There were 2 variables in this study. They were independent variable and dependent variable. The independent variable is peer feedback technique. While the dependent variable of this study is students' writing skill.

Technique of Data Collection

For collecting the data, the researcher was done these following activities:

1. **Pre-Test**

    Pre-test is a test that was conducted before giving the treatment. It was done on May 14th, 2019. The goal of the pre-test was to know the basic ability of students' writing skill on writing an explanation text. The researcher gave the same topic for pre-test both of the experimental class and the control class. This test was a written paper-based test.

2. **Treatment**

The treatment was done on May 15th-19th, 2019. Every class treated twice with same material that was an explanation text for both classes. However, the experimental class was treated by using peer feedback technique in teaching writing. Meanwhile, the control class was not. The activity of treatment showed on the following table.

3. **Post-Test**

    Post-test is a test that was conducted after giving the treatment. It was done on May 21st, 2019. Post-test intended to examine the significances of learning outcome, especially in students' writing score. It examines whether any significant difference score of students' explanation text between their score before the treatment and after the treatment. The researcher gave the same topic for the experimental class and also the control class.

Meeting	Date	Class	Activities
1.	Tuesday, May 14th 2019	Experimental Class	**Pre-Test** Students ask to write the explanation text that entitled ***"Why Flood Occurs"***
		Control Class	
2.	Wednesday, May 15th 2019	Experimental Class	**First Treatment** • The researcher asks students to make a draft about **Butterfly metamorphosis.** • The researcher asks students to discuss their own draft with their peer. • They give their feedback to each other's draft. • The researcher ask them to revise their draft based on their peer feedback.
3.	Thursday, May	Experimental Class	**Second Treatment** • The researcher asks students to make

Meeting	Date	Class	Activities
	16th 2019		an explanation text about **Forest Fire.** • Then, the researcher asks students for having discussion with their peer. • They give their feedback to each other's draft. • The researcher ask them to revise their draft based on their peer feedback.
		Control Class	**First Treatment** • The researcher asks students to discuss about the material. • Students identify the structure and social function of explanation text given. • The researcher give the conclusion about the material.
4.	Sunday, May 19th 2019	Control Class	**Second Treatment** • The researcher asks students to discuss about the material. • Students identify the language features of explanation text given. • The researcher give the conclusion about the material
5.	Tuesday, May 21st 2019	Experimental Class Control Class	**Post-Test** Students ask to write the explanation text that entitled **"Pollution"**

Technique of Data Analysis

In this study, the researcher used SPSS 25 application to analyze the statistical data. The test that used for this study is t-test for testing the hypothesis. Although the researcher used the SPSS 25 application for analyzing the data, there were some following steps used for it.

According to Sa'idah (2017: 172), the formula of t-test for testing the hypothesis is:

$$t_0 = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{(n_x - 1)Sx^2 + (n_y - 1)Sy^2}{n_x + n_y - 2}\left(\frac{1}{n_x} + \frac{1}{n_x}\right)}}$$

The calculation steps as the formula above are:

1. **Determining the Mean for Each Group**

   Mean is the average from the students' writing score. The formula used is:

   $$\bar{x} = \frac{\sum x}{n_x}$$

   and,

   $$\bar{y} = \frac{\sum y}{n_y}$$

   Where,

   $\bar{x}$: The Mean of experimental class
   $\bar{\bar{y}}$: The Mean of control class

$\sum x$: The sum score of experimental class respondents'

$\sum y$: The sum score of control class respondents'

n_x : The number of experimental class respondents

n_y : The number of control class respondents

2. Determining Standard Deviation for Each Group

Standard deviation is the spread measurement data's value. The formula is:

$$S_x = \sqrt{\frac{\sum(x - \bar{x})^2}{n_x - 1}}$$

and,

$$S_y = \sqrt{\frac{\sum(y - \bar{y})^2}{n_y - 1}}$$

Where,

S_x : The Standard Deviation of experimental class

S_y : The Standard Deviation of control class

$\sum$: The sum of …

x : Each value in the data of experimental class

y : Each value in the data of control class

$\bar{x}$: The Mean of experimental class

$\bar{y}$: The Mean of control class

n_x : The number of experimental class respondents

n_y : The number of control class respondents

3. Calculating The t-test

After got the standard deviation value, the researcher calculating the t-test as the t-test formula above. If the result of t_0 is higher than t_t, it meant that there was significant difference. Meanwhile, if the result of t_0 is lower than t_t, it meant that there was no significant difference.

The statement above illustrated by this following table

1.	$t_0 \geq t_t$	H_0 was rejected	There is signi
2.	$t_0 \leq t_t$	H_0 was accepted	There is no si

FINDING AND DISCUSSION

Research Finding

This research found the different result between experimental class who taught by using peer feedback technique and control class who did not teach by peer feedback technique. The data description included the score of experimental class and the score of control class.

1. The Score of Experimental Class

The students' score of pre-test and post-test showed on the following table

No	Code	Pre-test Score	Post-test Score
1.	EC-1	64	76
2.	EC-2	62	73
3.	EC-3	74	80
4.	EC-4	68	80
5.	EC-5	70	75
6.	EC-6	69	78
7.	EC-7	75	80
8.	EC-8	68	78
9.	EC-9	70	85
10.	EC-10	76	88
11.	EC-11	73	80
12.	EC-12	76	85
13.	EC-13	60	74

No	Code	Pre-test Score	Post-test Score
14.	EC-14	64	76
15.	EC-15	70	82
16.	EC-16	61	72
17.	EC-17	65	78
18.	EC-18	69	78
19.	EC-19	68	76
20.	EC-20	70	82
21.	EC-21	67	82
22.	EC-22	76	85
Total Score		1515	1743
Mean		68,86	79,23

Based on the table above, the Mean of pre-test score shows 68.86 and the Mean of post-test score shows 79.23. It means that the score increases from 68.86 to 79.23. It shows increasing score of 10.36 points.

2. The Score of Control Class

The students' score of pre-test and post-test showed on the following table

No	Code	Pre-test Score	Post-test Score
1.	CC-1	68	70
2.	CC-2	67	70
3.	CC-3	65	68
4.	CC-4	70	72
5.	CC-5	68	70
6.	CC-6	66	68
7.	CC-7	66	70
8.	CC-8	55	66
9.	CC-9	70	74
10.	CC-10	70	72
11.	CC-11	70	74
12.	CC-12	68	70
13.	CC-13	66	68
14.	CC-14	62	64
15.	CC-15	68	74
16.	CC-16	69	72
17.	CC-17	70	76
18.	CC-18	64	66
19.	CC-19	68	70
20.	CC-20	64	68
21.	CC-21	65	72
22.	CC-22	68	70
Total Score		1467	1544

	Mean	66,68	70,18

Based on the table above, the Mean of pre-test score shows 66.68 and the Mean of post-test score shows 70.18. It means that the score increases from 66.68 to 70.18. It increases just 3.5 points.

Data Analysis

The writer analyzed the data using t-test in testing the hypothesis. Before doing the t-test, the writer did the prerequisite test that included normality test and homogeneity test. Then, the writer tested the hypothesis using t-test.

1. Normality Test

Normality test is aimed to reveal that the data has the normal distribution. In doing the normality test, the writer used Shapiro Wilk method because in this research has a small sample. The data has normal distribution if the result of observation is higher than the significant level 0.005. The result of normality test as follow:

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	EC	,114	22	,200[*]	,970	22	,717
	CC	,161	22	,143	,963	22	,550
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, the data of experimental class shows significant value as 0.717 (0.717 > 0.005). While the significant value of control class shows 0.550 or it describes as 0.550 > 0.005. It means that the both data of experimental class (EC) and the control class (CC) have normal distribution.

2. Homogeneity Test

Homogeneity test is aimed to reveal that the samples has homogenous variant. The data was homogeny if the result of observation is higher than the significant level 0.005. The result of homogeneity test as follow:

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3,304	1	42	,076
	Based on Median	3,469	1	42	,070
	Based on Median and with adjusted df	3,469	1	40,232	,070
	Based on trimmed mean	3,280	1	42	,077

Based on the table above, the data shows significant value as 0.076 or it describes as 0.076 > 0.005. It means that the both data of experimental class (EC) and the control class (CC) have homogenous variant.

3. Testing the Hypothesis

To know the difference score between experimental class and control class, the writer calculated the gained score for each class first. Gained score is the difference result

between pre-test score and post-test
score.

The gained score of Pre-Test

No.	Experimental Class	Control Class	Gained Score
1.	64	68	-4
2.	62	67	-5
3.	74	65	9
4.	68	70	-2
5.	70	68	2
6.	69	66	3
7.	75	66	9
8.	68	55	13
9.	70	70	0
10.	76	70	6
11.	73	70	3
12.	76	68	8
13.	60	66	-6
14.	64	62	2
15.	70	68	2
16.	61	69	-8
17.	65	70	-5
18.	69	64	5
19.	68	68	0
20.	70	64	6
21.	67	65	2
22.	76	68	8

The gained score of Post-Test

No.	Experimental Class	Control Class	Gained Score
1.	76	70	6
2.	73	70	3
3.	80	68	12
4.	80	72	8
5.	75	70	5
6.	78	68	10
7.	80	70	10
8.	78	66	12
9.	85	74	11
10.	88	72	16
11.	80	74	6
12.	85	70	15
13.	74	68	6

14.	76	64	12
15.	82	74	8
16.	72	72	0
17.	78	76	2
18.	78	66	12
19.	76	70	6
20.	82	68	14
21.	82	72	10
22.	85	70	15

After calculated the gained score, the writer input it into SPSS 25 application to test the hypothesis using independent sample T-test. The following table shows the result of t-test.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	EC	22	9,05	4,413	,941
	CC	22	2.18	5,586	1,191

Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,662	,421	4,522	42	,000	6,864	1,518	3,801	9,927
	Equal variances not assumed			4,522	39,864	,000	6,864	1,518	3,796	9,931

From the table of independent sample t-test result, the value of t shows 4.32. Additionally, the degree of freedom (df) value shows 42. Based on the df value, the writer determine t$_{table}$ value on significance level of 5% which appears 1.68. Therefore, the writer concluded that the value of t_0 was higher than the value of t_{table} (4.32 > 1.68). It means that H$_0$ was rejected because $t_0 \geq t_t$. So, there is significant difference between students' writing score

before a treatment and after the treatment. The peer feedback technique is effective in teaching writing.

DISCUSSION

This study intends to know the effect of implementing Peer Feedback technique in teaching writing of eleventh grade at SMA Walisongo Pecangaan. It is to find out whether there is significant difference between students who taught by using Peer Feedback technique and who did not taught by this technique. This study was conducted on May 2019.

There were two groups in this research. They were called by experimental class (EC) and control class (CC). The experimental class (EC) was in XI IPA and the control class (CC) was in XI IPS 1. The writer conducted this research in four meetings for each class. Those were pre-test once for each class, treatment twice for each class and post-test once for each class.

The writer gave pre-test in first meeting. Pre-test was done to know the students' basic writing skill in writing explanation text. Then, the treatment was given twice for each class. EC was taught by peer feedback technique while the CC was not. At last, the writer gave post-test in last meeting that is aimed at knowing whether any significances of students' writing score after giving the treatment.

In conducting peer feedback technique, the writer asked the students to write their outline based on the topic given. The writer gave the student times to write down their idea into first draft as far as they can. Then, the writer asked the students to discuss about the draft with their peer. In this step, the students allowed to give their positive comment and also advice each other based on the peer feedback guideline. After discussion, the writer asked the students to revise it into the final draft based on the peer feedback.

Based on the obtained data, the score that EC got was increase. It showed based on Mean score. EC got 68.86 for pre-test and 79.23 for post-test. It meant that were increasing score as 10.36 points.

Henceforth, the score of CC was also increased. But, it was not as big as the EC. The CC got 66.68 in pre-test and 70.18 in post-test. It was increased just 3.5 points.

According to the calculation t-test result, it was explained there was significant difference score between the students' writing score whom taught by peer feedback technique and the students' writing score whom taught by teacher feedback technique. It proved from the result of t0 as 4.32 which was higher than ttable as 1.68(4.32 > 1.68).

The t-test result showed t0 was higher than ttable $(t_0 \geq t_t)$. In this research, it meant that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. The writer could conclude that peer feedback technique given for experimental class improved students' writing score.

Teaching writing using peer feedback technique provided students to more active in learning process. It made students more responsible in helping their friends to understand the material by having feedback each other. Thus, they could know their lack then they could correct it at the time. They did not need to wait the teacher feedback too long.

In the other hand, peer feedback improves students' social interaction with their peer. They know the way of giving a good feedback, how to give their comments without offending their peer's feeling. They also learn to not assert their thought to each

other and still appreciate each other's comments.

In addition, their peer's comprehension, unconsciously, could make them grow their motivation to understand the material more. It helped them understand the teacher's explanation deeply from their peer's feedback.

However, the teacher's role is still needed by students as the guide in giving feedback. Teacher explained the students' job description and the procedures in doing peer feedback. Teacher also gave the conclusion for their writing.

CONCLUSION

This study is aimed to carry out the effect of using Peer Feedback technique in students' writing skill of eleventh grade SMA Walisongo Pecangaan.

After conducting this research, the result shows there is significant difference on the students score after the treatment. It means that peer feedback give positive effect in improving students' writing score.

According to the data gained, the students' score were increased 10.36 points, from 68.86 to 79.23. The significant difference shows that the value of t0 is 4.32. Meanwhile, the value of ttable from the df 42 on significance level of 5% shows 1.68. It means that t0 was higher than tt or shows as(4.32 > 1.68).

According to the t-test result, it shows t0 was higher than ttable $(t_0 \geq t_t)$. So, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Thus, the writer concludes that there is significant difference on the students' writing score between the students who are taught by peer feedback technique and those who are taught by using teacher feedback. It means peer feedback technique give positive result in students' writing score.

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