THE IMPROVING OF PEER FEEDBACK TECHNIQUE ON STUDENTS' WRITING ABILITY AT THE SEVENTH GRADE STUDENTS OF SMP TAMAN ASUHAN PEMATangsiantar

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ABSTRACT

The research focused on the Improving of Peer Feedback Technique on Students' Writing Ability at the seventh grade students of SMP Taman Asuhan Pematangsiantar. The problem of this research is: How is the Improving of Peer Feedback Technique on Students' Writing Ability at the seventh grade students of SMP Taman Asuhan Pematangsiantar in academic year 2019/2020?

Some theories were used to answer the research problem, they were: Suharsimi Arikunto (2002), H.D Brown (2001), L Ferris (1995), Harmer, J (2004), J. Liu, and J. Hansen (2002), T.M Paulus (1999), Artono Wadiman and His friend. (2008). This research design was quantitative method by following pre-experimental and pre-control design of two group pre-test-post-test. The population was 337 students and the sample was taken by control sampling technique and experimental got VII/A and VII/B with 35 students. The instrument was essay test. The data analysis started from scoring composition, calculating the validity and reliability, finding variants and mean difference, calculating standard deviation difference deviation and standard error difference.

Based on the data analysis, it was found that the treatment of peer feedback technique, students' prior knowledge in writing descriptive text was low since the pre-test data was 1744 and the mean was 49,9 and after the treatment, it had been improved since the post-test data was 2677 and the mean was 76,48.

After analyzing the data, it was concluded that the use of peer feedback technique gives significant contribution in improving students’ competence in writing descriptive text at the seventh grade students of SMP Taman Asuhan Pematangsiantar in academic year 2019/2020. So, every English teacher should use peer feedback technique in teaching writing descriptive text because it had been proved that it gave significant contribution in improving students’ competence in writing descriptive text and each teacher should choose appropriate method firstly before teaching.

Key Words : Writing, Peer Feedback Technique, and Descriptive Text

INTRODUCTION

English is an international language that used by almost all countries in the world and learned in schools by students. In English there are four skills that must be mastered by students, they are Listening, Speaking, Reading and writing. Among the skill, writing is the most difficult skill to be learnt, because it needs hard thinking in producing word, sentence, and paragraph at the same time. Writing also requires background knowledge and competence of vocabulary, spelling, grammar, punctuation, coherence, etc. The importance of writing for student is to express their feeling and produce their language on the paper. To be good at researcher, the student practice and try to write and increase their ability in writing a good text.

In learning process, writing focuses on expressing ideas through text based on genre. Text is classified into genres of the basis of the communicator. Many kinds of genre in writing, they are: Narrative, Descriptive, Report, Discussion, Explanation, Exposition, Procedure, Review, Spoof, Anecdote, News Item, and Recount. But here the researcher focuses on Descriptive text. The reason for teaching writing to the students is because it belongs to the basic language skill in English as important as speaking, listening and reading. Besides, writing includes into the one of subject which is tested in final exam, the students should master English well because from the previous ideas, writing is more complex than other skills. Sometimes the students could not express their ideas into oral form and prefer to make drafting in written. It shows that writing has important role.
Giving feedback in order to make the mistake to occur in the next writing needs a lot of effort because writing is a complex thing to do. It has a lot of aspects. Teacher must correct a lot of aspects such as grammar, arrangement of the sentence, coherence, and also cohesion. Moreover, Indonesian teacher usually have large class and even teach more than one class. It hampers him/her to correct all of their students writing effectively. To solve the problems, teachers should make variation in teaching to make the class more enjoyable so that the judgment about the writing is difficult can be replaced. Peer feedback technique is one of the techniques used by the teacher in teaching writing. It is defined as feedback that is given by peer.

In writing activity, peer feedback means having other researcher to read and give feedback on what other researcher has written. Students as writer will get the input to organize ideas from other peer’s feedback. In this technique, other students will read and give comments, corrections, criticisms, and also suggestions on what other students have written. The teacher’s method of teaching using the learning model of peer feedback is not creative. The teacher’s lack of creativity can be seen in the lack of creative learning of the teacher in teaching Descriptive text, because the students are expected to be creative in writing Descriptive text. So, the teacher must create a creative learning method so that students are interested in learning the Descriptive text. The relationship between teachers and students also has not been established intensively so the learning process does not run effectively. A less intense relationship will make the teacher not understand the student’s character. So, the teacher must also establish an intense relationship with students so that the learning process runs effectively.

The feedback is hoped to help the students both revising their writing and developing the text so that their ideas are accommodated. The researcher preliminary study on peer feedback shows that it brings more advantages than teacher feedback. It is not only bringing advantages for teachers but also students. Students could save time of giving correction on their students writing as it is already done by the students peers. As the correction is done by peers, the time in the class can be used by teacher to give guidance and explanation on how writing should be done.

This study is conducted to examine whether students will gain significant writing achievement after they have peer feedback in their writing. The study is focused on investigating the use of peer feedback on students writing achievement. Therefore the researcher decided to design a problem to be researched with the title: “The Improving of Peer Feedback Technique on Students’ Writing Ability at the seventh grade students of SMP Taman Asuhan Pematangsiantar”.

Problem
Problem of the research is: How is the improving of peer feedback technique on students’ Writing Ability at the seventh grade students of SMP Taman Asuhan Pematangsiantar?

Objective
The objective of the research is to find out The Improving of Peer Feedback Technique on Students’ Writing Ability of at the seventh grade students of SMP Taman Asuhan Pematangsiantar.

Scope
Scope of the research is about the improving of peer feedback technique writing descriptive text ability at the seventh grade students of SMP Taman Asuhan Pematangsiantar.

Significances
The significant of the research is divided into two parts, as theoretically and practically.

1) Theoretically
The research will enrich more information about peer feedback technique and its use to the teaching and learning process.
2) Practically
   a. For the Student: This research will improve their ability in writing by using the strategy will conduct.
   b. For the Teacher: They can use this technique to support when teaches reading skill use the simple way.

REVIEW OF THE RELATED LITERATURE

Writing
Teaching of Writing
According to Brown (2004:334) “writing is like learn swimming. That swimming and writing are culturally specific, learn behaviors. Where we can learn swimming if there is a body of water available and usually only if someone teach us. We learn to write if we are a member of literate society, and usually if someone teaches us”. According to Harmer (2004:34) Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or speaking. Once again writing is used to help students perform a different kind of activity. Students need to be able to write to do these activities, but the activities do not teach students to write. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real message in appropriate manner. In teaching writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of task and in the end product. It can be conclude that writing skill is very important to be learn. Writing helps someone to explore their ideas, feelings and thoughts in a written form. Besides that writing helps someone in solving and improving other skill in learning language.

Descriptive Text
Definition of Descriptive Text
Description text is a paragraph in which the main idea is conveyed by clearly describing the object, place, or event that is being the topic to the reader. So the reader feels as if he directly feels what is being expressed in the text. According to Wardiman and his friends (2008:100) explain that “Descriptive text is a simple text which has the specific function to give the description about an object (human or non human). Its purpose is to describe and reveal a particular person, place, or thing”.

Purpose of Descriptive Text
There are so many purposes of descriptive text developed by some experts. Thus, Rosa and Eschholz (2003:287) said that descriptive is to create a verbal picture. A place, person, a thing, even an idea or a state mind can be made vividly concrete through description. Writing any description requires the writer gather may details about a subject, relying not only on what the eyes see but on the other sense impression, touch, taste, smell, hearing a well. So it can be said that descriptive is drawing a subject through the words to make the reader see and feel the subject.

The Generic Structure of Descriptive Text
Bima (2009: 153) states that descriptive text has the structure as follows:
1. Identification: identifying the phenomenon to be described. It is general opening statement in the first paragraph or the first sentence that introduce the subject of the descriptive to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.
2. Description: describing the phenomenon in parts, qualities, or/and characteristics. Descriptive can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

Peer Feedback Technique
According to Cho, Schunn and Wilson (2006), although the peer feedback technique has proven to be beneficial in 1.2 writing classrooms, several studies have reported concerns about it. Therefore, flew researchers have attempted to improve its effectiveness by introducing new forms of this technique. In Paulus, (1999), Clenton, (2006), using peer feedback as a model in process writing become popular in teaching English language skills. This is in agreement with the growing focus on peer and collaborative learning that cater for the real processes experienced by students while writing and lead to creativity.
According to Liu and Hansen, (2002: 1), peer feedback, which is referred to under different names such as peer respons, peer review, peer editing, and peer evaluation, can be defined as "use the learners as sources of information and interact antes for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing.

**Purposes of feedback**
According to Lewis (2002: 3-4), feedback has several purposes when given in the language classes.

1) Feedback provides information for teachers and students. Through feedback, teachers can get information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused on the process rather than marks or grades. By high lighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

2) Feedback provides students with advice about learning Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process. A common way for this to happen is through learning journals.

3) Feedback provides students with language input The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way, the students can learn new vocabulary and structures in context.

4) Feedback is a form of motivation Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. As teachers find out more about their students, the encouragement can take personal circumstances into account.

5) Feedback can lead students toward autonomy One long-term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a students reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

Based on those arguments, it can be inferred that actually giving feedback is not only correcting students errors, but it should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students toward autonomy.

**RESEARCH METHODOLOGY**

**Research Design**
According to Sugiyono (2013:8) this research is quantitative research. He explains quantitative research can be interpreted as a research method that is based on the nature of positivism, it used to examine the population and the particular sample. Data collection used research instruments, quantitative data analysis/statistic with the aim of testing the hypothesis set.
Population and Sample

Population
According to Riduwan (2002:3) he says population is all of characteristics or the result of unit of measurement which is as object of the research. The population of this research is the seventh grade students of SMP Taman Asuhan Pematangsiantart. There are ten classes of the seventh grade students where each of the class consist of 33-35 students. So there are 341 students as population in this research.

Sample
According to Riduwan (2013:56) sample is part of the population that has same characteristics features or a particular situation to be studied. Arikunto (2006:134) says that “if population is more than 100, it is possible to take 10%-15% or 20%-25% or more as sample and when the population is less than 100, all population should be taken as sample. So, researchers take 10% of the population. From 341 students \( \times \frac{10\%}{100} = 34 \).

The Research Instrument
In this research, the researcher gives the student two tests. These are pre test and post test. Pre test was given before the researcher observed the class, and the post test was given after the researcher finished taking the observation in the class. So the writer know whether there are differences before after observation or not. The test is about writing a Descriptive Text.

The Technique of Data Collecting
To collect the data for this research, the researcher takes the data by using test as an instrument. She uses test for knowing result study of writing skill before and after using peer feedback.

Pre - Test
Pre - test is conducted to find out homogeneity in this research. The pre-test is administrated to find out the students preliminary scores before using the teaching presentation. It means that, in the pre-test the student write the descriptive text without using Peer Feedback Technique.

Post Test
Post test is administrated to find out the student preliminary scores after having conductive the presentation. It means that, in the post test the student will write the descriptive text after the using the Peer Feedback Technique that will be given by the researcher.

The Data and Sources of Data

The Data
The data of the research is scores from pre-test and post-test at the seventh grade students of SMP Taman Asuhan Pematangsiantar. Pre-test and post-test at given about descriptive text.

The Sources of Data
Source of data this research is taken from "When English Rings a Bell". Book that given to the students with the topic about descriptive text.
### Table 3.2: Table of Scoring of the test

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27: Excellent to very</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>16-22: Good to average</td>
<td>Sure knowledge on subject, adequate range limited development of thesis, mostly relevant to topic but lacks detail. Limited knowledge of subject, little substance, inadequate development topic.</td>
</tr>
<tr>
<td></td>
<td>6-13: Very poor</td>
<td>Does enough to evaluate not show knowledge of subject, non substantive, pertinent, or not enough to evaluate.</td>
</tr>
<tr>
<td>Organization</td>
<td>20-18: Excellent to very good.</td>
<td>Fluent expression, ideas clearly stated/supported, succinct, well organized logical sequencing cohesive. Non – fluent, ideas confused or disconnected, lack logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>17-14: Fair to pair</td>
<td>Does not communicate, no organization or not enough to evaluate.</td>
</tr>
<tr>
<td></td>
<td>13-10: Very poor</td>
<td>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18: Excellent to very good.</td>
<td>Adequate range, effective word/idiom form, choice, usage but meaning confused or obscured.</td>
</tr>
<tr>
<td></td>
<td>17-14: Good to average</td>
<td>Limited range, fluent error odd word/idiom form, choice usage, meaning confused or obscured.</td>
</tr>
<tr>
<td>Mechanic</td>
<td>13-10: Fair to poor</td>
<td>Essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Language use</td>
<td>25-22: Excellent to very good</td>
<td>Effective, complex constrictions, few errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td></td>
<td>21-18: Good to average</td>
<td>Effective but simple constructions, minor problem complex construction, several error agreement, tense number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.</td>
</tr>
<tr>
<td></td>
<td>17-11: Fair to poor</td>
<td>Major problem in simple complex construction, frequent error of negation, agreement, tense, number word, articles, pronoun, preposition and or/obscured</td>
</tr>
<tr>
<td></td>
<td>10-5: Very poor</td>
<td>Virtually no mastery of sentence construction rule, dominated by errors does not communicate, or not enough to evaluate.</td>
</tr>
<tr>
<td>Mechanic</td>
<td>5: Excellent</td>
<td>Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td></td>
<td>4: Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, but meaning not obscured frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frequent errors of spelling, punctuation, capitalization,</td>
</tr>
</tbody>
</table>
To know the differences between using peer feedback technique in teaching writing descriptive text and without peer feedback technique in teaching writing descriptive text. Technique analyzing data in this research, the researcher uses mean formula to know the average of students' score and to check students' improvement in writing descriptive text. The formula is a follow:

\[
\overline{X} = \frac{\sum x}{N}
\]

Where,

\(\overline{X}\) : Mean score  
\(\sum N\) : Total of writing scores  
\(N\) : Total of writing scores

There are Pre-test and after that looking for the total score. In Fahru’s Thesis, she wrote the formula of analyzing the scoring categories based on Arikunto’s book. According to Arikunto, to analyze the data, this research will use analyze the data, this research will use analyzing of the five categories “very good”, “good”, “enough”, “low”, “very low” (Arikunto). The table of five categories:

**Table 3.3 The Categories that using to Analyzing of the Data**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY GOOD</td>
<td>90-100</td>
</tr>
<tr>
<td>GOOD</td>
<td>70-80</td>
</tr>
<tr>
<td>ENOUGH</td>
<td>50-60</td>
</tr>
<tr>
<td>LOW</td>
<td>30-40</td>
</tr>
<tr>
<td>VERY LOW</td>
<td>0-20</td>
</tr>
</tbody>
</table>

Source: Arikunto (2009:245)
Scoring of the Test
In scoring the test, this study will use score ranging from 0-100 by counting the correct answer and applying this formula:

\[ S = \frac{R}{N} \times 100\% \]

Where:
S: Score of the test
R: number of the correct answer
N: number of the student

CONCLUSIONS AND SUGGESTIONS

Conclusions
Based on the research findings and the research interpretation, the researcher concluded this research as following:
1. Before the treatment of peer feedback technique, the students writing ability in descriptive text was low since the pre-test score was 1689 and the mean was 49.67.
2. After the treatment, their ability had been improved since the post-test score was 2622 and the mean was 77.11.
3. Score of the test in pre-test score was 44% and score of post-test was 100% of the seventh grade students of SMP Taman Asuhan Pematangsiantar.
4. The use of peer feedback techniques provides a significant contribution to improving students' competence in writing descriptive text of the seventh grade students of SMP Taman Asuhan Pematangsiantar.

Suggestions
In accordance with research conclusions above, some suggestions were dedicated, as following:
1. Every English teacher could use peer feedback technique in teaching students writing descriptive text because it had been prove that it gave significant contribution in improving students' competence in writing descriptive text.
2. Each teacher should choose appropriate method firstly before teaching students' writing descriptive text.
3. Teacher should run the teaching-learning in form of students'-center so that students' can be active in learning writing descriptive text in the classroom.
4. Teacher should always motivate students' to be brave starting writing descriptive text.
5. Student should exercise writing descriptive text continuously to be better writer.

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