

THE INFLUENCE OF USING PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT THE NINTH GRADE OF SMPN 1 CIRUAS

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Abstract. *The objective of this research was to find out the influence of using Peer Feedback technique toward the students' writing skill in procedure text. The researcher used true experimental design with randomized sample. The data were obtained from pre-test and post-test. The population of this research was the ninth grade of SMPN 1 Ciruas and the sample of this research was taken from two classes which consisted 34 students for each class. Those two classes were divided into experiment class and control class. To analyze the validity and reliability of the test, the researcher used content validity and inter-rater reliability. Based on the analysis test showed that the result was valid and reliable. To know the influence of using Peer Feedback technique, the data from pre-test and post-test was analyzed by using independent t-test. Based on the result, it was found that $t_{count} \geq t_{table}$ or $5.66 \geq 2.00$ it means that the alternative hypothesis was received and the null hypothesis was rejected. It can be concluded that there was any influence of using Peer Feedback technique toward students' writing skill in procedure text at ninth grade of SMPN 1 Ciruas.*

Key word: *procedure text, peer feedback technique, writing*

A. INTRODUCTION

English is one of the important languages in the world to be mastered. It is because the English language is an international language. English lesson is one of the important lessons that should be learned. In the English lesson of school, there are four skills that should be mastered by the students. They are listening, reading, speaking, and writing skills. That four skills are interconnected. If the students able

to master that four skills, so the students able to face anything about the English language, which is an important language and an international language. One of the skills in teaching English is writing, where writing has an important role in teaching English. According to Harmer (2004:31) Writing is one of the four skills which has always formed parts of the syllabus in teaching English, where mastering the ability to write effectively is seen as a key objective for learners. Therefore, writing can be a key in a learning English. However, writing can be one of the tools to deliver the understanding of students. For example, in learning about procedure text, surely the teacher will give a task to check the understanding of students with writing procedure text.

Based on teaching in SMPN 1 Ciruas to complete the task of PPLK many difficulties in writing that students have. The teacher's technique in teaching learning process is limited. Furthermore, sometimes a lot of students have less motivation to learn English. According to Syafrizal et al (2018:64) English is studied as the foreign language not as the second language in our country. Therefore, the students do not learn English in their home. They just learn it at school. As a result, the students have less interest in learning English. They have to write about what they think in their mind and state it on paper by using the correct procedure. Goodman and Myers (2004:109) stated that writing is a process that starts with an idea and ends up as words on a page. It is also supported by Mayers (2005:2) cited in Fathali and Sotoudehnama (2015:2) stated that writing is a way to produce language you do naturally when you speak. It could be assumed that the way of how someone writes and speaks is in a line, which two of them are the product of a language, and writing will be better if we always practice and learn.

In conducting this research, the researcher conducted true experimental design. Sugiyono stated that true experimental design is design has two groups and choose randomly. This design to know whether there is any influence of using peer feedback technique toward students' writing skill in procedure text. Procedure text tells how to make something through a sequence of actions or steps, it usually uses

imperative sentences such as cut, place, use, etc (Bachtiar 2010:398). It also supported by Andreson (2005:50) argued that “Procedure text is piece of text that gives us instruction for doing something. The purpose of a procedure text type is to explain how something can be done”. Meanwhile Bima, et. Al. (2005:79) stated that “Procedure is text a kind of text designed to describe how something is achieved through a sequence of steps. The researcher infers that procedure text is a genres of text type that gives us instructions to do something through a sequence of actions or steps. Peer feedback is taught as the technique that should be implemented in teaching and learning writing especially in procedure text.

Peer feedback is one of techniques in teaching writing. Liu and Hansen (2002) stated that peer feedback or known as peer response, peer review, peer editing, and peer evaluation can be defined as a technique for learners as sources of information and interaction for each other. This kind of technique is a way where learners’ peer takes role and responsibility to comment and critic on both written and oral format in the process of writing. Liu and Hansen opinion is in the line with Oshima and Hogue (2006: 313), stated that peer feedback technique is an interactive process or reading and commenting on classmates’ writing. It means that peer feedback is suitable for students in learning writing because it is interactive for students to let them to give a suggestion on their friend’s writing. Furthermore, Peer feedback means that having the student identifies the other student’s writing and provides the correct form (Peterson, 2010). Therefore, the researcher assumed that peer feedback is an effective technique for students to learn together and to improve their writing skill.

B. METHODOLOGY

The researcher used true-experimental as a research design for this research. According to Creswell (2012:309), true experiments comprise the most rigorous and strong experimental design because of equating the groups through random assignment. It also was supported by Ary, Jacobs, Sorensen and Razavieh (2010:

305) they said that true experimental design is one of categories design which is the most recommended design for experimentation in education. In true experimental design, there are two classes of research participants: one as an experimental group which gets the treatment using Peer Feedback and the other as a control group which is taught by usual procedure without using Peer Feedback. The researcher was applied true-experimental by using random method in selecting the subject. The true experimental design focused on pretest-posttest control group design. This research involves pre-test and post-test to acquire the data. Here is the table which draws the randomized subjects, pretest-posttest design by Ary, Jacobs, Sorensen, and Razavieh (2010:307):

	Group	Pretest	IndependentVariable	Posttest
(R)	<i>Experimentalclass</i>	Y_1	X	Y_2
(R)	<i>Controlclass</i>	Y_1	-	Y_2

Research Variables

The are two variables in this research:

1. Independent variable (X) : Peer Feedback Technique.
2. Dependent variable (Y) : Students' writing skill in procedure text

Population of the Research

Population is a group of individuals who have the same characteristic (Creswell, 2012). The population of this research is the ninth grade students of SMPN 1 Ciruas in academic year of 2018/2019. The total number of ninth grade of students of SMPN 1 Ciruas is 320 students that divided into nine classes IX A-IX I; each class consist 34-36.

Sample of the Research

According to Fraenkael, sample is any part of population of individuals of whom information obtained. In this research, the researcher used cluster sampling technique to take the sample representative of the population in research. Ary, Jacobs, Sorensen and Razavieh (2010: 154) argued that cluster sampling is a technique which the researcher chooses a sample from individuals who are naturally together. This technique was suitable to use for this research because the population at the ninth grade of SMPN 1 Ciruas was large and it would take a lot of time if the researcher chose the sample from an individual among the population, then the researcher assumed that this technique supported this research in taking the sample. Then, the researcher conducted two classes as the sample for this research (IX D as an experimental class and IX B as a control class).

Data Collecting Technique

The researcher of this research was used pre-test and post-test as an instrument to collect the data. Pretest was provided to the experimental class and control class in the first meeting. After providing the pretest, the researcher gave the treatment which using Peer Feedback as a technique in writing procedure text to experimental class and the researcher did not give the treatment using Peer Feedback to another class (control class).

Research Instrument

Instrument could be defined as a tool to collect the data in a research. In the same line, Creswell (2012: 151) stated that instrument is a tool for measuring, observing, or documenting quantitative data. From the previous statement, it could be assumed that instrument was an important element in conducting a research and it supported the process of research. There were many types of instrument that used in research; test was a type of instrument that was used in this research. Test was used to measure participant's achievement; Ary, Jacobs, Sorensen and Razavieh (2010: 201) said that test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To measure participant's achievement, the researcher used written test.

Pre-Test

The researcher was provided pretest and posttest to the participant. Which pre-test was provided by the researcher to the students before giving the treatment (using Peer Feedback). It could be concluded that pretest was conducted in an experimental class and control class before providing the treatment in order to identify the basic knowledge of participants in writing procedure text.

Post-Test

Posttest was conducted in experimental and control class after the treatment. It is supposed to find out the result after using Peer Feedback as a treatment in writing procedure text.

Scoring

There are many ways to give a score to a test. In this research, analytic score from Arthur Hughes will be used as a guide for scoring the writing test. The researcher chose analytic scoring from Arthur Hughes (2003:101-102) because there are some aspects that should be considered by the researcher in scoring and all aspect of scoring writing test is exist in this Arthur Hughes 's analytic score.

Validity and Reliability

Validity (Evidence Based on Test Content)

Validity was the compatibility of measuring instrument with what would be measured. Ary, Jacobs, Razavieh and Sorensen (2010: 225) stated validity as the extent to which an instrument measured what it claimed to measure. To establish the validity of a test was needed to use the evidences. In this research, the researcher used evidence based on test content category to check the validity. According to Creswell (2012: 162) evidence based on test content relates to the traditional idea of content validity. In which, the content of measuring instrument was appropriate with what was learned based on the curriculum. Measuring instrument that used in this research was categorized into achievement test, before giving the instrument, the researcher needed expert's opinion to identify the test whether the test was valid or not.

Reliability (Inter-Rater Reliability)

To check the consistency of data in this research, the researcher used inter-rater reliability. In which, inter-rater reliability was a procedure that has two observers to check the reliability of the data and to compare the observation from each observers; inter-rater reliability was done in order to avoid any bias. The previous statement was supported by Creswell (2012:161), that inter-rater reliability involves observations made by two or more individuals to record their scores then compare scores to see if their scores are similar or different. Inter-rater reliability used to get reliable by checking the result of the test with two ratters. In checking the reliability of the instrument, the researcher asked help to an English teacher as the second rater. To measure the inter-rater reliability, the researcher used *Cohen Kappa*. The formula was:

$$KK = \frac{P_0 - P_e}{1 - P_e}$$

Notes:

KK: Coefficient of agreement of the observation

P_0 : Proportion of the frequency of the observation

P : Chance of the agreement

Arikunto (2006: 208)

There is the interpretation of the value of Kappa according to Vierra and Garrett (2005: 362):

Figure 3.1 Interpretation of Kappa

Interpretation of Kappa

	Poor	Slight	Fair	Moderate	Substantial	Almost perfect
Kappa	0.0	.20	.40	.60	.80	1.0

<u>Kappa</u>	<u>Agreement</u>
< 0	Less than chance agreement
0.01–0.20	Slight agreement
0.21– 0.40	Fair agreement
0.41–0.60	Moderate agreement
0.61–0.80	Substantial agreement
0.81–0.99	Almost perfect agreement

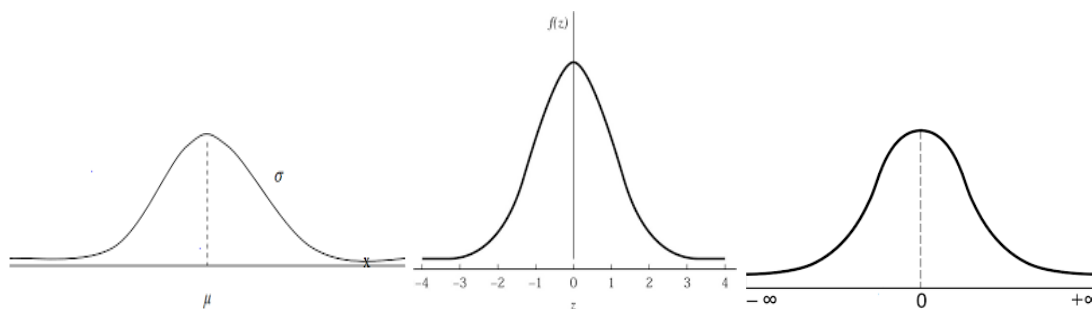
The interpretation of Kappa will be reliable if the result of Cohen Kappa ≥ 0.40 (moderate agreement), but if Cohen Kappa ≤ 0.40 is not reliable.

Data Analysis Technique

Normality of distribution Test

Normality of distribution used in this research to show the information about scores distribution that belongs to the samples. Hatch and Farhady (1982: 64) wrote in their book that the normal distribution allows the reader to make inferences about the population in general and sample of that population in particular. If the distribution of the test is normal, the curve will shape a bell. It shows the different mean score of group. Here is the following normal distribution curve:

Figure 3.2 Normal Distribution



The three curves above tell the distinct properties, they are:

- a. The mean, median, and mode in a *normal*, distribution are all the same.

- b. The first property results in the second characteristic – the shape of the normal distribution is bell-shaped and symmetric.
- c. The normal distribution does not have a zero score; the tails never meet the straight line.

Hatch and Farhady (1982: 64)

There are some steps to change the data into the graphic of normal distribution:

- a. Found the highest score and the lowest score, then calculate the range (R)
- b. Calculate the sum of classes (BK) with the form as follow:

$$BK = 1 + 3.3 \text{ Log } N$$

Note: N = sum of the students

- c. Calculate the interval of class (I) with the form as follow:

$$I = \frac{R}{BK}$$

- d. Make the table of distribution data frequency of pre-test and post-test.
- e. After making the table then draw the graphic of normal distribution to input the data.

Homogeneity of the Test

Homogeneity variance is a tool to measure the sample that is obtained from a variance of homogeneous population or not. out the standard deviation requires the test data from experimental and control classes. The researcher calculated the homogeneity variance by comparing the value of biggest variance and smallest variance with the level of significance 0.05 or 5%.

$$S_1 = \sqrt{\frac{\sum(x - \bar{x})^2}{n_1 - 1}} \quad S_2 = \sqrt{\frac{\sum(x - \bar{x})^2}{n_2 - 1}}$$

$$F_{count} = \frac{\text{iggest variance}}{\text{Smallest variance}}$$

After comparing the value of two variances, the next step is comparing the value of and with the following criteria (significance level = 0.05 / 5% and $df_1 = n - 1, df_2 = n - 1$).

The criteria of homogeneity variance as follows:

If $F_{count} \geq F_{table}$, it means the variance of test is not homogenous

If $F_{count} \leq F_{table}$, it means the variance of test is homogenous

(Hatch and Lazaraton, 1991:315)

Hypothesis Testing

Hypothesis testing is a procedure for making decisions about the result by comparing an observing value of a sample with a population to determine if there is no different or relationship exists between the values (Creswell, 2012: 187). T-test used to find out whether the hypothesis is rejected or accepted. If the null hypothesis is rejected, it means that there are the differences between the experimental and control group after implementing peer feedback technique.

Arikunto (2006: 311), the formula of t-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

Mx = Mean of deviation of experiment class

My = Mean of deviation of control class

Nx = Sum of the squared deviation score of experiment class

Ny = Sum of the squared deviation score of control class

x^2 = The number of student of experiment class

y^2 = The number of student of control class

2 = Constant number

Below are the criteria of the test:

If $t_{count} \leq t_{table}$; it indicated that H_0 is accepted.

If $t_{count} \geq t_{table}$; it indicated that H_0 is rejected.

C. FINDING

The researcher conducted the research about the influence of using Peer Feedback technique toward students' writing skill in procedure text. It was aimed to know whether there is any influence after using Peer Feedback technique toward students' writing skill in procedure text. To find out the answer of research question, the researcher used pre-test and post-test as the instrument in collecting data. Those tests were provided to the students in experiment class and control class. After the data were collected, there were many steps that the researcher used in calculating and analyzing the data, which were content validity, inter-rater reliability, normality of distribution, homogeneity test and hypothesis test.

After the data were analyzed, the researcher got the average score from the experiment class and control class. The average score of pre-test in the experiment class was 67 and there was the significant improvement of average score in the post-test, it was 78.05. The average score of pre-test in control class was 65.14 and there was an improvement of average score in the post-test, it was 71.67. It was showed that the students' writing skill in procedure text of experiment class is better than the control class after the class was gotten the treatment. The students seems enthusiastic and excited during learning procedure text by using Peer Feedback technique.

D. DISCUSSION

The process of Teaching Writing using Peer Feedback Technique

The first treatment, the researcher taught the students in experiment class about the procedure text and the researcher introduced about Peer Feedback technique to the students in experiment class and the researcher ordered the students to make the procedure text about *'how to make chocolate coffee'* on a piece paper. After that, they gave feedback to their friend and then revised it on another paper.

The second treatment, the learning and teaching was better. The researcher found the students seems enthusiastic and excited to the learning activity. They focus and enjoy on the learning, the researcher review about the material of the last meeting and asked the students to make the procedure text about “*how to make milky orange juice*” on a piece of paper, and the students to applied peer feedback technique with their friends.

The process of Teaching Writing in Control Class

The researcher conducted the first meeting in the control class on September, 24th of 2018. In the first meeting students did a pre-test. Students make paragraph of procedure text about “*How to Make Strawberry Juice*”. The pre-test was given to depict their ability about procedure text before given the treatment. The result from pre-test in control class are two students (MZ and WA) with the highest score were 77, one student (AA) with the lowest score was 54, and the mean score was 65.15

The second meeting on September, 27th of 2018, the researcher gave the students explanation about material of procedure text with scientific approach. The researcher explained the material about procedure text (function, structural text, element of language). After that, the researcher showed some procedure text and the text was read by some students. The researcher asked students to conclude the text. Then, the researcher saw the situation of class was so passive, it can be seen when the researcher asking students to read a procedure text and none of the student raised their hand. Students had exercise to make paragraph of procedure text about “*How to make Chocolate Coffee*”.

The third meeting on October, 1th of 2018. The researcher review the material of procedure text that has been explained in the previous meeting. The researcher gave a task to the students about procedure text. The students make paragraph of procedure text about “*How to Make Milky Orange Juice*”.

The last meeting on October, 4th of 2018. In this meeting students did a post-test. Students make paragraph of procedure text about “*How to Make Orange*”.

Juice". The post-test was given to depict their ability after given the treatment. The result of post-test in control class had some students (MYQ, MZ, TK, and WA) with the highest score were 80, three students (AA, BM, and CA) with the lowest score were 64, and the mean score was 71.67

In addition, the learning process in the control class was so quiet. During the researcher explained about procedure text, the students was so passive. They did not seem serious to follow the learning process. When researcher asked students to mentioned of element of language to the procedure text they did not understand.

The Process of Teaching Writing in Experimental Class

The researcher conducted the first meeting in experimental class on September, 26th of 2018. In the first meeting students did pre-test. The pre-test was given to depict students' score about procedure text before the treatment. Furthermore, the result from pre-test in experimental class are three students (HW, SR, and DRA) with the highest score were 77, two students (AP and IL) with the lowest score were 57, and the mean score was 67.

In the second meeting on 29th of 2018. In this meeting, the researcher explained about material of procedure text. The researcher was explained social function, structural text, and element of language of procedure text. For this meeting, the researcher using Peer Feedback technique as a treatment in learning process. The researcher asked students to make paragraph of procedure text about "*How to Make Chocolate Coffee*". Nevertheless, in this treatment students gave feedback in a group which consisted of 4 students.

Then, the third meeting on October, 3th of 2018. The researcher did same treatment as previous meeting. However, in this treatment students gave feedback in pair. In addition, the students' task have different tittle from previous meeting. The researcher saw students' excited and active in learning process.

The last meeting on October, 6th of 2018. In this meeting students did post-test. Students make paragraph of procedure text about "*How to Make Orange Juice*". The post-test was given to depict their ability after given treatment. The

result of post-test in experimental class are two students (HW and SR) with the highest score were 87, and three students (AP, MFK, and SK) with the lowest score were 70, and the mean score was 78.05.

The Influence of Using Peer Feedback Technique toward Students Writing Skill.

Based on the result of the research, the researcher found that using Peer Feedback technique is significant to influence students' writing skill at SMPN 1 Ciruas. The process of using Peer Feedback technique was successful for increasing students' motivation in writing. The students followed the instructions given and seemed excited in learning process. They became active in learning process and enjoy when they did gave comment for their friends in the classroom. It is in line with Oshima and Hogue (2006: 313), who stated that peer feedback technique is an interactive process or reading and commenting on classmates' writing.

Besides that, Peer Feedback technique was successful to build students' writing skill of material in learning. They seemed easily to understand the material of English subject because they did learning activity with different way. They seem enthusiast when gave comment for their friends. Then, they tried to found meaning of difficult word whenever they did not know. Furthermore, students to be more active through learning process. Students try to give some suggestion and comment for their friends' worksheet.

In conclusion, the process of teaching learning using Peer Feedback technique was interested for the students at ninth grade of SMPN 1 Ciruas. Peer Feedback technique suitable for students in learning writing because it was interactive for students to let them gave suggestions on their friend's writing.

E. CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this research, it could be concluded that Peer Feedback is a technique in teaching writing, where the students could write a text and then they could use Peer feedback for their friends, so students writing could be better.

The objective of the research is to know the influence of using Peer Feedback technique toward students' writing skill in procedure text. In this research, the result of analyzing in independent t-test showed that $t_{count} \geq t_{table}$ with the level of significance 0.05 (5%) was $5.66 \geq 2.00$. It means that the alternative hypothesis was received and the null hypothesis was rejected. It could be concluded that there was an influence of using Peer Feedback technique toward students' writing skill in procedure text at the ninth grade of SMPN 1 Ciruas. In the other words, this technique could be used by the teacher as a teaching technique for other text types.

Suggestion

Based on the result of this research, several suggestions can be proposed:

For teacher:

1. Peer Feedback technique can be used by English teachers in teaching writing skill.
2. The teacher should give clear explanations about how to use Peer Feedback technique for their writing.
3. The teacher should give the rules for students to bring the dictionary in English lesson to make the students easier in writing text, or at least, the teacher should prepare some dictionaries for students use in the learning process.
4. The teacher has to provide an example of writing text and give writing exercise of learning English continuously, especially in learning writing text by using Peer Feedback technique.

For students

1. Students should always look at the example of writing text and do the writing exercise.
2. Students should more practice to revise their peer friends writing with Peer Feedback technique. It is useful to add the students' knowledge about the important elements in writing.

3. Students should be diligent to bring dictionary in every English lesson; it aimed to enrich their vocabulary.
4. The student should more confidence in English teaching and learning process.
5. The students should be active to contribute in English learning process.
6. The students should pay attention to the teacher during teaching and learning process.

For the other researcher

1. The other researcher can select others topic/materials to make the variety of using Peer Feedback technique in writing.
2. The other researcher can combine the use Peer Feedback technique with the other approaches or methods.
3. The other researcher can add the other instrument to collect data such as interview or questionnaire.

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