

**THE EFFECT OF PEER FEEDBACK TECHNIQUE ON STUDENTS'
WRITING RECOUNT TEXT OF THE SECOND GRADE
OF SMK PABAKU STABAT**

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ABSTRACT

Based on the problem above, the author chose the title "The Effect of Peer Feedback Technique on Students' Writing Recount Text of the Second Grade of SMK PABAKU STABAT." This study will be conducted at SMK PABAKU STABAT. The author chooses this school of research location because that school never done research with the same title. This study is an experiment research and uses static group comparison design. This design needs two groups being compared, one is experimental group and the other is control group. The classes for the sample are X-1 and X-2. Thus, the samples consist of 70 students. The X-1 as an experiment class where they will be taught by using direct per feedback and X-2 as a control class and they will be taught without direct method. From the results of research that has been done then obtained some conclusions, as for the conclusion in this study are: 1. The average yield increases from the control class with the experimental class. 2. Reability test given reabel. 3. Testing the hypothesis that it is obtained that accept Ha so the hypothesis in this study is There is any effect of Applying The Effect of Peer Feedback Technique on Students' Writing Recount Text of the Second Grade of Pabaku Stabat.

Keyword: Peer Feedback Technique, Writing, Writing Recount Text.

ABSTRAK

Berdasarkan permasalahan di atas, penulis memilih judul "Pengaruh Teknik Peer Feedback Terhadap Teks Menulis Recount Siswa Kelas II SMK PABAKU STABAT". Penelitian ini akan dilaksanakan di SMK PABAKU STABAT. Penulis memilih sekolah ini sebagai lokasi penelitian karena sekolah tersebut tidak pernah melakukan penelitian dengan judul yang sama. Penelitian ini merupakan penelitian eksperimen dan menggunakan desain static group comparison. Desain ini membutuhkan dua kelompok yang dibandingkan, satu adalah kelompok eksperimen dan yang lainnya adalah kelompok kontrol. Kelas yang dijadikan sampel adalah X-1 dan X-2. Jadi sampel yang diambil sebanyak 70 siswa . X-1 sebagai kelas eksperimen dimana mereka akan diajar dengan menggunakan direct per feedback dan X-2 sebagai kelas kontrol dan mereka akan diajar tanpa metode langsung. Dari hasil penelitian yang telah dilakukan maka diperoleh beberapa kesimpulan, adapun kesimpulan dalam penelitian ini adalah : 1. Hasil rata-rata meningkat dari kelas kontrol dengan kelas eksperimen. 2. Uji reabilitas diberikan reabel. 3. Pengujian hipotesis diperoleh bahwa menerima Ha sehingga hipotesis dalam penelitian ini adalah Ada Pengaruh Penerapan Teknik Peer Feedback Terhadap Menulis Teks Recount Siswa Kelas II Pabaku Stabat.

Kata Kunci: Teknik Peer Feedback, Menulis, Menulis Teks Recount.

I. INTRODUCTION

In TESL (teaching English as second language) or TEFL (teaching English as foreign language), writing is one of the four English macro skills. Similar to reading skills, writing skills requires written texts in the process. The written texts have the role as the main component in reading and writing skills as they deal with the literacy, the ability to read and write.

Writing is one kind of the activities done by the language learners and it is one of the productive skills (Conny, 2019: 57). Writing, among the other English skills; listening, speaking, and reading; is regarded as the most valuable and important skill although it is difficult to possess.

In modern English teaching, writing can be considered as both process and product. Those cannot be separated since they are related to each other (Weigle, 2012: 21). The writing process allows the writers to boost up their ideas, their feeling, putting them into draft and then the writer attempt to express those all things above in the final draft as a product.

However, based on the first observation, the second grade students of SMK PABAKU STABAT seems to always lack in teaching writing. Their intention to write in English is very low although there are so many recent technologies that they can use as the media of writing. Besides, the students usually find difficulties in writing in English. Their problem usually comes from their lack of finding ideas and writing correctly in English. Harmer states that writing is the most difficult skill to be acquired by students and to be taught by teachers. Writing skill becomes one of important skills that need to be mastered by the students (Harmer, 2010: 14).

Students face a problem finding ideas to write, do not know what to do if they want to start writing. And many students feel frustrated

when they could not find the appropriate word (Ferris, 2013: 15). The reasons why writing is considered as the most difficult skill are caused of its characteristics and methods. The characteristic, writing is considered as a complex skill. Writing is not only an activity transferring spoken language to written one, but it is a mechanism of flow of ideas, concept, and knowledge generated by the correct structures, coherent paragraphs, and free from mechanical errors.

Then the method, many teachers did not implement the appropriate way in teaching writing. In the education field, many teachers assign papers, grade them and finally hand them back with some feedback or even without giving feedback, so that the students do not understand the deficiency error they made in writing (Rollinson, 2015: 44). Whereas, feedback seems to be central to the process of teaching learning in writing. Based on the explanation above, it can be emphasize that feedback in writing is one of the important point to be given for students' writing; it can be from teacher or students.

Richards and Schmidt states, feedback can be defined as any information or comments as a result of a behavior. Feedback can be in the form written or spoken (Richards, 2012: 199). Furthermore, the kind of feedback also becomes the point that should be underlined. Feedback without explanation or discussion from or between teacher and students will not bring significant positive effect toward students' writing. This point also becomes a consideration for teacher in Indonesia, because as we know the education environment in public school Indonesia still merge with big class. They have big number of students in each class, and it can be an obstacle for teachers in giving equal feedback for all their students (Hiland, 2016: 44).

Another consideration, it will take time and energy more. Teacher who teach with big

number of students experienced difficulties in giving feedback because they have no enough time to correct and discuss each of students' writing. Departing from this problem, teacher can use the technique to make the students involve ingiving feedback. The teacher can ask them to act as the partner that gives the feedback and correct their partners' work in writing. That technique can be done through collaborative teaching, a teaching writing technique that involves peer feedback.

II. RESEARCH METHODOLOGY

This study is an experimental research. Format quantitative research in the social sciences depends on the problem and the purpose of the study itself. There are two formats quantitative study is based on the dominant paradigm in quantitative research methodology is descriptive format and the format of explanation (Arikunto, 2010: 166). The population of the research is all the seventh year students of SMK PABAKU STABAT. The total population is 130 students. Thus, the samples consist of 70 students. The X-1 as an experiment class where they will be taught by using direct per feedback and X-2 as a control class and they will be taught without direct method. This consideration is also based on Arikunto's statement that if the subject are less than 100 people, the researcher can take all of the population to be the sample. It ic called Quota sampling. To obtain optimal the data more accurate, research using the test. The test in this study is the achievement test as a research instrument. The test use is an essay test writing recount text. Having to collect the data of this study are the results of tests given, the data will analyzes. Before the test is defined as an instrument in this study first assessed for validity test reliability.

III. THE DATA AND DATA ANALYSIS

1. The Result of Experimental Class

The data presented in this part was the result of pre-test and post-test in experimental class.the score was classified based on two categories, lowest and highest .the score of pre-test and post-test could be showed as follows:

Table 1. Student highest and Lowest score

Students	Pre-Test Score	Post-Test Score	Total	Grade
AN	45	68	113	The lowest score
RD	45	96	141	The highest score

Based on the table above, a pretest and post test was conducted to determine the result of the writing recount text. Subject in the experimental group pretest and post test were 35 student. After gave test, writer conclude the lowest score was student initial (AN) with total score 113 (pretest and posttest) and the highest score wast student initial (RD) with total score 141 (pretest and Posttest). The total pretest score of whole student is 1916, beside the total posttest score of whole student were 2860.

2. The Result of Controlled Class

The data presented in this part was the result of pre-test and post-test in controlled class.the score was classified based on two categories,lowest and highest .the score of pre-test and post-test could be showed as follows:

Table 2. Student highest and Lowest score

Students	Pre-Test Score	Post-Test Score	Total	Grade
TA	30	70	100	The lowest score
AS	75	96	173	The highest score

Based on the table above, a pretest and post test was conducted to determine the result of the writing recount text. Subject in the controlled group pretest and post test were 35 student. After gave test, writer conclude the

lowest score was student initial (TA) with total score 100 (pretest and posttest) and the highest score was student initial (AS) with total score 173 (pretest and Posttest). The total pretest score of whole student is 1767, beside the total posttest score of whole student were 2348.

3. The Analysis of the Data

From the test results of experimental class, can be obtained the average value of students in the experimental class by using the following table :

Table 3. Results of Test Reliability.

Item Variant	Varian Item	13,24034
Number of Item Var	Jumlah Var Item	41,81345
Total Var count	Jumlah Var total	83,91597
Reliability	Reliabilitas	0,627153

From the above explanation, it is found that the average score of students is 91.7 and the standard deviation of students is 9.1. And from the calculation of the above test reliability using the formula ms excel, then obtained a value of reliability of 0.62 with the criteria of the test then obtained the value is medium value. So it can be said that the test given reabel.

Table 4. Hasil Reabilitas Tes

Item Variant	24,13445378
Number of Item Var	53,09915966
Total Var count	80,08067227
Reliability	0,421161434

From the above explanation it is found that the average score of students is 67.08 and the standard deviation of students is obtained by 8.94. And from the calculation of the above test reliability using the formula ms excel, then obtained a value of reliability of 0.42 with the test criteria then the value obtained is of medium value. So it can be said that the test given reabel.

After testing the control and experimental classes, hypothesis testing.

Table 5. Hypotesis Tes Result

Hypothesis

Xe	81,71429	Xe-Xk
Xk	67,08571	$\sqrt{1/ne+1/nk}$
ne	35	$S*\sqrt{1/ne+1/nk}$
nk	35	
ne-1	34	
nk-1	34	
Se ²	9,160566	
Sk ²	8,94878	
(ne-1)Se ²	311,4592	
(ne-1)Sk ²	304,2585	
(ne-1)Se ² +(ne-1)Sk ²	615,717775	
ne+nk-2	66	
(ne-1)Se ² +(ne-1)Sk ² /ne+nk-2		
Sgab	9,329057	
t count	6,5	t table = 1,61

From the above test obtained that the value of $t_{count} = 6,5$ and $t_{table} = .61$ so $t_{Count} > T_{table}$, $6,5 > 1.63$ of the above results receive H_0 and Reject H_a so obtained hypothesis in this study is There is effect of Applying Peer Feedback Technique on Students' Writing Recount Text of the Second Grade of Pabaku Stabat.

IV. CONCLUSION

This research was conducted to answer the research problem if there was a significant effect of peer feedback technique on writing recount text at the tenth grade of SMA PABAKU STABAT. The result of this research showed the peer feedback technique helped students to increase in writing recount text. Conclusions hypothesis that it is obtained that accept H_a so the hypothesis in this study is There is any effect of Applying The Effect of Peer Feedback Technique on Students' Writing Recount Text of the Second Grade of Pabaku Stabat.

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