

**IMPROVING WRITING ABILITY BY USING PEER FEEDBACK AT
TENTH GRADE OF MA MA'ARIF NU KENCONG
IN THE 2015/2016 ACADEMIC YEAR.**

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ABSTRACT

Writing is one of the important aspects that the students have to master when they are studying English. Many students think that writing is one of the problem that they face when they want to learn English. Therefore, it is important to do a research entitled "Improving writing ability using peer feedback".

In this research, the problem is "How the use of peer feedback can improve the students writing ability at tenth grade of MA Ma'arif NU Kencong in the 2015/2016 academic year?" and the objective of the research is to improve the tenth grade students writing ability using peer feedback technique at tenth grade of MA Ma'arif NU Kencong in the 2015/2016 academic year. Based on the problem of the research and the relevant theory, the action hypothesis of this research is the use of peer feedback can improve the tenth grade students in writing ability at MA Ma'arif NU Kencong in the academic year 2015/2016 by explaining, receive and give correction about their work, monitoring peer feedback sessions.

Design of the research was Classroom Action Research. The research subjects is the tenth grade students of MA Ma'arif NU Kencong in the academic year 2015/2016, consisting of 31 students. Data were obtained by giving test to the students of tenth grade MA Ma'arif NU Kencong after using Peer Feedback technique. The data are collected using test method, the instrument used is writing test and checklist. In order to analyzed the data, students' writing score and percentage formula is used.

The Result show that the use of peer feedback technique can improve the students' writing ability in two cycles from the percentage of students' scored 62% in cycle one and 77% in cycle two.

Based on the research result, it can be concluded that peer feedback technique is able to improve the tenth grade students' writing ability at MA Ma'arif NU Kencong in the academic year 2015/2016 by more explaining with Indonesia language, receive and give comment about their work, and monitoring peer feedback sessions.

Key words: Writing ability, Descriptive Text, Peer Feedback.

**MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS SEPULUH
DENGAN MENGGUNAKAN PEER FEEDBACK DI MA MA'ARIF NU
KENCONG DI TAHUN AJARAN 2015/2016.**

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ABSTRAK

Menulis adalah salah satu aspek penting yang harus dikuasai oleh siswa ketika mereka belajar bahasa Inggris. Banyak siswa berfikir bahwa menulis adalah salah satu masalah yang di hadapi siswa ketika mereka ingin belajar bahasa Inggris. Oleh karena itu, hal ini penting untuk dilakukan sebuah penelitian dengan judul “Meningkatkan Kemampuan Menulis Siswa Menggunakan Peer Feedback”.

Dalam penelitian ini, permasalahannya adalah “Bagaimana Penggunaan Peer Feedback Dapat Meningkatkan Kemampuan Menulis Siswa Kelas Sepuluh di MA Ma'arif NU Kencong pada Tahun Ajaran 2015/2016?” dan tujuan penelitian ini adalah untuk meningkatkan kemampuan menulis siswa kelas sepuluh menggunakan peer feedback di MA Ma'arif NU Kencong pada tahun ajaran 2015/2016. Dengan menjelaskan, menerima, memberikan koreksi tentang pekerjaan mereka, dan memantau aktifitas peer feedback.

Model penelitian ini adalah penelitian tindakan kelas. Subyek penelitian ini siswa kelas sepuluh MA Ma'arif NU Kencong pada tahun ajaran 2015/2016, yang terdiri dari 31 siswa. Data diperoleh dengan memberikan tes kepada siswa kelas sepuluh MA Ma'arif NU Kencong setelah menggunakan teknik peer feedback. Data yang dikumpulkan dengan menggunakan metode tes, dan alat yang digunakan adalah tes menulis dan checklist. Untuk menganalisis data, skor menulis siswa menggunakan rumus persentase.

Hasil menunjukkan bahwa penggunaan teknik peer feedback dapat meningkatkan kemampuan menulis siswa dalam dua siklus dari siklus pertama skor persentase siswa 62% dan pada siklus ke dua 77%.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa peer feedback mampu meningkatkan kemampuan menulis siswa kelas sepuluh di MA Ma'arif NU Kencong pada tahun ajaran 2015/2016 dengan lebih menggunakan bahasa Indonesia, menerima dan memberi komentar tentang pekerjaan mereka, dan memantau sesi peer feedback.

Kata Kunci: Kemampuan menulis, teks deskripsi, peer feedback.

INTRODUCTION

In learning English, the students of junior and senior high school need to learn the four skills of English that is listening, speaking, reading and writing. Writing as one of the skills besides reading, listening and speaking, that plays an important role. However learning about writing is not easy as it is justified by Heaton (1991:135),” the writing skill is complex and sometimes difficult to teach, requiring the mastery not only of grammatical and rethorical devices, but also of conceptual and judge mental elements. In writing, a writer should think and plan what words and sentences are used to express his or her intention and idea in such a way that the readers comprehend what the writer means.

Based on preliminary test in the tenth grade students of MA Ma’arif NU Kencong. The researcher found the fact that most of students at MA Ma’arif NU Kencong had difficulties in writing ability especially in writing descriptive text. The difficulties were in the vocabulary, Sometimes the students had difficulties in composing the word or sentence , they confused about what the tenses are they will use, and they had problems to begin and develope their ideas into a well organized paragraph. After doing the test they were only 42% of all students in that class who got 70 scores or more. Meanwhile, the minimum requirement srtandart score of the English subject at MA Ma’arif NU Kencong is 70 scores. In addition, most the students in this class were not actively involved in the teaching learning process of writing. Therefore, to overcome these problems, the teacher needs to teach writing using activity which is suitable and unique for the students of senior high school and it can improve their writing ability, based on the problems above, The researcher assumes that peer feedback strategy is appropriate to apply in teaching learning of writing descriptive text as the solution in the school.

RESEARCH METHOD

This research was intended to improve the writing ability by using peer feedback at tenth grade of students in Ma Ma’arif Nu Kencong. Therefore, the kind of this research is classroom action research. Classroom Action Research (CAR) According to Jalil (2014: 6),is a reflective process of observation of the learning activities undertaken by teachers themselves to improve the quality of teaching and improve student learning outcomes. This classroom action research is conducted in a cycle model consist of four steps activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action.

The criteria of success is the number or minimum score is used as a reference to determine whether the research is successful or not. The criteria of succes is the number or minimum score is used as a reference to determine whether the research is successful or not. The criteria of succes is determine by considering the students ability based on pre test on preliminary study. While this research successful when 70% of students achieving score of 70 or more.

Table 3.2 the criteria of students' score

No	Score	Categories of Learning
1	100	Excellent
2	80	Good
3	70	Fair
4	60	Poor
5	50	Failed

To collected primary data in the form of the students' score of writing test are analyzed by using the percentage formula as follow:

$$E = \frac{n}{N} \times 100\%$$

- E = the percentage of students who get the target score of 70 or more
 N = the total number of the students get the target score of 70 or more
 N = the total number of the students.

(Adapted from purwanto 2013: 186)

Arikunto (2010: 221), states the instrument can be trusted enough to be used as a data collection tool because the instrument has been good. So, it can produce valid data. According to (Arikunto, 2010: 239), states that alpha formula is used to know the reliability of the instrument, of which the score is not 1 and 0. The formula is follow:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{(\sum ab^2)}{\sigma^2 t} \right)$$

Notes:

- r_{11} Reliability of the instrument
 K Number of item aspects
 $\sum ab^2$ Total item varian
 $a^2 t$ Varian total

According to Arikunto (2010: 319) the criteria coefficient of correlation that can be shown from the interpretation:

- 0.00-0.20 : Low Correlation
 0.21-0.40 : Rather Low Correlation
 0.41-0.60 : Fair Correlation
 0.61-0.80 : High Correlation
 0.81-1.00 : Very High Correlation

Based on the calculation of try out score, it is known the reliability score is 0,69 (high correlation). So, the test is reliable.

However, the researcher used triangulation technique which is commonly used by action researcher to test the trustworthiness of the data. According to Ary (2010: 525), triangulation is important in action research. There are four techniques of triangulation suggested by Burns (1999:163). Yet, the researcher used only two of them. They are:

1. Time Triangulation

The research data are collected at one point in time or over a period of time to get a sense of what is involved in the processes of change. In this research, the researcher collected the data at one point in time with three meetings. Then, compared and analyzed the data to develop the research questions.

2. Investigator Triangulation.

In this research, the researcher assisted by the English teacher to help some of the activities and observe the teaching-learning process. This criterion is also used to provide checks on the validity of the observation.

THE RESULT OF THE RESEARCH

The Results of Observation in Cycle One

This research was successful if 70% of the students got 70 or more in the writing test. The results of the writing test in cycle one showed that only 62% of the students got 70 or more while the rest of them got less than 70. This means that results of the writing test had not achieved the target of the writing test results.

The successful criterion of the students' writing test results was 70% of the students got 70 or more in the writing test. Based on the result of the writing test, there were only 18 students of 29 students (62%) who got 70 or more. The results of the writing test indicated that it had not achieved the target of the writing test score, because the researcher in explanation of the material used more English than Indonesian language. So, it made the students confused to understand the material that was given by the researcher, and the next problem is the students have difficulties in translating the words and arranging the sentence because they do not bring the dictionary in the learning process, the last problem is the students do not feel comfortable when the group selected by the researcher, they have less confidence and are afraid of making mistakes when the students give correction and suggestion about their friends' work. Based on that problem, this research should continue in the next cycle and would be fixed in cycle two.

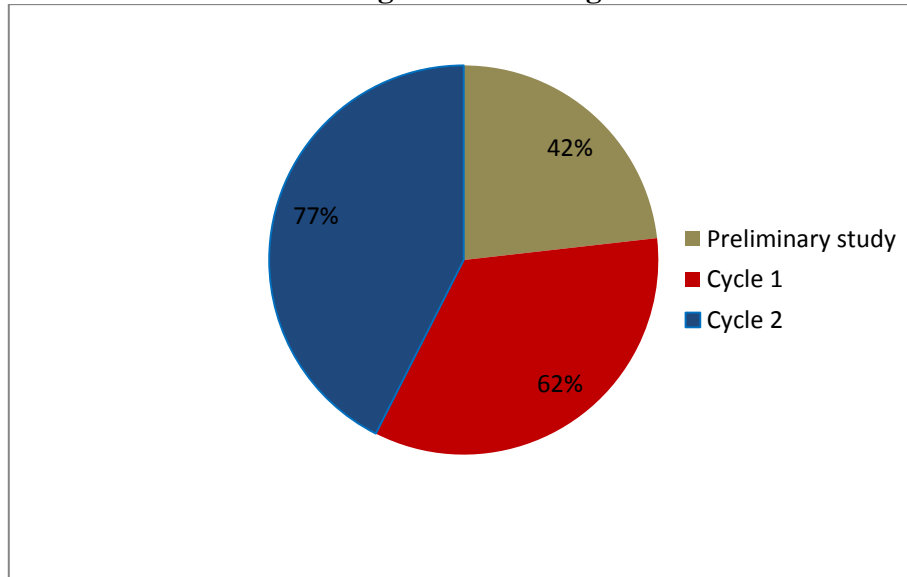
The Results of Observation in Cycle Two

The result of the students' writing test in cycle two, based on the result of the writing test above, there were no students who were absent when the test was given to the students. The number of the students was 31 students. It showed that there were 23 students of 31 students or 77% could achieve the target of the writing test results that was 70. It indicated that the actions given in cycle two had been successful in achieving the target score of the writing test.

Result of the Improvement in Each Cycle

Cycle	The percentages of students in writing test
Preliminary study	42%
Result Test Cycle I	62%
Result Test Cycle II	77%

Table Diagram of Writing Score



Based on the explanation above, it can be concluded that teaching writing by using Peer Feedback Technique is appropriate to improve the students writing test. From the discussion above, peer feedback technique can help the students to improve their writing ability and this technique is worth to be applied for the other research.

DISCUSSION

Based on the research result in cycle one and cycle two, it was found that there was a gradual improvement on the students' writing ability in descriptive text. It could be said that the use of peer feedback technique was able to improve the students writing ability.

In the first cycle, the students' writing ability after being given the action by peer feedback technique was unsatisfactory. It was found that the result percentage of writing ability in cycle one is 62%. In the first cycle had not achieved and it can be said that could not improve the students' writing ability in descriptive text. It was unsuccessful because the students still confused to understand the material that given by the researcher, in this case the researcher use more English than Indonesia language and the students do not bring the dictionary in teaching and learning process, it is make the students difficulties in translating the words and arranging the sentence, they do not feel comfortable when the group selected by the researcher,

they less confidence and afraid of making mistakes when the students giving comment and suggestion about their friends' work.

In cycle two the researcher decided to do a new way to make the students understand about descriptive text by using peer feedback technique. The researcher more use Indonesia language than English language to make the students easier in understanding the material, and the researcher asked students to bring the dictionary to help the students in translating the words and arranging the sentences. As Bram (1995:48) argues, words or lexicons are the basic tool for writing. Largely, it determines whether a paragraph is good or not. Words may carry meaning, wrong word surely do not get the writer's messages across. After that, the next way is the teacher given the student freedom to choose their partners with the purpose to build the chemistry and critical thinking in peer feedback activity. In this activity, the students were asked to give feedback such as correction, and suggestion toward their friends' draft. From this activity, the students could improve their grammar mastery since the students got the feedback from their friends and they could make a better draft after revised it. Therefore, the selection of a suitable group can give the significant impact in their writing and students more confidence as well as establish a social context for writing. Yang et al (2006), also add that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. According to Hyland (2003: 201), the informants are typically of equal status and in a relationship with them that is socially close and relaxed, so that constructive criticism can be freely given and correction can be supplemented by detailed discussion.

Before the actions were implemented in the first cycle, the students' writing score was low. It was proven by the percentage students' previous writing score from the preliminary test that was 42%. Based on the result of writing test after the actions given in the first cycle was only 18 students or 62% of the students who got score 70 or more because there are some problems that happen in teaching and learning process of cycle one. In this case, the research is successful if 70% of students who get a score 70 or more. This result indicated that the action in cycle one was unsuccessful.

Based on the problems in cycle one, the researchers revised the problems occurring in the first cycle and the changing learning techniques to get better results in second cycle because the first cycle has not fulfilled the purpose of research. After the actions in the second cycle was implemented, the result of writing test showed an improvement that were 23 of 30 students or 77% students got score 70 or more because the students more understand the material was explained in the second cycle and they are more comfortable in the teaching and learning process. Based on the actions given in cycle two that the result of cycle two had been successful in achieve the target score of the writing test.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the writing test that was done in cycle 2, it can be concluded that the use of peer feedback technique could improve the tenth grade of students' writing ability.

The peer feedback activities allowed the students to give free correction and more comfortably receive feedback from their peers. Besides that, peer feedback is beneficial in developing critical thinking. Finally, it can also help the students to be more autonomous in learning.

Suggestion

Knowing the results that the use of peer feedback technique could improve the students' writing ability, some suggestions are given to the following people:

1. Teachers of English

It is suggested for the teacher especially in MA Ma'arif Nu Kencong to use peer feedback activity since this activity is student-centered which allows the students to learn on their own and improve themselves. The peer feedback activity can also motivate the students to learn writing and improve their writing abilities. Besides that, the teacher can also use peer feedback in teaching the other English skills.

2. The students

Students are suggested to use peer feedback as a technique in writing activities because it can be used as a guide to generate and organize their ideas in writing process. In addition, peer feedback can make students more motivated and confident in writing activities.

3. The Future Researcher

For other researchers who are interested in improving the students writing abilities, they can employ the peer feedback activity. Besides that, they have to continue and make this activity even better in order to get more satisfying results. Furthermore, the other researchers can use this activity and method for other higher grades so they can make the best out of this method

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