

The Effectiveness of Peer Feedback on The Writing Ability of the Students at The Eighth Grade of SMPN 3 Lubuk Sikaping

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Abstract :

This research was done because the researcher found several problems in students' writing ability in the English learning process at SMPN 3 Lubuk Sikaping. The phenomenon was the teacher had used peer feedback in teaching writing ability but the students' writing ability was still varieties: the writing ability of some of the students was high and of some others was not, although the theories stated that using peer feedback can help students solve their problems in writing. Hence, this research was done to know whether the peer feedback is effective or not in teaching writing ability for eighth grade students at SMPN 3 Lubuk Sikaping.

This study aims to find out whether using peer feedback is effective for students' writing ability in the eighth grade of SMPN 3 LubukSikaping. The design of this research is descriptive quantitative. The total sample was 32 students of VIII.1 – VIII.4 classes. The researcher used simple random sampling in determining the sample because the population was more than 100. The data was gotten through a test by students. The result is that peer feedback is effective in teaching writing ability. The test result showed that the mean score of the students' writing ability gotten was 70. This score lies in the range 61% - 80%. It means the peer feedback is effectively on the writing ability of the students at the eighth grade of SMPN 3 Lubuk Sikaping.

Keywords:writing, peer feedback

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Introduction

English is regarded as a compulsory subject for foreign languages taught at any level from elementary school to university. It is one of the subject the students assumed that complex subject to learn as foreign language for students in Indonesia because they are unfamiliar with English. English is also as one of the subjects participating in the examination especially for Junior and Senior high school. So that students have to understand English lessons well.

The objective of English teaching and learning is to enable students to interact in spoken and written form in English. There are two productive skills like writing and speaking. There are also two receptive skills in written languages like reading and listening. Those language skills are related to each other, and they are inseparable from each other. Students have become proficient in English. They could apply some of the skills in either spoken or written form.

Learning to write is a difficult skill for students who have limited vocabulary and motivation to write in English. Some students were difficult to write because they have a problem with vocabulary. Besides that, the students were not interested in write, so their teacher asked the students to write. They were just written without thinking about the grammatical used. To help students' problems in writing skills, the English teacher had to find suitable techniques to teach is peer feedback.

Writing is one of the problematic skills in English teaching classes. For many years, students are getting into trouble through low self-esteem and high anxiety. Most students don't get feedback for them. The only person who can correct their mistakes is the teacher. To overcome these problems, a teacher must change the students' mind from teacher feedback towards peer feedback (Faranak Abbaszad Tehrani: 2018). It's mean writing is a complex subject, and the students need feedback from their teacher and friend to change students' mind because not only a teacher can correct their mistakes.

Peer feedback is more affective (Ferris: 2003), peer feedback is one of effective techniques to facilitate teacher feedback on writing skill and to improve learners' writing skills (Berg in Nguyen, Ha Thi :2016). So, one of the successful techniques for encouraging input from teachers on writing skills and developing the writing skills of learners. There are some reasons why the researcher chooses peer feedback to solve the student's writing problem. Firstly, it can be one solution to minimize the errors the students usually make in their writing before submit their writing draft to the teacher. Secondly, peer responding can encourage students to participate in the writing conferences where they can obtain much information from each other to improve what they have written.

Based on the limitation of the problem above, the problem that will be researched is formulated into the following question: "Is using peer feedback is effective on the writing ability of the students at the eight grade of SMPN 3 LubukSikaping?"

In this study , researcher looks at the effectiveness of peer feedback in writing ability. The researcher was interested in research the titled "The Effectiveness Of Peer Feedback on The Writing Ability of the Students at the Eighth Grade of SMPN 3 Lubuk Sikaping."

Method

This research used descriptive quantitative. Descriptive quantitative research is basic and systematic research to provide answers to a problem or phenomena by using the stages of research with a quantitative approach (Nurdin: 2019). It means that descriptive research can be defined as the process of collection, analysis, classification, and tabulation of data. Also, the data found in this research was calculated using quantitative methods to find out the effectiveness of peer feedback on the writing ability.

The population of this research was eighth-grade students at SMPN 3 Lubuk Sikaping. It consisted of four classes; they were VIII.1, VIII.2, VIII.3, and VIII.4 (116) students. The sample of this research was determined by using simple random sampling. Simple random sampling, the researcher selected the participants for the sample by assigning a number to each individual or site in the population and use random numbers table to select the individual or site for the sample (Creswell: 2012). In this case, the researcher made a lottery by writing the name of all students in the class. After that, the researcher took 25% of each class. As the result, 32 students as a sample in this research.

The instrument is an integral part of the research. In this research, the researcher used a test. The test has consisted of a series of questions, and worksheets can measure the research subject's the knowledge, skills, talents, and abilities (Siyoto: 2015). Test is usually used in quantitative research to measure attitudes, personalities, self-perceptions, talents, and performance of research participants (Johnson: 2014). So, the test is the item to measure the students' knowledge, skill, ability mastered in the subject. In this research, the researcher used a writing test. The researcher asked the students to write about the descriptive text because eighth-grade students had learned about it. Descriptive text is the text that describes a person, place, or thing. The component would be analyzed, such as the language used, vocabulary, organization, mechanic, and content. In order to make the instrument becomes valid, the researcher tried out the instrument test. Validity is a measure to show the level of validity of an instrument (Sugiyono: 2017). Validity is important in all research and type of the test. A test must provide of what is supposed to be the measure to know whether the test is good or not. The researcher used expert validity in this study. The researcher chose English lectures at the Islamic Institute of Bukittinggi to validate that the test and research guidelines were valid. An instrument is realibility enough to be used as a data collection because the instrument is already good (Arikunto: 2010). Arikunto said There are two realibility: external and internal realibility. External realibility is divided into two parts, namely parallel and repeat techniques. Internal realibility is obtained by analyzing data from one test result. In this reseach the researcher used internal rebility and used SPSS to count the realibility of instrument. The test was valid by consulting the content validity to the expert: M. Aries Taufiq, M.Pd, Agseora Ediyen, M.Hum, and Mutia Rahman, M.Pd were chosen as validator in this research because they were expert about variables of this research.

The data of this research was collected by giving a test. It was used to get the data about students' writing ability. The test has consisted of a series of questions, and worksheets can measure the research subject's knowledge, skills, talents, and abilities (Siyoto: 2015). In conclusion, the test is not only a set of questions that have to be answered by the test takers, but also it means that it is used to measure the knowledge, skills, talents, and abilities of individuals or groups. It produces numerical scores that can be used to identify, classify, or evaluate test-takers.

After getting the data, the researcher analyzed the data. In this research, the data can be analyzed with several steps: First, Collect the data of students' sheets. Second, Analyze the students' scores. Third, The find out the interval of the data (grouped frequency distribution.) Fourth, Put the scores into distribution table. Fiveth, Determine the mean, median, and mode. Sixth, Arrange the

percentage into a diagram of ranting quality percentage. Seventh, arrange the percentage into a table of ranting scales (Johnson: 2014). As a result, the researcher used a ranting scale to arrange the level of effectiveness. Looking the data percentage result of the data got can be seen in the data interpretation below (DewiRatna Sari and Fairuza Amrozi: 2020)

Percentage	Explanation
81% - 100%	Very Effective
61% - 80%	Effective
41% - 60%	Quite Effective
21% - 40%	Ineffective
0% - 20%	Very Ineffective

Source: DewiRatna Sari, FairuzaAmrozi

Eighth, The researcher concludes: what percentage and what ranting quality of the effectiveness of peer feedback in teaching writing ability.

Results

The result of the students' mean percentage score in writing is organized into a rating scale table. As a result, the research applies a rating scale to organize the level of effectiveness of the students. The researcher provides an interpretation of the results in the form of a table, which is described below:

Table 1. *Students' percentage in writing ability*

Ranting scale	Percentage (mean)	Ranting quality
81% - 100 %	70	Very Effective
61% - 80 %		Effective
41% - 60 %		Quite Effective
21% - 40 %		Inneffective
0% - 20 %		Very Ineffective

The percentage of the students' mean score is 70, based on the interpretation table. The scores are measured using the students' writing scores. The findings revealed that the students' skill with a score of 70 is effective. The percentage of the students' mean score is 70, as shown in the table. This score ranges between 61% – 80%. To conclude, peer feedback is helpful on the writing ability.

Discussion

Based on the explanation and analysis of the results above, the researcher concluded that using peer feedback is effective on the writing ability at SMPN 3 Lubuk Sikaping. It can be seen in the mean writing test scores of the students. The mean score was 70, with a range of 61 – 80%. Based on the table of effectiveness percentage interpretation, using peer feedback on the writing ability is effective.

After the researcher counted the scores of the students, it is known that two students receive a score of 90-96, 2 students receive a score of 83-89, 4 students receive a score of 76-82, 15 students receive a score of 69 -75, 2 students receive a score of 62-68, and 7 students receive a score of 55-61.

Some students get a score in the 61% - 80% range. That is, only seven students out of 32 do not improve their writing significantly. The researcher learned from the students' sheets that some of the students do not understand how to use s/es and propositions correctly in sentences. It appears difficult to determine which s/es are appropriate for use in a word. Then, when it comes to using simple past, the students still don't know when to use simple present and simple past. However, some students understand how to organize paragraphs well.

Conclusion

It has been shown that using peer feedback to teach writing skills is effective. The mean score on the students' writing test is discovered to be 70. The ranting scale reveals between 61-80%. It can be inferred that using peer feedback on the writing ability of the students at the eighth grade of SMPN 3 Lubuk Sikaping is effective. This research aims at finding only Is using peer feedback is effective in teaching writing ability. It is hoped that the study's findings would provide helpful information to other researchers who wanted to undertake similar studies. Other researchers may use peer feedback to create an experiment or action research to develop speaking or other dependent variables' ability. They can also design the same subject from senior and junior high school, vocational high school, and university levels, depending on their needs and conditions.

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