THE IMPROVING OF PEER FEDBACK TECHNIQUE ON STUDENTS'WRITING DESCRIPTIVE TEXT ABILITY OF VII GRADE SMP NEGERI 1 SIDAMANIK

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ABSTRACT

The research focused on The Improving of Peer Fedback Technique on Students' Writing Descriptive Text Ability Of Grade VII SMP NEGERI 1 SIDAMANIK. The problem of the research was : How is The Improving of Peer Fedback Technique on Students' Writing Descriptive Text Ability Of Grade VII SMP NEGERI 1 SIDAMANIK academic year 2019/2020. Some theories were used the explain the research : they were : Arikunto, Suharsimi (2002), Brown, H.D (2001), Ferris, L. (1995), Harmer, J. (2004), Liu, J. and Hansen, J. (2002), Paulus, T. M. (1999), Wadiman, Artono and His friend. (2008). The research design was quantitative method . The population was 341 students and the sample was taken by Arikunto 2006:134 at class VII/a with 34 students. The instrument was essay test. The data analysis started from scoring composition, calculating the validity and reability, finding variants and mean difference, calculating standart deviation difference deviation.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 1689 and the mean was 49,67 and after the treatment, it had been improved since the post-test data was 2620 and the mean was 77,11. 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 grade VII SMP NEGERI 1 SIDAMANIK 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 wrting descriptive text and each teacher should choose appropriate method firstly before teaching.
Key Words : Writing, Peer Fedback Technique, and Descriptive Text.

I. INTRODUCTION

English is an international language that used by almost all country in the world and learned in schools by students. In English there are four skill that must be mastered by students, i.e. speaking, listening, writing and reading. As we know writing is not easy. 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.

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 ability, because here students are expected to be creative in writing descriptive text ability. So, the teacher must create a creative learning method so that students are interested in learning the descriptive text ability. 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.

Problem of the research is : How to the improveof peer feedback technique on students' Writing Descriptive Text Ability of The VII Grade at SMP NEGERI 1 SIDAMANIK.

II. REVIEW OF LITERATURE

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 teach 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 (in his case speaking and listening. 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.

According to Brown (2001:335) writing is one of language skill which is defined as "the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic in tead of auditory signals". From the statement, writing means productive skill as spoken skill. Writing is productif skill as a speaking skill. Written language is produced and written form, whaereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

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".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, fiew researchers have attempted to improve its effectiveness by introducing new forms of this technique.

According to 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 reffered 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 interactantes 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.

III. Research Methodology

According to Sugiyono (2013:8) this research is quantitative research. He explain quantitative research can be interpreted as a research method that is based on the nature of

positivism, its 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.

The time and place of the research teaching writing using peer fedbackfor seven grade students of junior high school at SMP NEGERI 1 SIDAMANIK. This research takes place during about August, 2019.

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 study is the first grade students VII of SMP NEGERI 1 SIDAMANIK. There are ten classes of first grade students where each of the class consist of 33-35 students. So there are 341 students as population in this study. 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 poopulation should be taken as sample. So, researchers take 10% of the population. From 341 students $\times \frac{10\%}{100} = 34$. The total is 34 students to be sampled in a class VII A of SMP NEGERI 1 SIDAMANIK.

IV. RESEARCH DESIGN

According to Sugiyono (2013:8) this research is quantitative research. He explain quantitative research can be interpreted as a research method that is based on the nature of positivism, its 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.

V. DATA COLLECTION

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 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 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.

VI.   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 Descrptive Text.

VII. DATA ANALYSIS FINDING AND DISCUSSION

This chapter discusses about the result of the research, which consists of data analysis, the level of the students` ability, research finding and discussion. The writer has given the test as the instrumen to measure the improving of peer feedback technique on students writing descriptive text ability. In collencting the data, the test is writing descriptive text in essay forms. Then, the researcher analyzes the score of the students by using the formula as stated in chapter III.

Based on the table 4.1 above. The percentage of students who are not able in the table 4.1.

$$S = \frac{R}{N} \times 100\%$$

$$S = \frac{15}{34} \times 100\%$$

$$S = 44\%$$

From the calculation above we can see that the percentage of the students are not able in writing simple descriptive text is just 44%. So there are some students failed in this pre-test.

Based on the table 4.3, we can see that there is no unable or failed students, and the percentage of writing descriptve text : based on the 4.3 above, the percentage of students who are able in the table 4.3.

$$S = \frac{R}{N} \times 100\%$$

$$S = \frac{34}{34} \times 100\%$$

$$S = 100\%$$

Fromthe caculation above we can see that the percentage of the students are able in writing simple descriptive.

VIII. RESEARCH FINDING AND DISCUSSION

Reffering to the data analysis above, there were some research findings that had been found. They were as following :

1. It can be concluded that teaching writing descriptive text by using peer feedback technique.
2. It can be concluded that the student have ability in writing simple descriptive text
3. From the application peer feedback technique the students, it can be concluded that the students are motivated in doing the activity and they fee fun.
4. They are understand together the question and answering according the text.
5. When the researcher doing peer feedback technique students very anthusiastic to follow intruction and they feel fun and motivated.
6. The result of the data analysis that had been discuseed previously had the findings of the present class action study which investigated the improving of peer feedback technique on students' writing descriptive text ability of VII grade SMP NEGERI 1 SIDAMANIK. The mean of the pre-test score obtained by the subjects under the study in writing ability 49.67. This mean figure clearly showed that the prior knowledge in writing descriptive text ability by using peer feedback technique of students were low.
7. The result of the data analysis of the post-test showed the increasing mean figures of 77.11. The mean figure of the post-test scores obtained of the students were higher that the mean figure of post-test score. This increasing score showed that there was improvement of students writing text ability whom they were taught by Peer Feedback Technique.

IX. CONCLUSION AND SUGGESTION

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 ability of grade VII students' in academic year 2019/2020 in writing descriptive text ability 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 2620 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 grade VII SMP NEGERI 1 SIDAMANIK.
4. The use of peer feedback techniques provides a significant contribution to improving students' competence in writing descriptive text in grade VII SMP NEGERI 1 SIDAMANIK, academic year 2019/2020.

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 brove starting writing descriptive text.
5. Student should exercise writng descriptive text continuously to be better writer.

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