THE EFFECTIVENESS OF PEER FEEDBACK ON STUDENTS' SKILL IN WRITING NARRATIVE TEXT AT TENTH GRADE OF SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

Suriani Binti Bakar[1], Saiful[2], Muhammad Astrianto Setiadi[3]
[1,2,3]*Universitas Muhammadiyah Makassar, Indonesia.*

ARTICLE INFO	ABSTRACT
	This research aimed to find out whether peer feedback is effective to improve the students' writing skill in the narrative text in the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar. This research employed a quantitative method with a pre-experimental design that used pre-test and post-test. The instrument of this research was a writing test. The sample of this research was the students from the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar consisted of 20 students. The sample was taken by using a purposive sampling technic. The research findings showed that there was a significant difference on students' skill in writing narrative text through peer feedback. The students' mean score in writing on the pre-test was 72,25. Then in the post-test, the students' mean score in writing was 84,6. The value of the t-test was higher than the t-table which was 12,47>1,729. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It can be concluded that peer feedback is effective to improve the students' skill in writing narrative text. *This is an open access article under the CC BY-SA license.*

Corresponding Author:
Suriani Binti Bakar
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: 105351111517@unismuhmakassar.ac.id

INTRODUCTION

In learning English, there are four skills that must be mastered by the students which are speaking, listening, reading, and writing. Among those four skills, writing is the productive skill that is essential in learning since it allows you to express feelings and ideas that cannot be conveyed orally. However, writing and conveying ideas so that others can understand what we write is not as easy as imagined. According to Nurgiyanto (2001) in Rahman (2017), writing ability is more difficult than managing three other language competence. This is because in writing there are several elements that must be considered so that the reader understands what is being conveyed. Expressing ideas and feelings into written form is a difficult task since the writer must arrange the letters into words, phrases, paragraphs, and texts in general.

Furthermore, the texts must be readable and understandable so that the reader receives the writer's intended message, ideas, or feelings. In writing it is not only just expressing what is in our minds in written form, but also paying more attention to word choice, spelling, punctuation, and other details.

Writing has certain problems where the students difficult to choose the right word and use correct punctuation and spelling. Furthermore, they have to write the content that is related to the topic and make all the paragraphs coherence with each other. Students are unable to identify a topic, properly build the link between their ideas and facts, also lack vocabulary. In tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar, the students have a problem where they lack vocabulary so that they felt difficult to write their ideas into a written form which can make them confused about how to transfer their ideas that related to the topic and make it coherence. The students also need to know many kinds of text in writing so they can read the text to gain new vocabulary and practice their writing skill. Therefore, the students need to be given feedback so that they can see their progress and improves their learning process.

In the learning process, not only the teacher can provide assessment and feedback to the students, but students also can be actively involved in evaluation and assessment practices by using the peer feedback approach. Peer feedback is a common form of assessment that requires learners to give and receive feedback on their peers' performance, such as comments, suggestions, and corrections. According to Berggen (2019), the goal of feedback is not only to evaluate and promote recipient learning but also to evaluate and promote self-learning.

In addition, the goal of peer feedback is to encourage students active as resources for one another to increase their chances of improving their performance. According to Black and William (2009), peer feedback enables learners to give and receive feedback on different characters from that given by the teacher. Peer feedback can enhance students' learning outcomes by providing inspiration from their peers' work, such as how the task might be done, they also can discuss and exchange ideas. Therefore, in this study the researcher interested to investigate the use of peer feedback on students' writing skill, especially in narrative text.

RESEARCH METHOD

This research used a quantitative approach with a pre-experimental design that used one group pre-test and post-test. Quantitative according to Cresswell (2014) in Aristasari (2018), is a method for evaluating objective ideas by studying the connection between variables. The characteristics of a pre-experimental design are that it may include a pre-test and post-test. The focus of this research was to investigate the use of peer feedback on students' writing skill, especially in narrative text. The population of this research were all the students at tenth grade from SMA Muhammadiyah 1 Unismuh Makassar which consist of 37 students from 2 classes. In deciding the sample, the researcher used purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area, but it is taken based on the specific purpose. The

researcher took the sample from one class only consisting of 20 students. In this research, the researcher used a test as an instrument to facilitate the researcher to acquire the data. There was a pre-test and post-test and the researcher used a subjective test which was an essay test about the narrative text. The pre-test was to find out the students' basic knowledge about the narrative text before using peer feedback and the post-test to find out whether the use of peer feedback can improve the students' writing skill in narrative text.

RESULT AND DISCUSSION

The finding of this research explained the result based on the data analysis. The results of data analysis obtained through the written test at tenth grade of SMA Muhammadiyah 1 Unismuh Makassar were described as follows:

1. The students' rate percentage and frequency of achievement on Narrative Text

Table 1 : The classification of students' writing score in pre-test and post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	80-100	0	0%	13	65%
2	Good	79-70	15	75%	7	35%
3	Fair	69-60	5	25%	0	0%
4	Poor	59-0	0	0%	0	0%
Total			20	100%	20	100%

Table 1 above shows the classification of students' writing score in pre-test and post-test. There was no student who achieved an excellent score in the pre-test, 15 (75%) students achieved a good score and 5 (25%) students achieved a fair score. It was so different from the students' writing score from post-test, 13 (65%) students achieved an excellent score and 7 (35%) students achieved a good score. It can be seen that peer feedback can help the students to improve their skill in writing narrative text.

2. The students' mean score and improvement in pre-test and post-test.

Table 2.The students' mean score and improvement

Indicator	The students' mean score		Improvement %
	Pre-test	Post-test	
Writing Score	72,25	84,6	17,09%

Based on table 4.5 approves that peer feedback was effective to improve the students' skill in writing narrative text, the students mean score for writing test in pre-test was 72,25 while in post-test 86,4 the improvement was 17,09%.
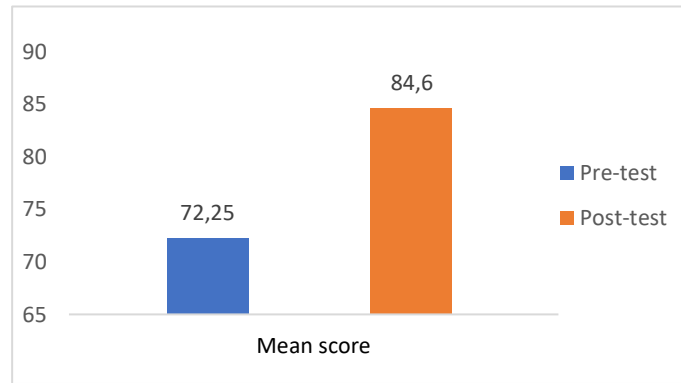
Figure 1: Graphic of the mean score pre-test and post-test in writing

Figure 2 above shows that there was an improvement on the students' score in writing. The mean score in the pre-test was 72,25, after the treatment using peer feedback the mean score in the post-test was 84,6. Based on the explanation above the mean score and the improvement of the students' skill in writing narrative text, it can be seen from the percentage of improvement in post-test was higher than the percentage on the pre-test.

3. The hypothesis testing

Table 3.The comparison of t-test and t-table score

Indicators	T-test	T-table	Comparison	Description
Writing	12,47	1,729	t-test>t-table	Significance

Table 3 above shows that the value of the t-test is higher than the t-table (t-test>t-table). the t-test value of writing score also higher than the t-table (12,47>1,729). It can be concluded that there was a significant difference between the students' writing narrative text after giving a treatment by using peer feedback. The table also shows that there was a high difference between the t-test and t-table where the alternative hypothesis is accepted (Ha) and the null hypothesis is rejected (Ho). It means that the use of peer feedback is effective to improve the students' skill in writing narrative text.

Based on the explanation in the finding before, it can be seen that there is an improvement score from pre-test to post-test after the treatment. The students' mean score of post-test in writing was improve it was supported by the difference score between pre-test and post-test before and after the treatment. The result of the pre-test score was not good enough rather than the post-test score. In the pre-test, the mean score was 72,25 where the students didn't know how to write their ideas clearly and in detail based on the topic, they also didn't know to arrange the paragraph clearly also mistakes in spelling, capitalization and punctuation. Not only that, but the students also still need to know a lot of stories in narrative text which is why they felt difficult to write the content that connects to the topic.

The researcher gave treatment by using peer feedback that could help the students to interact in share their ideas and feedback on their friends' work. According to Lewis (2002),

there are ten ways to conduct peer feedback, one of them is the students can exchange their papers. It was accomplished by exchanging writing products with a peer. During the treatment by using peer feedback, the students were able to collect and shared information through feedback from their friends about the narrative text. The students also knew how to make clear and detailed content, how to organize each paragraph and wrote a word with correct spelling, used correct punctuation and capitalization after they saw their peers' work.

The result of the post-test was very good than the pre-test score. In post-test, the mean score was 84,6 the students already knew how to write content that was relevant to the topic and detail, they also knew how to organize the paragraphs and have few errors in spelling, punctuation and capitalization. Based on the discussion above the researcher found that peer feedback can help the students in their writing narrative skill, especially in terms of content, organization and mechanics. They can help each other, sharing and information and feedback on their friends' work. According to Hyland (2006), providing peer feedback allows students to share their writing products with one another and to provide feedback on one another's work.

CONCLUSION

Based on the explanation in finding and discussion in the previous chapter, the researcher concluded that using peer feedback is effective to improve the students' writing skill on narrative text. It can be seen from the students' score on pre-test and post-test, that there is a significant difference between pre-test and post-test score. The students' mean score in writing improved in pre-test 72,25 in post-test 84,6. With the application of peer feedback at the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar, students can get information from their friends' work about how to write correct and detail content, how to organized each paragraphs also used a spelling, punctuation and capitalization correctly in writing. Not only that the students who got feedback from their friends can learn more and improve their writing skill.

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