

IMPROVING STUDENTS' WRITING SKILL ON PERSONAL RECOUNT TEXT THROUGH PEER ASSESSMENT

Laely Istiqomah, Rahayu Apriliawati, Zainal Arifin

English Language Education Study Program FKIP Untan Pontianak

Email : laely.istiqomah@yahoo.co.id

Abstract: The research purpose was to improve students' writing skill on personal recount text through peer assessment on the tenth grade students of SMA Muhammadiyah 1 Pontianak in academic year 2016/2017. The research subjects were the English teacher and 40 students of X MIA 2 class. The data were collected through field note, observation checklist, students' and teacher's interview, and students' writing on personal recount text. The findings showed several improvements. First, the students' were able to identify and assess their peer's writing by giving comment and suggestion through peer assessment sheet as the guidance. Second, the students' interactions between themselves were improved since they need to clarify the suggestions and comments to revise their writing. Third, the improvement of the students' writing on personal recount text was proven by the increase of the mean score in each cycle. In the first cycle, the mean score was 72.5, in the second cycle the mean score was 81.85 and in the third cycle the mean score was 86.62. Since the mean score of each cycle increased, therefore this research showed peer assessment improved students' writing skill on personal recount text.

Keywords : Peer Assessment, Writing Skill, Personal Recount Text

Abstrak : Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks personal recount melalui penilaian sejawat terhadap siswa kelas X SMA 1 Muhammadiyah 1 Pontianak tahun ajaran 2016/2017. Metode penelitian ini adalah Penelitian Tindakan Kelas. Subjek penelitian ini adalah guru bahasa inggris dan 40 siswa kelas X MIA 2. Pengumpulan data menggunakan catatan lapangan, observasi, interviu, dan tulisan teks *personal recount* siswa. Temuan penelitian menunjukkan beberapa peningkatan. Pertama, siswa dapat mengidentifikasi dan menilai tulisan teman sejawat dengan memberikan komentar dan saran melalui lembar penilaian sejawat sebagai pedoman. Kedua, interaksi sesama siswa meningkat karena mereka perlu untuk mengkalifikasi saran dan komentar untuk memperbaiki tulisan mereka. Ketiga, peningkatan kemampuan menulis siswa dibuktikan oleh kenaikan nilai rata-rata siswa ditiap siklus. Pada siklus pertama, nilai rata-rata yang diperoleh adalah 72,5, kemudian mencapai 81.85 disikus kedua, dan meningkat menjadi 86.62 disiklus ketiga. Oleh karena nilai rata-rata siswa meningkat, dapat disimpulkan bahwa penelitian ini menunjukkan penilaian sejawat meningkatkan kemampuan menulis siswa terhadap teks *personal recount*.

Kata Kunci : Penilaian sejawat, Kemampuan Menulis, Teks Personal Recount

A mong four major language skills; listening, speaking, reading and writing, writing is one of the skills that should be mastered by the students who are studying English. Langan(2005:12-14) defined writing into three classifications. Firstly, writing is defined as a skill in which it is a natural gift rather than learned skill. Secondly, it is a process of discovery since it involves a series of steps in order to explore thoughts and transfer them into a piece of writing. Thirdly, writing is a way to communicate with others. As the importance of writing, people can communicate various messages closely or distantly since the three most common purposes of writing are to inform, to persuade, and to entertain others (Murcia, 2001). However, writing is considered to be a challenging skill since students need a lot of practices to create good writing. In the process of writing, the students necessarily deal with the elements of writing, such as content, organization, vocabulary, grammar, and mechanics. Besides, being knowledgeable about the writing topics and their motivation in writing are also essential factors in writing process which sometimes put them in trouble.

At tenth grade students, one of text types that the students should master is Personal Recount Text. The purpose of personal recount text is to list and to describe past experiences by retelling events in logical sequence (Stubbs, 2000). Another expert provides similar definition and features of personal recount but in different terms which called personal recount as personal narrative. MacMillan & McGraw (2007: 8) defined a personal narrative as a story that tells an individual's experience. It also a way of sharing a particularly memorable event of the writer and it tells the reader how the writer felt about an experience. Further, MacMillan & McGraw (2007: 10) described a good personal narrative is the one which expresses the writer's feeling about a personal experience, uses the first person point of view, has a beginning, middle, and end, place events in a logical sequence, and uses time-order words to show the sequence of events and to make transitions from one idea to the next.

Referring to the problem of writing, the teacher who teaches at tenth grade students of SMA Muhammadiyah 1 had told the writer about the problems found in the class. She said that her students faced some difficulties in writing personal recount text. First, they had less understanding about simple past tense. Second, they had lack ability to organize their personal recount text based on the generics structures of personal recount text. Consequently, their personal recount texts writing did not run smoothly. As the result, their writing scores on personal recount text were still low.

After getting the information from the teacher, the writer observed the English teaching and learning activities at the tenth grade students of SMA 1 Muhammadiyah. The writer found that the teacher applied teacher-center method while she was teaching writing. The teacher explained the teaching materials and asked the students to write a personal recount text. The teacher took a big role in the teaching writing since the students were not familiar with English materials.

Based on the interview done with the students at the tenth grade students of SMA Muhammadiyah 1 Pontianak, it was found that writing on personal recount text in English was difficult since they did not understand using simple

past tense. Besides, they also felt hard in organizing their ideas based on the generic structures of personal recount text. As the result, their personal recount text writing was disorganize and difficult to be understood.

Concerning to the problem, the teacher had tried to solve the students' problems. She had given the evaluation in form of comment toward the students' writing. She believed by giving them comment it can solve the students' problem. By giving them remark and showing their strengths and weaknesses on their writing, she hoped that they gained their writing into a better one. However, their scores in writing personal recount text were still low since they did not revise their writing although they already got the correction from the teacher. Thus, after observing the class and interviewing the teacher and the students, the writer offered peer assessment as an alternative solution for the problems.

Peer assessment is generally an arrangement for classmates to consider the level, value, or worth of the products or outcomes of learning of their equal-status peers. The intention of peer assessment is that both assessee and assessor benefit from the process (Topping K. J., 2013: 395). Further, Freeman & Lewis defined peer assessment as a kind of assessment which is done by peer, in this case students who assess their friend works (Freeman & Lewis, 1998 p.125). Giving and reviewing peer feedback is the major part of peer assessment. Thus, the term peer feedback is frequently informally used as the synonym for peer assessment (Kuo, 2015 p.7). In other words, peer assessment is essentially involves students providing feedback to other students on the quality of their work (Spiller, 2012: 10).

A number of researchers have emphasized the benefits of peer assessment for both the students and the teacher. For the students, peer assessment can improve cognitive skill, develop communication skill, decrease anxiety and increase motivation, and improve critical thinking (Spiller, 2012). For the teacher, peer assessment can be a strategy to monitor the students' understanding of teaching materials (Falchikov, 2005: 114). Besides, it also becomes a new learning and teaching strategy for teachers (Topping & Ehly, 2009).

There are three steps that must be done in conducting peer assessment. Peng cited in Laur (2014) summarized three in applying peer assessment procedures that should be followed such as pre-implementation, implementation, and post-implementation. The actual process of peer assessment is in implementation process which involved preparing a draft, exchanging draft, providing and receiving feedback activities.

RESEARCH METHODOLOGY

As the aim of this research which improves the students' skill on writing a personal recount text through peer assessment, the writer had conducted this study by using Classroom Action Research (CAR). CAR is a research design which enables teachers to find out the solutions of problem that happened in the classroom related to learning and teaching activities (Creswell, 2012: 577). However, here the problems do not indicate the inability of teacher in managing their class, but it is more complex on the expectation of the learning success.

There is a gap between what is actually happening in the classroom, and what the teachers would like to see ideally happening in their classroom (Burns, 2010:2).

Furthermore, in conducting this CAR, there are several stages that the teachers should consider. According to Kemmis & McTaggart, those stages are plan, act, observe, and reflect (Kemmis & McTaggart cited in Burns, 2010:8). In plan stage, the writer and the English teacher of SMA Muhammadiyah 1 Pontianak discussed to conduct this classroom action research. Some points which were being discussed include preparing a lesson plan for teaching personal recount text writing, selecting teaching materials, media, and the theme of personal recount text that would be written by the students. After that, in the act stage, the teacher implemented lesson plan that had been made in the previous stage. The teacher taught the personal recount text materials such as the generic structures and language features. In this phase also the teacher implemented peer assessment. Peer assessment was applied by the teacher which comprised the step of pre-implementation, implementation, and post implementation. Next, in observe stage, the writer observed the teacher's performance in implementing peer assessment. Besides, the writer observed the activities of students when teaching and learning process of personal recount text was underway. The writer also observed the students' activities when they were implementing peer assessment. The last, in reflect stage, the writer and the teacher evaluated any points that should be improved so that the problems occurred in the teaching and learning process of personal recount text and the application of peer assessment did not happen in the next cycle.

The subjects of the research consisted of the English teacher and 40 tenth grade students of SMA Muhammadiyah 1 Pontianak in academic year 2016/2017. The research instruments being used were the students' writing, field note, observation checklist, and interview. The students' writing is used to measure the students' improvements in each cycle, while field note and observation checklist is applied to help the writer noted the teaching and learning activities in each cycle, and interviewed being used to understand the perception of the teacher and the students towards peer assessment.

The data were collected through formative writing assessment and observation technique. Further, the formative writing assessment was analyzed quantitatively by applying statistical formula to obtain the students' score; meanwhile the data gained from observation technique were analyzed qualitatively through narrative report (Tomal, 2010:117) by following the stages of familiarizing and organizing; coding and reducing; and interpreting and representing (Ary et al., 2010).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study investigated peer assessment's contributions towards the students' improvement on writing personal recount text. The summary of the teaching and learning process from cycle 1 to cycle 3 is described by the following table:

Table 1
Summary of the Cycles

Diagnostic Phase	Cycle 1	Cycle 2	Cycle 3
PROBLEMS	PLAN	PLAN	PLAN
<ul style="list-style-type: none"> • The students were passive in the teaching and learning process. • The students lacked opportunity to write in English. • Having limited understanding of personal recount text made them less motivated in writing. • The students could not organize their ideas well in writing a personal recount text. • The students lacked in understanding in using simple past tense in writing a personal recount text. • The students did not concern of their weaknesses in writing. So they did not know what aspects they should improve. 	<ul style="list-style-type: none"> • Improving the students' ability in organizing ideas and using simple past tense on personal recount text through peer assessment. • Teaching personal recount text writing by using peer assessment to improve students' ability in organizing their ideas and using simple past tense correctly. • Preparing peer assessment sheet and scoring rubrics for the students. • The teacher must train the students in doing peer assessment. <p>ACT</p> <ul style="list-style-type: none"> • The teacher presented the lesson of personal recount text; the generic structures and language features of personal recount text. • The teacher explained the students the procedures of peer assessment as pre-implementation sessions of peer assessment. • The teacher distributed peer assessment sheet and scoring rubric to the students. • The teacher explained the scoring rubrics and peer assessment sheet as the tools for 	<ul style="list-style-type: none"> • Improving the students' ability in using simple past tense and using punctuation and capitalization of personal recount text through peer assessment. • Specifying the topic of writing personal recount text for the students. • Distributing lists of regular and irregular verbs to the students. • The teacher needed to model the procedures of peer assessment. • The teacher must emphasize to the students the importance of feedback in form of suggestions and comments that they were given. • The teacher did not give the students the responsibility to score their friends. <p>ACT</p> <ul style="list-style-type: none"> • The teacher and the students reviewed the lesson in the previous meeting. • The teacher emphasized on teaching the language features of peer assessment especially the use of simple past tense, capitalization, and punctuation. 	<ul style="list-style-type: none"> • Improving the students' ability in using simple past tense and using punctuation and capitalization of personal recount text through peer assessment. • Providing peer assessment sheet to facilitate the student in writing their feedbacks. • Giving the students activities to practice in using simple past tense, capitalization, and punctuation properly. • Reminding the students the importance of feedbacks in terms of comments and suggestions to improve their friends' writing as well as their ability in comprehending the lesson of personal recount text writing. <p>ACT</p> <ul style="list-style-type: none"> • The teacher reviewed the lesson in the previous meeting. • The teacher present the teaching materials of personal recount text especially the language features of personal recount text such as the use of simple past tense, punctuation, and capitalization. • The teacher trained the students to use simple past tense, punctuation, and capitalization correctly. • The teacher models Peer Assessment to the

<p>peer assessment session to the students.</p> <ul style="list-style-type: none"> • The teacher asked the students to write a personal recount text. • The students implemented peer assessment by giving their feedback on peer assessment sheet and scoring the personal recount text writing of their friends based on the scoring rubrics given. • The students revise their writing after doing peer assessment. <p>OBSERVE</p> <ul style="list-style-type: none"> • Some students were active in the teaching and learning process. • The teacher forgot to models how to implement peer assessment. • The teacher did not emphasize the importance of feedback and suggestion to the students before doing peer assessment. • The teacher took much time in lecturing. • Most students took much time in choosing the topic of their personal recount text. • Some students confused in deciding regular and irregular verb to write their personal recount text. • Most students focused on giving their friends 	<ul style="list-style-type: none"> • The teacher distributed lists of common regular and irregular verbs to the students. • The students write a personal recount text. The topic was music festival. • The teacher models the students to do peer assessment by asking them to discuss and revise the incorrect language features used in such as simple past tense, punctuation, and capitalization of a personal recount text. • The students did peer assessment by underlining the mistakes that they friend made, then they provide suggestions of the mistakes. <p>OBSERVE</p> <ul style="list-style-type: none"> • Many students were enthusiastic in the learning process. They were actively in responding the teacher's questions related to the lesson. • The teacher provided pictures and introduced relevant vocabularies that they students may use in their writing. • The teacher forgot to remind the students the writing criteria that they should assess. • The students' 	<p>students.</p> <ul style="list-style-type: none"> • The teacher distributed peer assessment sheet to the students. • The students did Peer Assessment. <p>OBSERVE</p> <ul style="list-style-type: none"> • Most students participated actively in the teaching and learning process. • The teacher gave the students the opportunity to practice their comprehension in using simple past tense, punctuation, and capitalization. • Peer assessment sheet assisted the students to write their feedbacks. • Most students were accustomed in implementing peer assessment. <p>REFLECT</p> <ul style="list-style-type: none"> • Most students actively contributed to the teaching and learning process. • All procedures of peer assessment had been performed appropriately by both the teacher and the students. • After getting feedback on peer assessment process, the students' ability in organizing their ideas improved as they followed the generics structures of personal recount text. • After doing peer assessment, most students were able to write their personal recount text by using simple past tense as they have got comments and
--	--	--

a score, they did not write their feedback to their friend's writing.

REFLECT

- The students actively participated in teaching and learning process by responding to the teacher's questions related to personal recount text materials.
- The teacher needed to model how to implement to the students, so they would understand to do peer assessment well.
- The teacher should specify the topic of personal recount text to ease the students in writing.
- The teacher should provide lists of common irregular and regular verbs that the students mostly used in their writing.
- It is better to omit the scoring rubric, so the students would focus on giving their constructive feedback.
- The teacher should manage their time well.

feedbacks were unorganized. Most of them did not focus in assessing the writing based on the writing criteria, such as organizations, grammar (simple past tense), and mechanics (punctuation and capitalization).

- Some students still forgot to change the verb into past verb when they wrote a personal recount text.

REFLECT

- Many students were active the teaching and learning process.
- Many students were accustomed in using peer assessment.
- The students managed their time well in writing a personal recount text since they were given the specific topic by the teacher.
- The teacher should monitor the students who had not understood the procedure of using peer assessment yet.
- The teacher need to provide peer assessment sheet to facilitate the students to write their feedbacks.
- The teacher should make activities to train the student in using simple past tense and correct

suggestion from the mistake regarding the use of simple past tenses in their writing.

- Most students concerned with the importance of punctuation and capitalization in their writing.

punctuation.

After doing the actions for three cycles, it was found that peer assessment increases students' ability to use the simple past tense. In peer assessment that students do, they were required to focus on correcting the writing to make it much better. One of categories that the teacher and the collaborator had designed for the students is to focus on assessing language use, especially simple past tense. Due to one of language features in personal recount text that became the dominant issue faced by the students is the difficulty in using simple past tense, thus it is important for the teacher and the collaborator to note and solve that issue in each cycle.

The improvement of the students' ability in using simple past tense was not affected by the use of peer-assessment only. The writer found that the combination of teaching techniques in teaching simple past tense greatly affected the increase of the students' ability. In this research, the teacher started the lesson by performing *explicit presentation* related to simple past tense. Explicit presentation is the activity when the teacher told the students the grammar focus in a personal recount text that they would learn was simple past tense. In doing explicit presentation, the teacher explained how to make a sentence in the form of simple past tense. She also emphasized the verb change used in the simple past tense verb which was from the present form to become regular or irregular past form.

In addition, the teacher combined explicit presentation activities with *controlled composition* techniques as the students' training activities. *Controlled composition* is the activity of writing when the teacher let the students practiced their knowledge of the use of simple past tense, especially in changing the verb form of the present to the past tense. After that, the teacher told them to make sentences using the simple past tense verb that had been changed by them. In addition, to facilitate and ease the students in changing the present verb into the past verb, the teacher distributed the lists of common irregular and regular verb. This was done because there were many students who were confused in determining whether the verb belongs to regular or irregular verb.

Furthermore, the students' improvement related to the ability to use simple past tense is evidenced by the increased of the students' scores in each cycle. These scores can be seen by comparing the average score that the students gained in the first cycle to the third cycle for the category of using simple past tense. The scores for this category of each cycle are shown in the following chart.

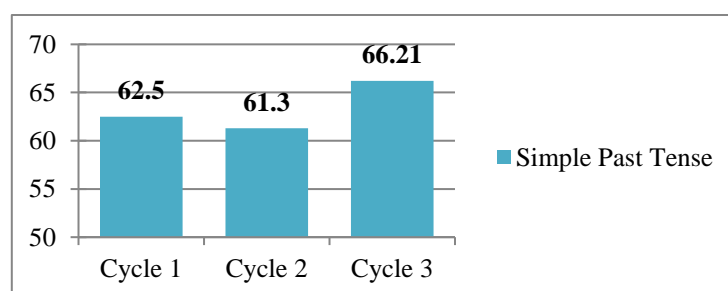


Chart 1
The Students' Mean Score in Using Simple Past Tense

From the chart above, it can be concluded that the students' ability in using the simple past tense improved. In the first cycle, the mean score of the students' ability in using simple past tense was 62.50. Then, in the second cycle, the mean score of students who used simple past tense correctly was 61.30. Lastly, the improvement of this language aspect reached 66.21 points in the third cycle.

The ability of the students in developing their ideas also increases. They were accustomed in using transition words such as first, second, then, after that, finally, etc. They used those transition words to assist them in compiling the events they wrote, so their personal recount text writing was coherent. In addition, they were able to write a personal recount text in accordance with the generic structures of personal recount text. They had been able to write down the orientation, events, and reorientation of their personal recount text properly.

The contribution of peer assessment in facilitating the students' improvement in organizing ideas was to assist and guide the students to assess their peer's writing in the form of written comment objectively. In peer assessment sheet, there was a section that asked the students to focus to assess orientation, events, and the reorientation of their friends wrote. They might write suggestions or comments if they thought their friend need to improve this section.

Moreover, aside from the use of peer assessment, another factor that supported the improvement of student skills in organizing their ideas was because the teacher also combined peer assessment by applying *Guided Question* technique. In guided question technique, the students were given questions that aimed to direct them in writing a personal recount text. At first, the students thought that the core of the activities of their subjects was answering the questions. In fact, the questions were just as media to guide them in exploring and organizing their ideas as well. Therefore, the role of the teacher in explaining the tasks that must be done by the students was very important. By giving clear explanation and direction, the students could understand and do the task in accordance with the teacher's expectation.

In addition, the teacher also combined peer assessment, guided question with modeling techniques. In the modeling techniques, the teacher gave an example of personal recount text to students that they had to write. The teacher explained the generic structures of personal recount text by displaying a personal recount text to the students. The teacher also asked the students to discuss the generic structures that had been taught. By providing the examples and explanations of a personal recount text as a model, the students could gain better understanding the way in expressing and organizing their ideas as well.

As the increase of the students' skill in organizing their ideas, the writer showed the proof by the following chart:

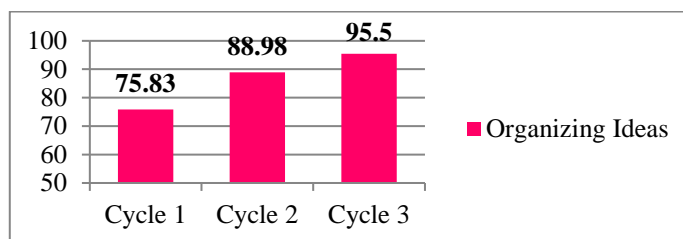


Chart 2
The Students' Mean Score in Organizing Ideas

Based on the chart above, it can be seen that the students' ability in organizing ideas improved significantly. In the first cycle, the students' mean score in organizing ideas was 75.83. Then in the second cycle, the mean score was 88.98, and the mean score of the third cycle was 95.50. Therefore, the students' ability in organizing ideas improved from the first cycle to the third cycle.

For the details improvement of the students' ability in organizing ideas in terms of orientation, events, and reorientation in each cycle, the data is presented in the chart below:

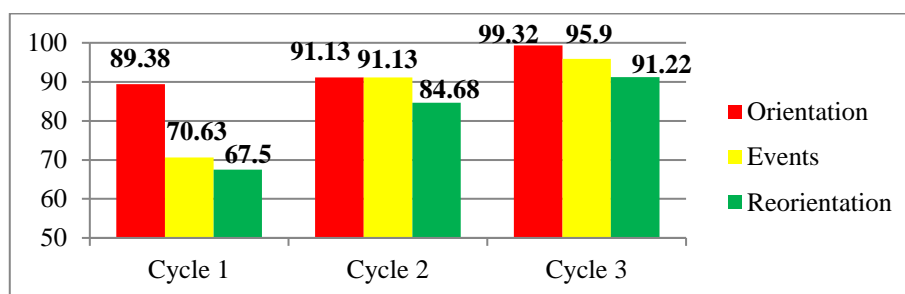


Chart 3
The Students' Mean Score of Orientation, Events, and Reorientation

In addition, the details of the students' mean score in organization aspects which consist of orientation, events, and organization also improved separately. In the first cycle, the students' mean score of orientation was 89.38, then it increased as 91.13, and finally the mean score of orientation in the third cycle was 99.32. The students' mean score of events in first cycle was 70.63. In the second cycle, the students' mean score was 91.13, and the students' mean score of events was 95.90 in the third cycle. In reorientation, the students' mean score at the first cycle was 67.5, meanwhile in the second cycle the mean score was 84.68, and the mean score of the third cycle was 91.22.

Research Discussion

By the use of peer assessment, *the students' cognitive and motivation writing personal recount text improved*. After analyzing and describing the findings of the study, it was found that the peer assessment increases cognitive ability of students to understand the subject matter which has already stated by Freeman & Lewis (1998) especially in understanding personal recount text writing. Students who at first did not care about the generic structures of the

writing he made became more concerned about the writing they wrote. They were concerned about the structure of a personal recount text they made, such as the things that should be written in orientation, events, and orientation.

In addition, they also pay more attention to the language features that they used in writing personal recount text. For example, they were already accustomed to use transitional words to link one event to the other events. They also had understood that the sentences they wrote in a personal recount text were the sentences which forms were in Past form because the stories they wrote had already occurred in past time. Besides, the students felt motivated to write better personal recount text again in the next cycle. The students were motivated because their writing would be read and judged by their friends. They were actively asking either the teacher or their friends in relation with personal recount text material that they had not understood yet. This proved that the students were not afraid to make mistakes when they were asked to write a personal recount text by the teacher. This was because they already know the aspects of personal recount text writing that would be assessed by the teacher.

Therefore, in line with Freeman & Lewis (1998), it can be concluded that the cognitive aspect of students in understanding the materials improved specifically in writing a personal recount text. In addition, as Spiller has stated that the students' motivation in writing personal recount text also increased because they wanted to show their improvements in writing in each cycle. The last but not least, the students' anxiety of making mistakes in writing a personal recount text was reduced because they had already known about the writing aspects that the teacher would assess.

Furthermore, *the students' communication skill also improved* after they performed peer assessment. Peer assessment has positive impacts for the improvement of students' social skills especially on students' ability in communicating their comments or suggestions to their peer. At the beginning time of the peer assessment process took place, it was difficult for the students to communicate their suggestions or comments they made to his friend. This was confirmed by the evidence that the students tend to score the personal recount text that their friend wrote rather than to write suggestions or comments on the peer assessment sheet, they might not concern with the most important point which was providing advice or constructive comments for the writing of their friend's improvement. However, after going through the process of the second and the third cycle, the students were getting used to give advice and comments on his peer's writing. Therefore, it can be inferred that by communicating suggestions and comments that the students made, their social skills to learn cooperatively awakened.

Moreover, the writer found that the students' cognitive and motivation improved in each cycle. At the first cycle, there were still many students who could not make a sentence using simple past tense correctly. There were still many students who wrote personal recount text randomly. Besides, they were still not accustomed to give comments or suggestions for writing improvement. They still could not communicate their suggestions and comments to their peers. As the result, they only focused on scoring the writing. In the second cycle, some

students still could not make a sentence using simple past tense correctly and wrote personal recount text randomly. Besides, they were still adapting to provide constructive comments and suggestions. Some of them were able to communicate suggestions and comments to their peers. In the third cycle, only a few students who could not make sentences using simple past tense correctly and there were only a few students who wrote personal recount text randomly. More importantly, the students were able to provide constructive advice and comments. Many of them were already able to communicate suggestions and comments to his peers.

From the descriptions above, it can be inferred that through the use of peer assessment can improve the students' cognitive and communication abilities. It can be seen from the cognitive development of students in the control ability to create sentences using the simple past tense. In addition, there was also students' cognitive enhancement in the ability of organizing the sentences they created in forming a coherent personal recount text.

The score of students' personal recount text writing was used as the secondary data to support how far the improvement of students' writing skill on personal recount text after the implementation of peer assessment. This research focused on improving the students' ability in using simple past tense and organizing their ideas in writing personal recount text.

First, the students' ability to use the simple past tense in writing personal recount text improved which was evidenced by the increased of the student's score in language use category. In the first cycle, the mean score of the students was 62.50. In the second cycle, the mean score of the students in using simple past tense was 61.30. Then the mean score in the third cycle of the language use category increased to 66.21. Second, the ability of students in organizing their ideas into linguistic structure such as reorientation, events, and the reorientation in writing personal recount text improve which was evidenced by the increase of the obtained score for this category. In the first cycle, the score of the students was 75.83. Then in the second cycle, the mean score was 88.98 while in the students achieved the mean score 95.50 in the third cycle. Therefore, the students' ability of the organization category was categorized improved.

After outlining description of the research findings and discussion, the writer noted some important points that reflected the strengths and weaknesses related to the implementation of peer assessment in this research. Peer assessment has its advantages for the teacher to check the students' understanding of the teaching material that has been taught. In this study, the material being taught was personal recount text. As already described by Falchikov (2005), peer assessment helps the teacher evaluated the learning process which has been done. The teacher could give judgment whether her teaching process and learning objectives had been achieved. This can be proved by the activities of the students in conducting peer assessment of their friend's work. Furthermore, peer assessment is useful in providing opportunities for the students to use their critical thinking skills in correcting, evaluating or assessing the writings. They need to see the mistakes that they friends made carefully and they are also required to give advice that could be an idea for the revision of the writing. Moreover, peer assessment will run well if the teacher has trained the students to practice assessing their peers. This training

activity is a very important role as basis knowledge for the students in performing peer assessment later as what is expected by the teacher.

However, peer assessment will not be able to run properly if the students did not master and comprehend with the teaching material being taught. In doing peer assessment, the students are required to assess and comment on their fellow's writing. Students should find errors carefully and make suggestions for the improvements. Therefore, if the students do not have a strong fundamental understanding of teaching materials, the students will be difficult to find the weaknesses or errors and give the corrective feedback at the same time. In addition, the implementation of peer assessment also requires much time because the teacher should train the students in conducting peer assessment at first, so there is no misconception regarding to the categories of what should be the students' focus in the assessment process. Therefore, the teacher should consider the time allocation that will be spent so that the teacher can make peer assessment activity or activities as effectively as possible.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data which were collected in cycle 1, 2, and 3, peer assessment can improve students' skills in using simple past tense. The stage of peer assessment which helped the students in improving their skill in using simple past tense is the stage of implementation. In this stage, the students were required to find mistakes and provide corrective feedback on the personal recount text that their friend wrote. Besides, the improvement of the students' ability in using simple past tense could not be separated from the role of the teacher in delivering the teaching material of simple past tense. In addition to the students' improvement in using simple past tense, the students' ability in organizing their ideas through the implementation of peer assessment also increased. In the implementation phase of peer assessment, one of the responsibilities given to students was that they focused on assessing their friends writing of personal recount text in terms of organization. They could write advice on what should be their friend added to make a personal recount text writing which was informative and clear to be read. Therefore, in line with the description of the conclusion above, it can be summed up that peer assessment can improve the students' writing skills on personal recount text on the tenth grade students of SMA Muhammadiyah 1 Pontianak in academic year 2016/2017.

Suggestion

Based on the research results, the writer would like to give some suggestions for the teacher as follows. First, the teacher should provide opportunities for the students to practice their writing skills. In addition, the teacher is also recommended to identify the strengths and weaknesses of the students in writing, so that the teacher knows the writing skills which are needed to be improved. Therefore, it is important for the teacher to write down the specific categories on peer assessment sheet. By doing this, the students are expected to be more focus in assessing their peer's writing. Second, at pre-

implementation stage which introduces peer assessment procedures, the teacher should emphasize the importance of giving suggestions and comments to make writing better. The teachers should also remind the students that the peer assessment activities they are willing to do have a positive influence in understanding the material that has been taught. Third, the combination of teaching techniques is worthwhile to make the learning objectives achieved. To make the students' abilities in using simple past tense improve, it is advisable for the teacher to present the grammar focus clearly to the students. Besides, the teacher can also use guided questions and give an example of personal recount text as a model for the students to improve their abilities in organizing their ideas. Forth, the writer recommend for further research regarding to the use of peer assessment. It can deal with writing skill but with different types of text, or other than writing skill.

REFERENCES

- Burns, Anne. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Creswell, John. W.(2012). *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research 4th Edition*. Boston: Pearson Education, Inc.
- Falchikov, Nancy. (2005). *Improving Assessment through Student Involvement: Practical solutions for aiding learning in higher and further education*. New York: Routledge Falmer Taylor & Francis Group.
- Freeman, Richard., & Lewis, Roger. (1998). *Planning and implementing assessment*. London: Psychology Press.
- Kuo, Chia L. (2015). *A Quasi-Experimental Study of Peer Assessment in an EFL Writing Classroom*. Newcastle University thesis.
- Langan, J. (2005). *College Writing Skill with Readings*. New York: McGraw-Hill.
- Laur, K. (2014). *Using Peer Assessment in Basic School EFL Classes*. Tartu, Estonia: University of Tartu.
- Macmillan & McGraw. (2007). *Grammar and Writing Handbook*. New York: McGraw-Hill Education.
- Murcia, C. (2001). *Teaching English as Second or Foreign Language*. Los Angeles: Henile & Heinle.
- Spiller, D. (2012). *Assessment Matters: Self-Assessment and Peer Assessment*. 11. New Zealand: Teaching Development Unit.
- Stubbs, S. (2000). *Targeting Text*. Sydney: Blake Education.
- Topping, K. J, & Ehly, S.W. (2009). *Peer Assisted Learning*. New York: Routledge.
- Topping, K. J. (2013). *Research on Classroom Assessment*. (J.H. McMillan, Ed.) Virginia: SAGE.