



## **THE EFFECT OF PEER FEEDBACK STRATEGY ON EFL STUDENTS' WRITING SKILL OF THE HORTATORY EXPOSITION TEXT AT SECOND GRADE OF SENIOR HIGH SCHOOL: AN EXPERIMENTAL RESEARCH IN SMAN 2 SAWAHLUNTO**

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### **Abstract**

This research is motivated by the low ability of students of SMAN 2 Sawahlunto in writing. The use of teacher's instructional strategy is not effective yet in improving students' writing ability. Therefore it is necessary to apply a good and interesting strategy to increase the ability of students in writing. In this study, researcher used peer feedback strategy in writing hortatory exposition text. The aim of this study was to figure out the impact of peer feedback strategy on students' ability in writing hortatory exposition text. This research was an experimental research. The population was students of grade XI of SMAN 2 Sawahlunto in the academic year 2016/2017 which consists of five classes. The sample was taken by using cluster sampling technique consists of two classes: XI IPA 1 class as experimental group and XI IPA 3 class as control group. The total sample was 38 students. The data were collected through a writing test. The datas of this research were post-test writing from both groups of samples that analyzed using t-test formula. It was found that t-observed was 2.13, while t-table was 2.03 which means t-observed > t-table at the level of significance 0.05. Based on the results of this calculation, it can be concluded that the use of peer feedback strategy can give a better impact on students' writing ability. In other words, the results of this study showed the hypothesis that the students who were taught by using peer feedback strategy had better writing skills than students who were taught by using the conventional strategy by teachers.

**Keywords:** peer feedback, writing skills, hortatory exposition text

### **A. INTRODUCTION**

Writing is one of the four English language skills that should be learned by the students in senior high school in Indonesia. Through writing the students are expected to be able to share express their point of view and give any information in written form. According to Ziamalina, Yenni Rozimela, and Refnaldi (2013), writing is a mental work of inventing ideas, thinking about how to express them,

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and organizing them into sentences and paragraph. Arianto, Refnaldi, and Rosa (2017: 128) also add that writing “will not be easy to be understood if the relation among parts of the text is not clear”. In order to be able to communicate effectively in written form, the students’ writing skill should be proficient. Although writing is important, there are still many students who have low ability in writing.

Based on a preliminary research conducted in SMAN 2 Sawahlunto, it was found that there were some problems in students writing. The causes of that problem were from students’ side and teacher’s side. *First*, the students had lack of vocabulary. Vocabulary is the basic component in language. Having limited vocabulary is a barrier that prevents students from learning a foreign language. If the students do not have sufficient vocabulary, they cannot communicate effectively both in oral and written form. Thus, students cannot make good sentences and paragraph which causes readers misunderstanding.

*Second*, the students had limited knowledge of grammar. The students still deal with the problem of vocabulary, spelling, capitalization, punctuation, type of tenses, etc. Without sufficient knowledge of grammar, students will not be able to write correctly and appropriately. Moreover, students still get difficulties in distinguishing the usage of every tenses type. For example, while writing a narrative text students frequently use simple present tense instead of past tense.

*Third*, the students got difficulties in arranging the idea to make a good paragraph. Idea is an important matter in writing. If students cannot develop their ideas, they will fail in writing. However, students often confuse whenever they are asked to write on a certain topic. Students also do not know how to write their ideas coherently with the topic.

*Fourth*, the teacher often applied monotonous strategies. It would be better if teacher uses an interesting and useful strategy to teach writing. In this current situation, some of English teachers just explain the kinds of text that should be learned, after that they ask students to write the text. Moreover, while evaluating students’ writings, teachers only give the score. The specific comments have not been given, thus students have a hard time to know their mistake.

Based on the problem and causes above, peer feedback was introduced as one of the strategies which can help students to overcome problems in writing. Peer feedback means students can share their creative work with peers for feedback and then use that feedback to revise and improve their work. Pearce, Mulder and Baik (2009:3) state that peer feedback increases the opportunity of meaningful interaction and maximizes the opportunity of sharing new ideas with different perspectives. Peer feedback makes students interact with each other and helps students become active learners during the writing process while developing their critical thinking and communication.

The advantages of peer feedback are examined in various studies (Wakabayashi, 2008 and Farrah, 2012). Peer feedback strategy makes students receive comments from the student’s perspective, enhance critical reading and critical thinking skills, and involves in the process of sharing ideas and receiving feedback. It also gains students’ audience awareness. In other words, students are thinking as a reader that will improve their writing as well.

Some previous studies show that peer feedback strategy has a positive effect on improving students' writing skill, for example, Yastibas and Yastibas (2015) who investigated the effects of peer feedback on Turkish EFL students' writing anxiety and perceptions toward it. To collect the data, they used the diary, two interviews and Second Language Writing Anxiety Inventory (SLWAI) by Cheng. They found that the students who using peer feedback in the writing class decreased their writing anxiety, increased their confidence, and improved their writing by collaborating with and learning from each other.

Hence, it is worth conducting a research dealing with the use of peer feedback strategy in teaching writing. The researcher wants to know the effect of using the peer feedback strategy in students writing skill of hortatory exposition text in SMAN 2 Sawahlunto.

## **B. RESEARCH METHOD**

This research method was a quasi-experimental design in which the entire classrooms are chosen for treatments, not the individuals (Gay, Mills, and Airasian, 2009:259). The design used in this research was post-test only design. The post-test scores from both of the groups were compared to find out the effectiveness of the treatment given.

The population of this research was the grade XI students of SMAN 2 Sawahlunto of the second semester in academic year 2016/2017. There were 5 classes which consist of 92 students. In order to select the sample, the cluster sampling technique was used. The sample of this research was XI IPA 1 as experimental group and XI IPA 3 as control group.

In this research, the instrument used was writing test. The students were required to write a short text not less than 150 words. The students choose one of the topics that were provided by the teacher. Before conduct the post-test, the topics were selected by teachers and students of another XI class. The text should consist of four paragraphs; contains one introductory paragraph or thesis, not more than two paragraphs in the body to explain arguments, and one paragraph for recommendation.

The data were collected through the students' hortatory exposition writing test. Post-test was given to the students from both groups to know the students achievement after giving treatment toward the experimental and control group. Post-test was given at the end of meeting to obtain the data on students' learning outcomes. The aim of post-test was to see the effect of treatment on students' writing. The post-test was administered for 75 minutes. After giving the post-test, the researcher calculated the score of the students and compared the score of experimental group and control group to see the effectiveness of the strategy used in experimental class. After collecting the data, the researcher analyzed the normality, homogeneity, and hypothesis testing.

## **C. RESULT AND DISCUSSION**

### **1. Research Finding**

The result of writing test in the experimental group was 69 as the highest score and 46 as the lowest score. Meanwhile, the result of writing test in the control group was 67.5 as the highest score and 40 as the lowest score. The mean score of the students' writing post-test in experimental group was 55.68 while the mean score of the students' writing post-test in control group was 50.44. Clearly, the result can be seen in the following table:

Students Code	Experimental Group	Control Group
1	55.5	67.5
2	63	43.5
3	59.5	63
4	57.5	55
5	53.5	50
6	48	47.5
7	69	40
8	53.5	54
9	52.5	40
10	64.5	51
11	56.5	46
12	49	49
13	47.5	41.5
14	68.5	52.5
15	47.5	56
16	51.5	51
17	63.5	50
18	46	-
19	51.5	-
<b>Σ</b>	<b>1058</b>	<b>857.5</b>
<b>Mean</b>	<b>55.68</b>	<b>50.44</b>

The researcher analyzed normality testing by using Liliefors testing for both control and experimental groups. Based on the t-test, it was found that the value of experimental group post-test was  $L_{\text{observed}} 0.145 < L_{\text{table}} 0.195$ . Thus, it can be concluded the data was normally distributed. Then the value of control group post-test was  $L_{\text{observed}} 0.117 < L_{\text{table}} 0.206$ . It means that the data was normally distributed.

As the data in each group had been normally distributed, homogeneity testing was calculated to see whether the data were homogeneity or not. The data were analyzed using variance test. The calculation of  $F_{\text{observed}}$  indicated that the two groups were homogeneous after it was compared to  $F_{\text{table}}$ , since  $F_{\text{observed}}$  (1.15) was smaller than  $F_{\text{table}}$  (2.30).

Due to the normality and homogeneity testing, therefore the hypothesis testing could be done. The research hypothesis was tested by applying t-test.

Based on the t-test formula, it was found that the  $t_{\text{observed}}$  is 2.13 while  $t_{\text{table}}$  was 2.03 which means that experimental and control group were in the different level. It means that the hypothesis  $H_1$  stated that “peer feedback strategy gives better effect to the students’ writing skill at grade XI of SMAN 2 Sawahlunto” was accepted, while  $H_0$  stated, “peer feedback strategy does not give better effect to the students’ writing skill at grade XI of SMAN 2 Sawahlunto” was rejected.

## 2. Discussion

The finding of this research proved that peer feedback strategy gives better effect on students’ writing of the hortatory exposition text. The result of this research showed that the mean score of experimental group which applied peer feedback strategy was higher than control group which did not apply peer feedback strategy. The mean score of students’ writing score in the experimental group was 55.68 while the mean score in control group was 50.44. The different result of the two groups could also be seen from the hypothesis testing. The value of  $t_{\text{table}}$  was bigger than  $t_{\text{observed}}$  ( $2.13 > 2.03$ ) in the level of significance 0.05. It means that the alternative hypothesis ( $H_1$ ) as accepted. Thus, it can be concluded that the students who taught by peer feedback strategy had better writing ability in writing a hortatory exposition text than those who taught by conventional strategy used by the teacher in teaching writing.

The students could improve their writing ability by giving them treatment peer feedback strategy. By receive feedback from peer, students can do good writing and explore their ideas, revise an incorrect structure and many others. This finding is in line with several theories and findings from previous study by several researches. One of the previous finding is derived from research conducted by Liu and Hansen in Yastibas and Yastibas (2015:531) indicated that in peer feedback learners can take the responsibilities in commenting and critiquing each other’s drafts both in written and oral form in the process of writing.

Moreover, peer feedback also gives advantages on students related to their writing. Yang, Badger, and Yu in Bijami (2013:94) state that peer feedback can develop critical thinking, learner autonomy, and social interaction among students. It means that students can enhance their critical thinking and interact with each other in the classroom.

In contrast, students in the control group who was given a conventional strategy that commonly used by teacher were not able to build a good paragraph. Teacher only asked the students to them to read, recheck, and revise their own writing before submitted to the teacher. As a result, in the process of writing students could not develop a good writing because they did not know the instruction well and also the mistake that they made. In addition, most of them were afraid to show their writing to the teacher, because they think that they will make another mistake.

Thus, based on the research findings related to the theories, it can be wrapped up that the use of peer feedback is recommended to be used as strategy in teaching and learning process to improve students’ ability in writing a hortatory exposition text. It was proved that the use of peer feedback strategy gives positive effects to students’ writing ability.

#### D. CONCLUSION AND SUGGESTIONS

Based on the data analysis and findings, it was found that the students who was given peer feedback strategy have higher score than students who was given conventional strategy. This can be seen from the mean score of students' post-test from experimental and control group. The students' mean score in experimental group was 55.68. This is higher than the mean score in control group which was 50.44.

Then, the value of  $t_{\text{observed}}$  was bigger than the value of  $t_{\text{table}}$  at the level of significance 0.05 ( $t_{\text{observed}} > t_{\text{table}} = 2.13 > 2.03$ ). It can be concluded that the difference of students' writing ability between two groups was significant. From the result, it was decided that alternative (H1) hypothesis was accepted while the null (H0) hypothesis was rejected. It means that the peer feedback strategy gives positive effect in improving students' ability in writing a hortatory exposition text at second grade of SMAN 2 Sawahlunto in the 2016/2017 academic year.

Based on conclusion, some suggestions can be offered. *First*, the teachers are recommended to apply this strategy in teaching writing since the peer feedback strategy gives better effect on students' writing skill. It influences the students' learning process positively which leads to the improvement of students' writing ability of hortatory exposition text. *Second*, it is suggested that future researcher to conduct the research about students' writing ability on other kinds of text such as descriptive text, argumentation and discussion text. *Third*, it is hoped that the next researcher would apply peer feedback in other level of education.

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