



**THE EFFECT OF PEER FEEDBACK IN IMPROVING STUDENTS'  
WRITING ACHIEVEMENT OF TENTH GRADE AT SMA SWASTA  
MUHAMMADIYAH 8 KISARAN IN ACADEMIC YEAR 2017/2018**

**THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU  
Medan as a Partial Fulfillment of Requirements for the (Degree of Sarjana  
Pendidikan) S-1 Program*

**By**

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**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBİYAH SCIENCE AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**2018**



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Kepada Yth:

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Di  
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Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan  
seperlunya, terhadap skripsi mahasiswa

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Sma Swasta Muhammadiyah 8 Kisaran in  
Academic Year 2017/2018”**

Maka kami menilai bahwa skripsi ini dapat diterima untuk  
dimunaqosyahkan dalam sidang munqasyah Fakultas Tarbiyah dan  
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Demikian kami sampaikan atas, perhatian saudara kami ucapkan  
terimakasih

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**SURAT PENGESAHAN**

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 04 Juli 2018

Yang Membuat Pernyataan

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Medan, 04 Juli 2018

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**ABSTRACT****SUSI ATMAWATI. The Effect of Peer Feedback in Improving Students' Writing Achievement of The Tenth Grade Students at SMA Swasta Muhammadiyah 8 Kisaran in Academic Year 2017/2018**

Thesis, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

***Keywords : Writing and Peer Feedback***

The aim of this research is to find out the effect of peer feedback in improving students' writing achievement of The Tenth Grade Students at SMA Swasta Muhammadiyah 8 Kisaran. This research was experimental research. The population of this research was all students of the tenth grade students at SMA Swasta Muhammadiyah 8 Kisaran. The samples of this research were taken 64 that was taken by randomly . The students of experimental group (class E) was 32 and 32 students of control group (class C). The instrument for collecting data was test. After analyzing the data, the writer got; (1) The students' writing achievement by using peer feedback technique got the mean 62,5 (2) The students' writing achievement by using teacher technique (no treatment) got the mean 56,12 .The value of  $t_{\text{observed}}$  was 3,32 and the value of  $t_t$  from the  $df$  (62) on the degree of significance of 5% is 2,00. It means that  $t_o$  (t observation) is higher than  $t_t$  (t table). So, the alternative hypothesis is accepted. It means that there was an effect of peer feedback in improving students' writing achievement of tenth grade students at SMA Swasta Muhammadiyah 8 Kisaran.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are four skills in learning English that to be mastered by Indonesian students. That statement is supported by Alexander. Alexander LG (1975) said that all of four basic language skills are listening, speaking, reading and writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two".<sup>39</sup>

In Indonesia, English is one of a compulsory subject.<sup>40</sup> Competence based curriculum the teaching learning of English has the purpose to develop four language skills: listening, speaking, reading and writing. Writing is the last skill to be learnt.<sup>41</sup>

The writing is itself teaches mental development. Writing is not a simple activity. It has a quite long process, thus it needs effort to transfer the idea into a text. Many stages should be done before it came. Into a product which will be read by the readers. Writing also teaches student how to think critically and how to organize something. They should make the draft, arrange, edit, and rearrange their writing into a good product. They have to make it a very organized product

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<sup>39</sup> L.G. Alexander, (1975), *Practice and Progress*, London: Longman Group Ltd, p. viii

<sup>40</sup> Departemen Pendidikan dan Kebudayaan RI, *Keputusan Menteri: No. 096/U/1967 tentang Pengajaran Bahasa Inggris di Indonesia*

<sup>41</sup> Depdiknas, (2006) *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS*, Jakarta

and avoid word, sentence, or other aspect that could lead readers into misunderstanding or confusion.<sup>42</sup>

Based the writer's experience, the most difficult skill to be learned is writing. The writer had observed during "Praktik Pengalaman Lapangan (PPL)" activity at SMP Muhammadiyah 13 Tanjung Morawa, there are some difficulties faced by students of second grade at the first semester 2017/2018 academic year in writing class, there are: The first problem came from the management time from teacher. the writer found that teacher is hampered to teach writing as they have limited time. Second the students did not have such interest in the writing activities. And the last problem occurred was students hard to understand the teachers' feedback.

These problem can be influenced by some factors. The writer assumed based on the writer's experience during "Praktik Pengalaman Lapangan (PPL)" activity these problems appear caused by technique in teaching writing, because teacher taught writing just correction, and explanation. It makes students less comprehended, and makes students not interest in writing. These problem are important to be solved, therefore students get more comprehension in writing, students think that writing is an interesting skill, and teacher can corrected the students work in every stages, thus the students could revise it and learn the mistake not to occur in the next writing.

So, to help students' solved this problem, the writer will be try to use the peer feedback. According Starr Sackstein, having taught many wonderful students over the years, she has learned that student-to-student feedback is often

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<sup>42</sup> James, Karin H. an Atwood, Thea P, (2009) *The Role of Sensorimotor Learning in the Perception of Letter-Like Forms: Tracking the causes of neural specialization for letters* : *Cognitive Neuropsychology*, p. 91-100.

received more positively than teacher-to-student feedback.<sup>43</sup> Therefore, the writer shows that peer feedback brings more advantages than teacher feedback, not only bring advantages for teachers but also students.

Based on the problems discussed previously, the writer takes a title of this thesis **“The Effectiveness of Peer Feedback in Improving Students’ Writing Achievement”** (A Classroom Action Research in Tenth Grade of social major at SMA Swasta Muhammadiyah 8 Kisaran).

## **B. Statement of the Problem**

There is a problem in the process of teaching and learning English. Based on the writer's experience, when she taught at school while following teacher’s training as her university assignment, the writer found several problems related to the process of teaching and learning English. The problems came from the teacher, students, and management time of teaching and learning English.

The first problem came from the management time from teacher. The writer found that teacher is hampered to teach writing as they have limited time. It causes teacher correction on students’ writing become less advantageous. First, teacher sometimes misread the students’ composition. They have different understanding with their students about the content of the text. Teacher should provide correction in a lot of aspects in every stages of writing. Meanwhile, it is difficult for students to correct those things in a class that has a big class.

The second problem was from the students. The students, as the researcher said in the previous, lacked intention of writing in English. The main reason to this

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<sup>43</sup> Starr Sackstein, (2017), *Peer Feedback in the Classroom: Empowering Students to Be the Experts*, Library of congress cataloging : e-book, p. 3-4.

problem was because the students did not have such interest in the writing activities. In fact, in mastery writing, the students should have interest in English writing. Yet, many students said that English was a difficult subject to be learned.

Besides that, regarding their ability in writing, the students found difficulties and confusion on how to write in English. They do not know how to express their ideas into English. They already had difficulty in finding the ideas and became worse when it comes to write them in English.

The last aspect is the management of English learning time. When teachers give English lessons often students do something beyond expectations, such as noisy, not paying attention, due to large class conditions. It makes the teacher give more time to solve it. Therefore teachers often run out of time before completing their duties to check students' writing results.

### **C. Research Questions**

From the explanation above, the writer formulates the problem. The formulation of the problem is: Does peer feedback affect on students' writing achievement at SMA Swasta Muhammadiyah 8 Kisaran?

### **D. Purpose of the Study**

Based on research question, the purpose of the study is to find of the effect of peer feedback in teaching writings' achievement at SMA Swasta Muhammadiyah 8 Kisaran.

## **E. Significances of the Study**

This researcher hopes that the research of the using peer feedback technique in writing will be beneficial for researcher, teacher and students.

This study is expected to give some benefits as follows:

### **E.1 Theoretically**

The findings of the study will give information of a new knowledge about peer feedback in improving students' writing achievement.

### **E.2 Practically :**

#### **a. For students:**

The application of peer feedback will make students interested in teaching learning process. Moreover, it helps them improve their skill in writing achievement.

#### **b. For English teachers:**

Opened to give information about the appropriate method to improve the teaching learning.

#### **c. For the researcher:**

The result of the study will answer the curiosity about the effect of peer feedback to improve their skill in writing achievement.

### **E.3. Pedagogically**

The result of the study will give information of knowledge about an alternative teaching method that can be used for improving the students' achievement in writing.

**F. Limitation of Study**

Based on the writer's experience, which has explained on identification of study. The writer limits the study on finding whether or not the use of peer feedback has an effect on student's writing achievement at SMA Swasta Muhammadiyah 8 Kisaran.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Literature

In this chapter the writer tries to give the clear description of theoretical framework which covers the general concept of writing, and Peer Feedback.

#### A.1 General Concept of Writing

##### A.1.1 Definition of Writing

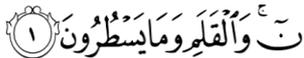
In the holy Al- Qur'an, writing also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq : 4



"Who teaches (human) with kalam"<sup>44</sup>

The word (القلم) al-qalam is taken from the verb (قلم) qalama which means cutting the tip of something. The word qalam means the result of the use of these tools ie writing. The meaning is reinforced by the word of God in the Qur'an verse

1



“ Nun. By the pen and by what they (the angles) write( in the Records of men). (Al-Qalam:1)<sup>45</sup>

---

<sup>44</sup> M.Quraish Shihab, (2009), *Tafsir al-Misbah* , Kairo: Lentera Hati, p. 393

The word: Nun by the qalam and what they write. In terms of the period of down the two words qalam is closely related even continued even though the sequence of writing in the Mushaf is not the case.

In the above paragraph called ihtibak means no mention of any information, which naturally exists in two sentences that cling together, because the information referred to has been mentioned in another sentence. In verse 4, the word man is not mentioned for having been mentioned in verse 5, and in verse 5 the sentence without pen is not mentioned because in verse 4 it has been implied that meaning by the mention of a pen. Thus, the above two verses mean "He (Allah) teaches with pens (things that man has known before) and He teaches people (without pen) what is not known before.

From the description above, the two verses describe the two ways taken by Allah SWT. In teaching people. First through the pen (writing) that must be read by humans and the second through direct teaching without tools.<sup>46</sup>

Prophet Muhammad also said in his hadith as follows:

قيد العلم بالكتاب (زواه الدارمي)<sup>47</sup>

Meaning: "tie science with writing" (HR. Ad-darimi).

From the above description, Prophet Muhammad SAW in science writing in addition to using the word "*uktub*" but also use the word "*Qoiyyad*" which means "*tie*". Maknawi prophet likens science like an animal that is difficult to be

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<sup>45</sup> Departemen Agama RI Al-Qur'an Dan Terjemahanya, PT. Sygma Examedia Arkanleema, p.564

<sup>46</sup> M.Quraish Shihab, op.cit.,p. 393

<sup>47</sup> Ad darimi dalam sunanya,(1994), *Babu Fii Rukhsin Fii Kitabatil Ilmi* jilid 1, Beirut : Darul Fikri, 1994, p. 127

controlled without a strong bond. As with science, for science can be firmly implanted, stored in the hearts of science seekers.

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signs on a surface.<sup>48</sup>

Alan Mayers said that writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.<sup>49</sup>

M. Celce and Murcia Elite Olstain said that writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.<sup>50</sup>

From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar.

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<sup>48</sup> Hartman, R.R.K. Stork, F. C, (1972), *Dictionary of Language and Linguistics*, London : Applied Science Publisher LTD, p. 258.

<sup>49</sup> Alan Mayers, (2005), *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay*, New York: Longman, p.1

<sup>50</sup> M. Celce and Murcia Elite Olstain, (2000), *Discourse and Context in Language Teaching*, New York: Cambridge University Press, p. 142

Therefore, students who want to be able to write a good writing, they must learn to write regularly.

### **A.1.2 The Process of writing**

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.<sup>51</sup>

Writing is a never one-step action. Writing as one of productive skill needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.<sup>52</sup>

#### **1. Planning**

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting

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<sup>51</sup> Allce Oshlma and Ann Hogue, (2007), *Introduction to Academic Writing*, USA: Person Education Inc, p.15

<sup>52</sup> Jeremy Harmer, (2007), *How To Teach Writing*, England: Person Education Limited, p.4

out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader.<sup>53</sup>

This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

Brainstorming is a quick ways to generate a lot of ideas on a subject.<sup>54</sup> Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you do not judge your ideas as the emerge, you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.<sup>55</sup>

Brainstorming, also called listmaking, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned. So brainstorming is the way to get the ideas creation engine running.

Just down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, whit one member acting as scribe. Don't worry about editing or through out what might not be a good idea. Simply write down a lot of possibilities. If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two

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<sup>53</sup> Martin H. Manser, (2006), *The Facts on File Guide To Good Writing*, USA: Acid Free Paper, p. 36

<sup>54</sup> Karen Blanchard and Christine Root, (2003), *Ready to Write*, New York: Person Education Inc, p. 41

<sup>55</sup> Douglas Brown, (2001), *Teaching by Principles An Interactive Approach to Language Pedagogy*, New York : Addison Wesley Longman Inc, p. 349

further, either by additional list making or by using one of the techniques below:<sup>56</sup>

- a) Writers must begin with a broad topic.
- b) Writers must write down as many ideas about the topic as writer can do in five minutes.
- c) Writers can add more items to their list by answering the question what, when, where, why, and how.
- d) Writers group similar items on the list together.
- e) Writers can cross out items that do not belong.

Clustering is a strategy which allows you generate ideas you might to explore the relationships between those ideas. Clustering taps your intuitive and creative or connective mind. There are five steps that must be done by writers to cluster:

- a) Put the subject in the center of a fresh page.
- b) Free associate and generate more ideas, writing them down as quickly as you think of them. Circle each new idea and then link it to you central circle with a line.
- c) keep going as you rapidly develop additional thoughts, write them down where they seem to belong, circle them, and connect them with a new line to either the original central circle or whatever circle ides.<sup>57</sup>

## 2. Drafting

The drafting stage is where your really begin writing. The most important thing here is to get words onto paper.<sup>58</sup>

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<sup>56</sup> Utami Dewi, *How To Write*, Medan: La-Tansa Press, p.17-18.

<sup>57</sup> *Ibid*, p.19-20

After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.
- d) Use signal words to help the reader understand how the ideas in your paragraph connected.

### 3. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong.

The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

- a) Add new ideas to support the topic.
- b) Cross out sentence that do not support the topic.
- c) Change the order of the sentences.
- d) Using the following checklist to revise your paragraph;
  - 1) Make sure you have a topic sentence

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<sup>58</sup> Cristine Brown and Susan Hood, (1993), *Writing Matters Writing Skills and Strategies For Students Of English*, USA: Cambridge University Press, p. 14.

- 2) Cross out sentences that do not relate to the main.
- 3) Check to see if the sentences are in right order.
- 4) Add new ideas if they support the topic sentences
- 5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

#### 4. Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

- a) Bloggers need to upload, format and post their piece of completed work.
- b) Students need to produce a final copy of their work, in the correct format.
- c) It often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.
- d) Journalists need to submit their piece (usually called “copy” ) to an editor. Again, there will be a certain format for this.
- e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them.

If you have written a novel, look for an agent who represents your genre.<sup>59</sup>

The students might decide to represent these stages in the following way:<sup>60</sup>

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<sup>59</sup> Utami Dewi, *How To Write*, p.18-19

<sup>60</sup> Jeremy Harmer, (2007), *How to Teach Writing*, England: Pearson Education Limited, p. 5

**Planning → Drafting → Editing → Final Version**

### **A.1.3 Genres of Writing**

According to Brown, there are three main genres of writing:

1. Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations.
2. Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
3. Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fiction.<sup>61</sup>

### **A.1.4 Types of Writing Performance**

Brown mentions four categories of written performance:

1. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

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<sup>61</sup> H. Douglas brown, *Language Assessment*, (2004), New York: Longman, p. 219

## 2. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

## 3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

## 4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a

purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.<sup>62</sup>

### **A.1.5 Characteristic of an Effective Paragraph**

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.<sup>63</sup>

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of paragraph, it should be related to the unit of organization, the parallelism, and others.

According to Harmer, there are two characteristics of an effective paragraph. Those are coherence and cohesion.<sup>64</sup>

#### 1. Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at least two things.

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<sup>62</sup> *Ibid*, p. 220

<sup>63</sup> Alice Oshima and Ann Hogue, (1996), *Writing Academic English*, New York: Addison Wesley Publishing Company, p. 3.

<sup>64</sup> Jeremy Harmer, *How To Teach Writing*, p. 22-24

- a) The writer's purpose A coherent text can make the reader understand what the writer's purpose. Is it for giving information, expressing, or entertaining to reader?
- b) The writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

## 2. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and An unity as a requirement of an effective paragraph. They are:

“Every good paragraph has unity, which means that in each paragraph only one main idea is discussed if the writers starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea”.<sup>65</sup>

### A.1.6 The Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. In addition, based on Competency Standard- *Standar Kompetensi (SK)* and Basic Competency- *Kompetensi Dasar (KD)*, the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment.<sup>66</sup>

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<sup>65</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, p. 17

<sup>66</sup> Depdiknas,(2006), *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS* ,Jakarta

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy<sup>67</sup>.

## **A.2 Concept of Peer Feedback**

### **A.2.1 Definition of Feedback**

Feedback is the information that people give to others in order to make their performances become better by giving correction or assessment. Feedback can come from many sources such as teachers, peers, parents, etc.

There are some aims of giving feedback, such as:<sup>68</sup>

- a) To encourage;
- b) To correct error;

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<sup>67</sup> George Braine and Claire May, (1996), *Writing from Sources: A Guide for ESL Students*, California: Mayfield, p. 141.

<sup>68</sup> Catherine Haines, (2004), *Assessing Students Written Work – Marking Essays and Reports*, New York: taylor & Francais e-Library, p. 19

- c) To improve performance;
- d) To customize explanation for particular issues or students;
- e) To reward particular behavior;
- f) To penalise certain behavior;
- g) To demonstrate to students that tutors notice what they are doing and care enough to comment

### **A.2.2 Kinds of Feedback**

Feedback can be divided into two kinds of feedback, peer feedback and teacher feedback. Peer feedback is the feedback that is given by their peers, while teacher feedback is given by the teacher. Many researches has been conducted to find which one is the best technique to improve students writing and most of the statement of the researchers resulted that peer feedback has more effective effect in improving students writing. It is supported by the opinion given by Elbow:<sup>69</sup>

Elbow believes that when students write only for their teacher (which usually means for a grade) they often fall into certain bad habits, treating writing as an empty school exercise and attempting simply to just “get it right” or “give teachers what they want”. When students write for their peers, they become very concerned about what they say and how they say it. Students may not be as skilled as their teachers at responding to each other’s work, but they are excellent in providing the one thing that writers need most – an audience. When writers study

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<sup>69</sup> Elizabeth Cowan Neeld, (1987) *The Way a Writer Reads*, USA: Scott, Foresman and Company, p.106

other people's writing to improve their own craft, they read differently than when they read only to enjoy what someone else has written.<sup>70</sup>

Andrea H. Penaflorida, in her paper *Nontraditional Forms of assessment and Response to Student Writing: A Step Toward Learner Autonomy*, quoted Kroll's statement that "because ESL students lack the language competence of native speakers of English who can react instructively to their classmates' papers, peer responding in the ESL classroom must be modeled, taught, and controlled in order for it to be valuable activity." Controlling peer response, just like self-feedback, can be done through the use of checklist.<sup>71</sup>

### **A.2.3 Feedback in Writing**

Feedback and writing cannot be separated. Writing needs feedback to make it becomes a good writing. Feedback is given to the students writing in order to make them aware about their writing whether there are errors in it.

Feedback is most useful when it is included as the process of writing not as the final evaluation of the writing. It has been found that students who receive feedback and self-concert their mistakes during revision are more likely to develop their linguistic competence than those who receive no feedback and those who are not asked to do re-writes. Therefore, revision in the form of re-writes is a must if we want any improvement.<sup>72</sup>

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<sup>70</sup> Peter elbow,(1998), *Writing Without Teacher*, New york, NY: Oxford University Press, p.xix

<sup>71</sup> Jack C. Richards and Willy A. Renandya, (2002), *Methodology in Language Teaching - An Anthology of Current Practice*, Cambridge: Cambridge University Press, p.351

<sup>72</sup> Zeliha Gulcat and Oya Ozagac September, (2004), *Correcting and Giving Feedback to Writing*, p.28

#### A.2.4 Definition of Peer Feedback

According to Richards and Schmidt (2002), peer feedback can be defined as an activity of the students receiving feedback from other students. Peer feedback is usually conducted in small group or pair. The students receive their friends' work and then review it and give comment on it.

In the holy Al- Qur'an, feedback also important should be learned and there is verse that state the existence of feedback that be stated in Al-Qur'an that is surah Al-Maidah : 2

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا لَا تُحِلُّوْا شَعَائِرَ اللّٰهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا  
الْهَدٰى وَلَا الْقَلَائِدَ وَلَا ءَامِيْنَ الْبَيْتِ الْحَرَامِ يَبْتَغُوْنَ فَضْلًا مِّنْ رَّبِّهِمْ  
وَرِضْوَانًا وَاِذَا حَلَلْتُمْ فَاصْطَادُوْا وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ اَنْ  
صَدُّوْكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ اَنْ تَعْتَدُوْا وَتَعَاوَنُوْا عَلٰى الْبِرِّ  
وَالْتَقْوٰى وَلَا تَعَاوَنُوْا عَلٰى الْاِثْمِ وَالْعُدْوٰنِ وَاَتَّقُوا اللّٰهَ اِنَّ اللّٰهَ شَدِيْدُ  
الْعِقَابِ ﴿٢﴾

“ O ye who believe! Profane not Allah's monuments nor the Sacred Month nor the offerings nor the garlands, nor those repairing to the Sacred House, seeking the grace and pleasure of their Lord. But when ye have left the sacred territory, then go hunting (if ye will). And let not your hatred of a folk who (once) stopped your going to the inviolable place of worship seduce you to transgress; but help ye one another unto righteousness and pious duty. Help not one another unto sin and transgression, but keep your duty to Allah. Lo! Allah is severe in punishment”

In this verse Allah Azza wa Jalla commands His believing servants to help one another in good deeds and the so-called albirr and the long time of martyrdom in the form of piety. And Allah Azza wa Jalla forbade them to support falsehood and in the act of sin and unlawful affairs

In Hadist also explained about help in goodness

الْمُؤْمِنُ لِلْمُؤْمِنِ كَالْبُنْيَانِ يَشُدُّ بَعْضُهُ بَعْضًا (ثُمَّ سَبَّكَ بَيْنَ أَصَابِعِهِ)

*Meaning: "A believer to another believer is like a building mutually reinforcing one with another. (Then Rasulullah SAW closes his fingers). "(HR Muttafaq Alaih).*

مَنْ نَقَّسَ عَنِ مُؤْمِنٍ مِنْ كُرْبَةٍ مِنَ كُرْبِ الدُّنْيَا نَقَّسَ اللَّهُ عَنْهُ كُرْبَةً مِنْ كُرْبِ يَوْمِ الْقِيَامَةِ. وَمَنْ يَسَّرَ عَلَيَّ مُعْسِرِي سَرَّ اللَّهُ عَلَيَّ فِي الدُّنْيَا وَالْآخِرَةِ. وَمَنْ سَتَرَ مُسْلِمًا سَتَرْتُ اللَّهُ فِي الدُّنْيَا وَالْآخِرَةِ وَاللَّهُ فِي عَوْنِ الْعَبْدِ مَا كَانَ الْعَبْدُ عَوْنِ أَخِيهِ

It means: "Whoever tries to stretch a distress to a believer from the difficulties of the world, then Allah will extend it from a tribulation on the Day of Judgment and whoever tries to provide convenience for the troubled person, then Allah will provide convenience for him in the world and the Hereafter. Whoever tries to cover up the ugliness of Muslims, God will cover his ugliness in the world and the

hereafter. God always helps His servant as long as the servant helps his fellow brother. "

The explanation of the hadith above is every human being should realize that there is a law of cause and effect in this world. The existence of the term rich because of the poor. The existence of strong terms because of the weak. Everyone should be aware of the advantages and disadvantages he has. We as God's creatures must always help each other and respect each other. It aims for the realization of harmony and peace in the life of society.<sup>73</sup>

According to Lundstrom and Baker (2009), peer feedback is an activity which is not only giving the students to give feedback to each other but also to use the language itself in meaningful interaction. Besides that, the students who are doing peer feedback, they are getting exposed to new ideas from others. Not only getting new ideas, peer feedback can also be defined as the way to get perspectives from other people in the same age and the same level.

#### **A.2.5 Implementing Peer Feedback on Writing Class**

According to Ferris there are several steps in the implementation of peer feedback. They are:

- 1) Utilize peer feedback consistently.

In utilizing peer feedback consistently, the teachers should determine that peer feedback will be used in the class as regular method.

- 2) Explain the benefits of peer feedback to students.

Students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent though they love

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<sup>73</sup><https://www.google.co.id/search?q=hadits+tentang+tolong+menolong+sesama+manusia>  
 access on 28 July 2018, time: 07.58

peer feedback technique. Hence, the teacher should assure them with this technique. Besides that, the teacher can give the students freedom to say how this technique can match their interests, and then they will get more enthusiastic toward the technique.

- 3) Prepare students carefully for peer response.

In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.

- 4) Form pairs or groups thoughtfully.

In forming pairs or group, the teacher can be strict to the stable pairs and groups. But it would be better if the students are given freedom to choose their partners as the chemistry of them can help the learning process as well.

- 5) Provide structure for peer review sessions.

This is one of the steps that can lead to successful learning technique. The teacher should provide good structure for peer review so that the students can make the best of it. Ferris argued that it would be better if the peer feedback is in the written form since it can give students more time to think.

- 6) Monitor peer review sessions.

In monitoring the peer review sessions, the teacher should be also involved but not too intrusive. It is because the students will tend to wait for the teacher to give them lead when the teacher is too involved.

- 7) Hold students' responsibilities for taking peer feedback opportunities seriously.

The teacher in this step should underline that peer feedback is important that the students can learn and benefit from the activities.<sup>74</sup>

### **A.2.6 The Effect of Peer Feedback**

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Peer responding can be effectively carried out by having students respond to each other's texts in small groups or in pairs. After the respond have been given, the students can start to evaluate the written. Andrea H. Penaflorida stated that the traditional way of evaluating papers where the teacher is the only reader for whom the students write and that the teacher's role is to assume responsibility for reading through errors and editing the paper for grammatical and mechanical mistakes is now being gradually replaced by the so-called extended readership. Seow describes that at the evaluating stage, students may be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it.

### **A.2.7 Advantages and Disadvantages of Peer Feedback**

There is some the advantages and disadvantages of peer feedback such as following :<sup>75</sup>

No	Advantages	Disadvantages
1.	Can save more time for teachers to check students' writing results	The teacher is defined as the only source of authority for giving the suitable comments.
2.	The peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent.	The peer cann't perfectionist

<sup>74</sup> D. R. Ferris, (2013), *Response to Student Writing: Implications for Second Language Students*, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, p.165

<sup>75</sup> Maryam Bijami, "Peer Feedback in Learning English Writing: Advantages and Disadvantages". *Journal of Studies in Education*. Vol.3 No.4, 2013, p.94

3.	The peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing.	The most peer responses focused on product rather than the processes of writing, for example sentence- level errors
4.	The practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills.	

## B. Conceptual Framework

Writing is not only a single process that result a product of writing. There are some stages that should be followed when people want to make a good writing. These stages are pre-writing, drafting, revising, and editing. When teaching writing, the teachers can guide their students to follow these stages. In the pre-writing, they can use free writing, brainstorming, etc, to make it easier to get the idea. After they have ideas, they start to arrange ideas into a good paragraph. The paragraph should be concise and coherence. The next stage is revising. In this stage, they start to respond to their writing about which part of their writing that must be evaluated and corrected. They have to do the post writing to ensure that their writing is not recopying. After they have done the rewriting of their writing, they can do the last stage, editing. At this stage, the students only correct the grammatical, lexical, and mechanical errors before they submit it to their teacher. From this explanation, it can be concluded that check, evaluate, and correcting writing is the important thing in writing.

By evaluate and correct students' writing is the technique that the students use to give feedback to the writing. Feedback is the information that people get from others; they can be your teachers, peers, or parents.

#### **D. Hypothesis**

There are two hypotheses to find out whether peer feedback gives an effect to students' writing achievement. They are :

Null Hypothesis ( $H_0$ ) : There is no effect of peer feedback in improving students' writing achievement.

Alternative Hypothesis ( $H_a$ ) : There is an effect of peer feedback in improving students' writing achievement.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

In this research, the writer was conducted a quantitative experimental method. The collect data, the sample was divided into two classes. One of the classes was assigned as the experimental group and the other one as the control group.

Experimental group is the group that received treatment by Peer Feedback, while the control group is the group that don't receive treatment by Peer Feedback, so there is no treatment.

The procedure of administrating the assignment as the instrument of the study was the test administered to both sample groups before they were taught about writing achievement. Then, the same assignment was administered to both sample groups after they were taught about Peer Feedback. The experiment design in this study was:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
E	✓	X	✓
C	✓	-	✓

Where:

- E : Experimental Group
- C : Control Group
- X : Applying Peer Feedback
- : No Treatment

## B. Population and Sample

The writer did the experiment at the tenth grade of social major SMA Swasta Muhammadiyah 8 Kisaran Kel. Selawan Kec. Kisaran Timur Kab. Asahan that involved in the process of teaching writing using Peer Feedback as an experiment.

### B.1 Population

According to Arikuntoro says: "Population is set of collection all elements possessing one more attributes of interest."<sup>76</sup> The population of the research is the tenth grade of social major SMA Swasta Muhammadiyah 8 Kisaran in academic year 2017/2018. There are two classes of social major (X IPS-I and X IPS- II, The total number of students is 76 students.

Table 3.2  
The number of Population

NO	Class	Number Of students		Total
		Male	Female	
1.	X-IPS I	19	19	38
2.	X-IPS II	15	23	38
				76

*Source data:* Interview result with English teacher of tenth grade of Social major SMA Swasta Muhammadiyah 8 Kisaran<sup>77</sup>

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<sup>76</sup> Suharsimi Arikunto, (2010) , *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, p. 173

<sup>77</sup> Interview result with Ade Kurniawan as *english teacher of tenth grade of science major SMA Swasta Muhammadiyah 8 Kisaran in academic year 2017/2018*, 15 February 2018

## B.2 Sample

Sample is a part of population which will be of researched. Sample refers to part from the population in the research. Before taken sample, the researchers need to consider the following:

- a. The ability of researchers viewed from time, effort, and funds.
- b. Narrow area of observation of each subject, because it involves a lot of little data.
- c. The size of the risk borne by researchers. For research at great risk, of course if large sample, the result will be better.

The writer will use formula applied to find out the sample of population (Sevilla et al, 1960), as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where

n: number of samples

N: number of population

e: error tolerance<sup>78</sup>

Based this formula, the writer will take 64 students as sample The sample of the study was taken randomly. First, the writer choose the sample, There are students as population and the writer was determined 76 students as population. Second, the writer was given number to all subject, the number from 1 until 64. Third, is the writer was given lottery.

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<sup>78</sup> Sevilla, Consuelo G. et. Al,(2007), *Research Methods*, Quezon City: Rex Printing Company, p. 182

On a small paper the author was written the subject number, one number for each paper. Then the paper was rolled up. Without prejudice, the author was taken 64 rolls of paper, so the numbers listed were rolled paper that was sampled. And the last is the writer was divided into two group, 32 students of experimental group and 32 students of control group. The clauses was divided into two group were experimental and control class. Class E as the experimental group will be taught Peer Feedback and class C as the control group will be taught without method.

## **C. Data Collection**

### **C.1 The Method of Collect Data**

In collecting the data, this research will use writing test.

#### **C.1.1 Pre-Test**

Pre-test is given before the treatments. After giving the test, the writer determines the statically analysis technique to find out whether both groups have normal distribution and homogeny. If the sample have normal and homogeny distribution, the treatment and teaching can be conducted to both classes.

##### **1. Normality**

It is used to know the normality of the sample that is going to be analyzed whether both groups have normal distribution or not.

##### **2. Homogeneity**

It is aimed to get the assumption that sample of research came from a same condition or homogenous. It is used to know whether experiment class and control class, that are taken from population have same variant or not.

### **C.1.2 Treatment**

After giving the pre-test, the students will be given the treatment. The experimental group receives the treatment through Peer Feedback, While the control group without treatment. The researcher will give the explanation about peer feedback, what is peer feedback, how the way to application of peer feedback to value their teks.

### **C.1.3 Post-Test**

Post-test is conduct to know the differences score both of group. Post-test will be held after treatments are conducted. This test is used to measure students' achievement after they are given treatments. The result of test will be analyzed statistically by looking for the mean and the percentage of the test result. This aim is to compare between the pretest and posttest. Then, the overall result is counted by using t-test formula in order to know the significances of the research.

## **C.2 Instrument of the Data Collection**

The Instrument in this study is test. According Suharsimi Arikuntoro test are questions or practice and other tool that are used to measure skills, intelligence, or a gift that is possessed by someone on group.<sup>79</sup> The writer will use writing test in form of essay because by essay test from the student could write freely which could explore their writing ability in term of idea, vocabularies, and arranging sentence. However, the writer gives instructions before the students write to guide the students in order to ease the student including kind of text they should write, the amount of paragraph, the topic, time and the aspects which will be scored.

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<sup>79</sup> Suharsimi Arikunto, (2010), *Prosedur Penelitian*, Jakarta: PT. Rineka Cipta, p.115

The scoring of writing includes five general components or main areas such as the following are:<sup>80</sup>

### Writing Assessment Rubric

Table 3.3 Jacobs et al. Scoring Profile on Writing Test

	Score	Level	Criteria
<b>Content</b>		30-27	Excellent to Very Good:  Knowledgeable, Substantive, through the development of thesis- relevant to the assigned topic.
		26-22	Good to Average;  Some knowledge of subject – adequate range, limited development of thesis, and mostly relevant the topic, but lack details.
		21-17	Fair too Poor;  Limited knowledge of subject, title substance, inadequate development of topic.
		16-13	Very Poor;  Does not show knowledge of subject, non substantive, not pertinent, or enough to evaluate

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<sup>80</sup> Weigle, S.C. (2002), *Assessing Writing Cambridge*, New York: Cambridge University Press, p.116

<b>Organization</b>	20-18	Excellent to Very Good; Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to Average; Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to Poor; non-fluent, ideas confused or disconnected, lacks logical sequencing and development

<b>Vocabulary</b>	20-18	Excellent to Very Good; Sophisticated range, effective word/idiom choice and usage, word
	17-14	Good to Average: Adequate range, occasional errors of word/idiom form, choice, usage <i>but</i>
	13-10	Fair to Poor: Limited range, frequent errors of word/idiom form, choice, usage,

		9-7	Very Poor:  Essentially translation, little knowledge of English vocabulary, idioms, word form – OR not enough to be evaluated
<b>Language Use</b>		25-22	Excellent to Very Good:  Effective complex constructions, - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
		21-18	Good to Average;  Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> .
		17-11	Fair to Poor;  Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions , <i>meaning confused or obscured</i>

		10-5 Very Poor;  Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to be evaluated
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## D. Data Analysis

Before analyzing the data, the writer uses the normality and homogeneity test to find out whether both groups have normal distribution and homogeneity.

### D.1 Normality Test

- a. Analyzing  $X_1, X_2, \dots, X_n$ , standard number  $Z_1, Z_2, \dots, Z_n$  by formulation

$$Z_{i \text{ score}} = \frac{x_1 - x}{dx} \quad (\text{each of } X \text{ mean and standard deviation})$$

- b. For each standard number by using distribution list of standard normal, then it conducted of chance  $F(z_i) = p(Z \leq Z_i)$
- c. Furthermore, it is counted of proportion  $Z_1, Z_2, \dots, Z_n$  that smaller equal with  $Z_i$ .
- d. Count difference of  $F(Z_i) - S(Z_i)$ , afterwards determine that absolute values.
- e. Take the biggest value among difference absolute values. Describe this value by using  $L_o$ . If  $L_o < L$  that is received from scoring critic values of Liliefors test with standard evident  $\alpha = 0,05$ , so normal distribution data.

## D.2 Homogeneity Test

For testing do both of variants homogeny, using equality test of two variants, is

$$F = \frac{\text{higgest variants}}{\text{smallest variants}}$$

Furthermore, comparing with  $F_{\text{variants}} = \text{Identically}$ , if  $F_{\text{var}} < F_{\text{tab}}$ , both of sample are homogeny<sup>81</sup>

After the writer find out whether both groups had normal distribution and homogeny. The writer was used validity test to find out the instrument valid or not, and Reability test to consistency and accurary in scoring.

## D.3 The Validity of the Test

Wiersma and Jurs said that a valid instrument refers to the extent to which an instrument measures what is supposed to measure.<sup>82</sup> In this research, the writer was used content validity to validity of the test. According to Wiersma and Jurs, content validity is the process of how the test establishes the representativeness of the items in a certain domain of the skills, tasks, knowledge, and other aspects that are being measured. It means that the test was developed in reference to the Standard of Competence and Basic Competency for Senior High School, students grade X in second semester (*Depdiknas, 2006*).

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<sup>81</sup> Sudjana,(2005), *Metode Statistik*, Bandung : Tarsito, p.249

<sup>82</sup> Wiersma, W. and Jurs, S. (2009). *Research Methods in Education*. United States: Pearson Education, Inc, p.

**Table 3.4: Standard of Competence and Basic Competencies of English for the Tenth Grade Students of Senior High School in the Grade X of the Second Semester of the English Subject.**

Standard of Competence	Basic Competencies
12. Express the meaning within short functional text and simple essay in the form of narrative, descriptive and news item in the daily context life. <i>(Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari )</i>	12.1 Expressing the meaning within short functional text (announcement, advertisement, invitation and other) using written language accurately, fluently, and appropriately in the daily context life. <i>(Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari )</i>
	12.2 Expressing the meaning of rhetorical steps within written language accurately, fluently, and appropriately in daily context life in the form of narrative, descriptive and procedure. <i>(Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item )</i>

#### **D.4 The Reliability of the Test**

Reliability is synonyms with the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated.<sup>45</sup> Reliability is one of the characteristic of good test. It refers to the consistency of the measurement. The test in this study used writing test form. The scoring of the writing test

<sup>45</sup> Suharsimi Arikunto, *Op.cit*, ., 221

involved the subjectively, thus find out whether the test was reliable, the writer used the inter-rater reliability.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where:

- r : The reliability of the test  
 n : Number of students  
 $\sum x$  : Sum of rate I (R1)  
 $\sum y$  : Sum of rate II (RII)

### D.5 Hypothesis Testing

The writer will use  $t_{\text{test}}$  formula to analyzing the data  $t_{\text{test}}$  is used to find whether there is a significant difference between the score of students' achievement in writing by using Peer Feedback. The experiment class is X variable and the control class is Y variable.

The formula of  $t_{\text{test}}$  is :

$$t = \frac{Mx - My}{SEMx - My}$$

Where:

- t = t test  
 SE = Standart Error  
 Mx = Mean of Experiment Group  
 My = Mean of Control Group<sup>46</sup>

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<sup>46</sup> Suharsimi Arikunto, (2010), *Prosedur Penelitian*, Jakarta: PT. Rineka Cipta, p.352

## D.6 The Statistical Hypothesis

The statistical hypothesis was formula from hypothesis which is symbolized as the following:

$$H_0 : \mu x 1 = \mu x 2$$

$$H_a : \mu x 1 > \mu x 2$$

Where:

$H_a$  : Alternative hypothesis  
 $H_0$  : Null hypothesis  
 $\mu$  : Mean of population  
 $X$  : Mean of sample

## E. Research Procedure

1. The writer observed the location and population are carried out. The research will choose the sample of the population.
2. The writer will give number to all subject, the number from 1 to 64 (the number of samples that have been determined).
3. The writer will give lottery. On a small paper the author will write the subject number, one number for each paper. Then the paper will be rolled up. Without prejudice, the writer will take 64 rolls of paper, so the numbers listed are rolled paper that will be sampled.
4. The writer will give do in two classes (experiment class and control class). Before treating the students using peer feedback the writer administered the pre-test to the students in both classes with the same instrument to know the homogeneity of students' in writing achievement.
5. The writer gives treatment after post-test. The treatment is the application of

peer feedback in X1 (E) class as the experiment class and no treatment in X2 (C) as the control class. The presentation of the lesson will do by the writer.

6. Post-test will be given after finishing the treatment. The writer will use the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the writer made a calculation of the result from both of the test.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. DATA DESCRIPTION**

In this section, the researcher presents the students' writing achievement before and after taught by using peer feedback as a technique in the teaching writing. The subject of the research is 32 students of the tenth grade of social major of SMA Swasta Muhammadiyah 8 Kisaran Kel. Selawan Kec.Kisaran Timur Kab. Asahan.

There were two groups in this research, namely experimental and control group. The students in experimental group were taught Peer feedback. The research was conducted during two weeks (03 May until 15 May). The research was given by asking the students to describe a friend and write a paragraph about descriptive text in a piece of paper.

The Students' writing test was scored by calculating the five component scale such as content, organization, vocabulary, language use, mechanics, and task (Appendix-3). After conducting the research, the research got the data of the students' scores in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table.

##### **A.1. Pre-test**

In this activity, the researcher asked the students to write a descriptive text about their favorite's friend, so they could describe the object completely. The purposes of this activity was to measure the students' achievement in writing descriptive text.

Table 4.1  
**The Result Score Pre-Test of  
 Experimental Class and Control Class**

No	X	Y
1	50	24
2	40	54
3	40	38
4	28	32
5	54	42
6	56	50
7	24	46
8	30	32
9	40	20
10	40	32
11	42	48
12	38	50
13	40	20
14	52	38
15	46	42
16	36	28
17	22	56
18	56	26
19	44	38
20	34	46
21	42	20
22	34	48
23	66	36
24	44	56
25	20	28
26	26	26
27	50	50
28	44	20
29	50	36
30	30	26
31	40	56
32	34	48
$\Sigma n=32$	$\Sigma x= 1292$	$\Sigma y= 1212$
Mean	40	37,8

Where:

X : Pre-test of Experiment Class

Y : Pre-test of Control Class

Based on the table 4.1, the researcher get frequency from the result of pre-test of experiment and control class, the table as follow:

**Table 4.2: Frequency Distribution of the Pre-test Scores on Students' Writing Achievement of the Experimental Class**

No	Interval	f	Cumulative Freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	95-100	0	0	00,00	00,00	Excellent
2	80 -94	0	0	00,00	00,00	very good
3	65 -79	1	1	3,1	3,1	Good
4	50 - 64	7	8	21,9	25	Fair
5	35 - 49	14	22	43,8	68,8	Poor
6	20 - 34	10	32	31,2	100,00	very poor

Table 4.2 shows that there is no student classified into *excellent* category and very good category. There is 1 student (3.1%) in very *good* category. There are 7 students (21,9%) in *fair* category, 14 students (43,8%) in *poor* category, 10 student (31,2 %) in *very poor* category. It could be concluded that the majority of the students belonged to *poor* category in the pre-test or before they were given a treatment by using peer feedback.

**Table 4.3: Frequency Distribution of the Pre-test Scores on Students' Writing Achievement of the Control Class**

No	Interval	f	Cumulative Freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	95-100	0	0	00,00	00,00	Excellent
2	80 -94	0	0	00,00	00,00	very good

3	65 -79	0	0	00,00	00,00	Good
4	50 - 64	7	7	21,9	21,9	Fair
5	35 - 49	12	19	37,7	59,6	Poor
6	20 - 34	13	32	40,7	100.00	very poor

Table 4.3 shows that there is no student classified into *excellent*, *very good* and *good* category. There are 7 students (21,9%) in *fair* category, 12 students (37,7%) in *poor* category, 13 students (40,7%) in *very poor* category. It could be concluded that most of the students (40,7%) belonged to *very poor* category on the pre-test or after they were not given treatment using peer feedback.

## A.2 Post-test

In this activity, The researcher asked the students to write a descriptive text about their favorite's friend after the researcher explained about descriptive text. In experimental class the researcher explained not only descriptive text but technique did use in teaching writing (peer feedback), also. After the researcher explanation's, the students could describe the object completely. The purpose of this activity was to measure the students' achievement in writing descriptive text.

Table 4.4

### The Result Score of Post-Test from Experimental Class and Control Class

No	X	Y
1	66	30
2	66	62
3	60	38
4	56	50
5	76	46
6	76	64

7	54	78
8	66	38
9	50	58
10	66	48
11	74	52
12	68	72
13	48	80
14	66	52
15	56	58
16	72	52
17	44	56
18	58	30
19	74	68
20	46	48
21	62	60
22	70	76
23	90	68
24	60	78
25	60	32
26	40	60
27	60	86
28	64	60
29	70	66
30	66	30
31	72	52
32	46	48
$\sum n=32$	$\sum x= 2002$	$\sum y= 1796$
Mean	62,5	56,12

Where:

X : Post-test of Experiment Class

Y : Post-test of Control Class

Based on the table 4.4, the researcher get frequency from the result of

Post-test of experiment and control class, the table as follow:

Table 4.5: Frequency Distribution of the Post-test Scores of the Students' Writing Ability of the Experiment Class

No	Interval	f	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	95-100	0	0	00,00	00,00	Excellent
2	80 -94	1	1	3,1	3,1	very good
3	65 -79	15	16	46,5	49,6	Good
4	50 - 64	11	27	34,1	83,7	Fair
5	35 - 49	5	32	15,5	100,00	Poor
6	20 - 34	0	0	00,00	00,00	very poor

Table 4.5 shows that there was no student classified into *very poor*. There were 5 students (15,5 %) in *poor* category. There were 11 students (34,1%) into *fair* category, There were 15 students (46,5%) into *good* category and 1 students (3,1 %) into *very good* category. It could be concluded that the majority of the students belonged to *good category* on the post-test or after they were given treatment by using peer feedback technique.

Table 4.6: Frequency Distribution of the Post-test Scores of the Students' Writing Ability of the Control Class

No	Interval	F	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	95-100	0	0	00,00	00,00	Excellent
2	80 -94	2	2	6,2	6,2	very good
3	65 -79	7	9	21,7	27,9	Good
4	50 - 64	13	22	40,3	68,2	Fair
5	35 - 49	6	28	18,6	86,8	Poor
6	20 - 34	4	32	12,5	100,00	very poor

Table 4.6 shows that there was no student classified into *Excellent*. There were 2 students (6,2 %) in *very good* category. There were 7 students (21,7%) into *good* category, There were 13 students (40,3%) into *fair* category. There were 6 students (18,6%) into *poor* category and 4 students (12,5 %) into *very poor* category. It could be concluded that the majority of the students belonged to *fair category* on the post-test or after they were not given treatment.

### A.3 The Analysis of Pre-test

After implementing the test, the researcher assessed the result of the students' writing. From the result she could calculate mean, variant, standart deviation, standard error mean of the score of students' writing result using the following formula:

Table 4.7

**Worktable for Finding Mean (M), Variant, Standart Deviation (SD) and standart Error Mean (SEM) from pre-test of Experimental (X) and Control Class (Y)**

No	X	Y	(x)	(y)	(x <sup>2</sup> )	(y <sup>2</sup> )	(xy)
1	50	24	9,625	-13,875	92,64	192,52	-133,547
2	40	54	-0,375	16,125	0,141	260,02	-6,04688
3	40	38	-0,375	0,125	0,141	0,0156	-0,04688
4	28	32	-12,375	-5,875	153,1	34,516	72,70313
5	54	42	13,625	4,125	185,6	17,016	56,20313
6	56	50	15,625	12,125	244,1	147,02	189,4531
7	24	46	-16,375	8,125	268,1	66,016	-133,047
8	30	32	-10,375	-5,875	107,6	34,516	60,95313
9	40	20	-0,375	-17,875	0,141	319,52	6,703125
10	40	32	-0,375	-5,875	0,141	34,516	2,203125
11	42	48	1,625	10,125	2,641	102,52	16,45313
12	38	50	-2,375	12,125	5,641	147,02	-28,7969

13	40	20	-0,375	-17,875	0,141	319,52	6,703125
14	52	38	11,625	0,125	135,1	0,0156	1,453125
15	46	42	5,625	4,125	31,64	17,016	23,20313
16	36	28	-4,375	-9,875	19,14	97,516	43,20313
17	22	56	-18,375	18,125	337,6	328,52	-333,047
18	56	26	15,625	-11,875	244,1	141,02	-185,547
19	44	38	3,625	0,125	13,14	0,0156	0,453125
20	34	46	-6,375	8,125	40,64	66,016	-51,7969
21	42	20	1,625	-17,875	2,641	319,52	-29,0469
22	34	48	-6,375	10,125	40,64	102,52	-64,5469
23	66	36	25,625	-1,875	656,6	3,5156	-48,0469
24	44	56	3,625	18,125	13,14	328,52	65,70313
25	20	28	-20,375	-9,875	415,1	97,516	201,2031
26	26	26	-14,375	-11,875	206,6	141,02	170,7031
27	50	50	9,625	12,125	92,64	147,02	116,7031
28	44	20	3,625	-17,875	13,14	319,52	-64,7969
29	50	36	9,625	-1,875	92,64	3,5156	-18,0469
30	30	26	-10,375	-11,875	107,6	141,02	123,2031
31	40	56	-0,375	18,125	0,141	328,52	-6,79688
32	34	48	-6,375	10,125	40,64	102,52	-64,5469
$\sum n=32$	$\sum x=1292$	$\sum y=1212$	0	0	$\sum x^2=4359,5$	$\sum y^2=3564$	$\sum xy=-10,5$
Mean	40	37,8					
Modus	40	34					
Median	40	35					

The researcher calculated the data based on the steps of the test. The formulation as followed:

The statistic calculation of the data pre-test of variable X and Y:

a. Mean of variable X and Y

$$Mx = \frac{\sum x}{N}$$

$$My = \frac{\sum y}{N}$$

$$Mx = \frac{1292}{32}$$

$$My = \frac{1212}{32}$$

$$Mx = 40,375$$

$$My = 37,875$$

b. Standard of deviation of variable X and Y

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDy = \sqrt{\frac{\sum y^2}{N}}$$

$$SDx = \sqrt{\frac{4359,5}{32}}$$

$$SDy = \sqrt{\frac{3564}{32}}$$

$$SDx = \sqrt{136,23}$$

$$SDy = \sqrt{111,37}$$

$$SDx = 11,85$$

$$SDy = 10,72$$

c. Variant of Variable X and Y

$$S_x = S_x^2 = 11,85^2 = 140,629$$

$$S_y = S_y^2 = 10,72^2 = 114,95$$

d. Calculation of Standard Error Mean (SEM) of X and Y

$$SEM_x = \frac{SD_x}{\sqrt{N_x - 1}}$$

$$SEM_y = \frac{SD_y}{\sqrt{N_y - 1}}$$

$$SEM_x = \frac{11,85}{\sqrt{32 - 1}}$$

$$SEM_y = \frac{10,72}{\sqrt{32 - 1}}$$

$$SEM_x = \frac{11,85}{5,56}$$

$$SEM_y = \frac{10,72}{5,56}$$

$$SEM_x = 2,131$$

$$SEM_y = 1,928$$

e. Calculation of Standart Error Difference Between  $M_x$  and  $M_y$  ( $SEM_x - M_y$ ) of X and Y

$$SEM - M_y = \sqrt{SEM_x^2 - SEM_y^2} = \sqrt{2,131^2 - 1,928^2} = \sqrt{4,541 - 3,718} = \sqrt{0,824} = 0,90$$

Based on the table above, the average of students from pre- test was still poor and not satisfactory yet. The researcher was aware that most the students in tenth social major had difficulty to write appropriate words in the text.

#### **A.4 The Analysis of Post-test**

The next step of the analysis of the data was doing hypothesis test. Hypothesis test aims to give the answer which proposed by the researcher whether the hypothesis accepted or rejected. The hypothesis test was done by using.

Before deciding the result of hypothesis, the researcher proposed the interpretation toward  $t_0$  (t observation) with procedure having done the field research about the effect of Peer feedback in improving students' writing achievement of 32 students' SMA Muhammadiyah 8 Kisaran, and all of the data was get as the following in (Appendix 7,8). The researcher had calculated the score in to statistic calculation. The researcher made the calculation tables to get the Mean and Standart Deviation of two variables, the table as follows:

Table 4.8

**Worktable for Finding Mean (M), Variant, Standart Deviation (SD) and Standart Error Mean (SEM) from post-test of Experimental (X) and Control Class (Y)**

No	X	Y	(x)	(y)	(x <sup>2</sup> )	(y <sup>2</sup> )	(xy)
1	66	30	3,4375	-26,125	11,82	683	-89,8
2	66	62	3,4375	5,875	11,82	34,5	20,195
3	60	38	-2,5625	-18,125	6,566	329	46,445
4	56	50	-6,5625	-6,125	43,07	37,5	40,195
5	76	46	13,4375	-10,125	180,6	103	-136,1
6	76	64	13,4375	7,875	180,6	62	105,82
7	54	78	-8,5625	21,875	73,32	479	-187,3

8	66	38	3,4375	-18,125	11,82	329	-62,3
9	50	58	-12,5625	1,875	157,8	3,52	-23,55
10	66	48	3,4375	-8,125	11,82	66	-27,93
11	74	52	11,4375	-4,125	130,8	17	-47,18
12	68	72	5,4375	15,875	29,57	252	86,32
13	48	80	-14,5625	23,875	212,1	570	-347,7
14	66	52	3,4375	-4,125	11,82	17	-14,18
15	56	58	-6,5625	1,875	43,07	3,52	-12,3
16	72	52	9,4375	-4,125	89,07	17	-38,93
17	44	56	-18,5625	-0,125	344,6	0,02	2,3203
18	58	30	-4,5625	-26,125	20,82	683	119,2
19	74	68	11,4375	11,875	130,8	141	135,82
20	46	48	-16,5625	-8,125	274,3	66	134,57
21	62	60	-0,5625	3,875	0,316	15	-2,18
22	70	76	7,4375	19,875	55,32	395	147,82
23	90	68	27,4375	11,875	752,8	141	325,82
24	60	78	-2,5625	21,875	6,566	479	-56,05
25	60	32	-2,5625	-24,125	6,566	582	61,82
26	40	60	-22,5625	3,875	509,1	15	-87,43
27	60	86	-2,5625	29,875	6,566	893	-76,55
28	64	60	1,4375	3,875	2,066	15	5,5703
29	70	66	7,4375	9,875	55,32	97,5	73,445
30	66	30	3,4375	-26,125	11,82	683	-89,8
31	72	52	9,4375	-4,125	89,07	17	-38,93
32	46	48	-16,5625	-8,125	274,3	66	134,57
$\sum n=32$	$\sum x=$ 2002	$\sum y=$ 1796	0	0	$\sum x^2 =$ 7288	$\sum y^2 =$ 3746	$\sum xy=$ 101,75
Mean	62	56					
Modus	66	52					
Median	65	57					

Where:

$$x = X - Mx$$

$$y = Y - My$$

N1 = Students of experiment class

N2 = Students of control class

Based on the data above, the writer has calculated the result of  $\sum x= 2002$  and  $\sum y= 170$ . Then the writer try to find out the mean of variable X and Y with formula:

$$Mx = \frac{\sum x}{N} = \frac{2022}{32} = 62.5$$

$$My = \frac{\sum y}{N} = \frac{1796}{32} = 56.12$$

Then the writer tries to calculate the Standart Deviation of variable X and Y with formula:

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{7288}{32}} = \sqrt{227,75} = 15.3$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{3746}{32}} = \sqrt{117,06} = 10.9$$

After gaining the result of  $SDx = 15.3$  and  $SDy = 10.9$ . The writer calculated the variant of variable X and Y (S).

$$Sx = Sx^2 = 15.3 = 235.08$$

$$Sy = Sy^2 = 10.9 = 120.8$$

Then the writer calculated the Standart Errors from Mean of X and Y with formula:

$$SEMx = \frac{SDx}{\sqrt{Nx-1}} = \frac{15,3}{\sqrt{32-1}} = \frac{15,3}{5,56} = 2.75$$

$$SEMy = \frac{SDy}{\sqrt{Ny-1}} = \frac{10,9}{\sqrt{32-1}} = \frac{10,9}{5,56} = 1.96$$

After gaining the result of  $SEMx = 2.75$  and  $SEMy = 1.96$ . The writer calculated the standart error from mean of differences between variabel X and Y:

$$SEM - My = \sqrt{SEMx^2 - SEMy^2} = \sqrt{2,75 - 1,96^2} = \sqrt{7,56 - 3,84} = \sqrt{37,2} = 1.92$$

### A.5 Hypothesis Test

The researcher will use  $t_{\text{test}}$  formula to analyzing the data.  $t_{\text{test}}$  is used to find whether there was an effect of peer feedback in improving students' writing achievement. The experiment class is X variable and the control class is Y variable.

The last procedure of the calculation is determining the result of  $t_o$  (t observation) of the test with the formula :

$$\begin{aligned} t &= \frac{Mx - My}{SEM_{x - y}} \\ &= \frac{62,5 - 56,12}{1,92} \\ &= 3,32 \end{aligned}$$

Then in order to complete the result of this research, the writer try to find out the coefficient of  $t_t \alpha 0,050$  at degree of freedom =  $(N1 + N2 - 2) = (32 + 32 - 2) = 62$  is 2,00 (Appendix -15). Based on the table,  $df$  62 at significant level 5% is 2.00. So, the result is  $3,32 > 2,00$ . It means that  $t_o$  (t observation) is higher than  $t_t$  (t table).

Before deciding the result of hypothesis, the writer proposed interpretation toward  $t_o$  ( t observation) with procedure as follows:

1. Formulating alternative hypothesis ( $H_a$ ): there is an effect of peer feedback between variable X and Y.
2. Formulating null hypothesis ( $H_0$ ): there is an effect of peer feedback between variable X and Y.

Furthermore, the writer has the assumption as the statistic hypothesis states:

1. If the result of calculation  $t_o$  (t observation) is bigger than  $t_t$  (t table),  $t_o > t_t$  : The null hypothesis ( $H_0$ ) is rejected. It mean that the experiment technique is **accepted**.
2. If the result of calculation  $t_o$  (t observation) is smaller than  $t_t$  (t table),  $t_o < t_t$  : The null hypothesis ( $H_0$ ) is rejected. It mean that the experiment technique is **rejected**

Based on the result of calculation, the writer obtained value of  $t_o$  3.32 and degree of freedom  $df = 62$  ( $N_1 + N_2 - 2$ ). To know whether it is significant or not we have to look at the  $t_{table}$  in (Appendix-15), The result of  $t_t$  on significant 0,050 = 2.00. It indicates that  $t_o > t_t$  or  $3.32 > 2,00$  or  $(2,00 < 3,32)$ , so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore the writer hypothesis is accepted, it means that there is a significant affective of using peer feedback in teaching writing.

#### A.6 Calculation of Pre-test and Post-test of Experimental and Control Group

Table 4.9

#### Calculation of Pre-test and Post-test of Experimental Group and Control Group

Experimental Group			Control Group	
No	Pre-test (x)	Post-test ( $x_1$ )	Pre-test (y)	Post-test ( $y_1$ )
1	50	66	24	30
2	40	66	54	62
3	40	60	38	38
4	28	56	32	50
5	54	76	42	46
6	56	76	50	64
7	24	54	46	78
8	30	66	32	38

9	40	50	20	58
10	40	66	32	48
11	42	74	48	52
12	38	68	50	72
13	40	48	20	80
14	52	66	38	52
15	46	56	42	58
16	36	72	28	52
17	22	44	56	56
18	56	58	26	30
19	44	74	38	68
20	34	46	46	48
21	42	62	20	60
22	34	70	48	76
23	66	90	36	68
24	44	60	56	78
25	20	60	28	32
26	26	40	26	60
27	50	60	50	86
28	44	64	20	60
29	50	70	36	66
30	30	66	26	30
31	40	72	56	52
32	34	46	48	48
$\Sigma$	$\Sigma=1292$	$\Sigma=2002$	$\Sigma=1212$	$\Sigma=1796$
Mean	40	62	37	56
Modus	40	66	30	52
Median	40	65	38	57

Based on the table above, it shows that the increasing of students' achievement in writing text by using peer feedback technique at tenth grade of social major at SMA Muhammadiyah 8 Kisaran Kel. Selawan Kec. Kisaran Timur Kab. Asahan is affective.

### A.7 Normality Test and Homogeneity Test

Then, the data analysis of the sample could be decided based on this following:

## 1. Normality Test

Normality test is done by using liliefors test. To accept or reject hypothesis, we compared (  $L_o$  observation) with ( $L_t$  table) from Liliefors table  $\alpha$  0,05 (Appendix -9)

If  $L_o < L_t$  = Data has normal distribution (accepted)

If  $L_o > L_t$  = Data not have normal distribution (rejected)

Here is some steps that we do the calculation of Normality test:

1. Make a frequency table. Fill column X with the data, column F with amount of frequency, column Fk with the cumulative frequency.
2. Calculate average each data and standart deviation.
3. Column (Zi) is filled by:

$$Z_i = \frac{X - M}{SD}$$

4. F(Zi) table is failed by looking the coefficient in the table of curve normality ( Appendix-14)
5.  $S(Z_i) = \frac{F_{cum}}{N}$
6.  $|F(z_i) - S(z_i)|$  = coefficient in column F(z\_i)-S(z\_i) be positive
7. The highest coefficient in  $|F(z_i) - S(z_i)|$  column is as ( $L_o$  observation)

The next table is worktable of normality test of experiment class and control class

Table 4.10

### Worktable of Normality Test of Pre- test at Experiment Class

No.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)	F(zi)-S(zi)
1	20	1	1	-1,90038	0,028692	0,03125	-0,00256	0,002558
2	22	1	2	-1,71384	0,043279	0,0625	-0,01922	0,019221
3	24	1	3	-1,5273	0,063343	0,09375	-0,03041	0,030407

4	26	1	4	-1,34076	0,09	0,125	-0,035	0,035
5	28	1	5	-1,15422	0,124206	0,15625	-0,03204	0,032044
6	30	2	7	-0,96768	0,166603	0,21875	-0,05215	0,052147
7	34	3	10	-0,5946	0,276056	0,3125	-0,03644	0,036444
8	36	1	11	-0,40806	0,341616	0,34375	-0,00213	0,002134
9	38	1	12	-0,22152	0,412345	0,375	0,037345	<b>0,037345</b>
10	40	6	18	-0,03498	0,486049	0,5625	-0,07645	0,076451
11	42	2	20	0,151564	0,560235	0,625	-0,06477	0,064765
12	44	3	23	0,338104	0,632358	0,71875	-0,08639	0,086392
13	46	1	24	0,524644	0,700085	0,75	-0,04992	0,049915
14	50	3	27	0,897725	0,815334	0,84375	-0,02842	0,028416
15	52	1	28	1,084265	0,860876	0,875	-0,01412	0,014124
16	54	1	29	1,270805	0,898101	0,90625	-0,00815	0,008149
17	56	2	31	1,457345	0,927489	0,96875	-0,04126	0,041261
18	66	1	32	2,390046	0,991577	1	-0,00842	0,008423
N				32				
M				40,375				
SD				10,72155				
S				114,9516				
$L_o$				0,037				
$L_t$				0,156				
Conclusion = $L_o < L_t$ ( $\alpha = 0,05$ N=32), so data distribution was normal								

Table 4.11

**Worktable of Normality Test of Post- test at Experiment Class**

No	$X_i$	$F_i$	$F_{kum}$	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(z_i)-S(z_i)$	$ F(z_i)-S(z_i) $
1	40	1	1	-2,0525	0,0201	0,0313	-0,01119	0,011191
2	44	1	2	-1,6887	0,0456	0,0625	-0,01686	0,016857
3	46	2	4	-1,5067	0,0659	0,125	-0,05906	0,059058
4	48	1	5	-1,3248	0,0926	0,1563	-0,06363	0,063626
5	50	1	6	-1,1428	0,1266	0,1875	-0,06094	0,060945
6	54	1	7	-0,7789	0,218	0,2188	-0,00074	0,000743
7	56	2	9	-0,597	0,2753	0,2813	-0,006	0,005996
8	58	1	10	-0,4151	0,3391	0,3125	0,02655	0,02655
9	60	4	14	-0,2331	0,4078	0,4375	-0,02966	0,029664
10	62	1	15	-0,0512	0,4796	0,4688	0,010844	0,010844
11	64	1	16	0,1308	0,552	0,5	0,052022	0,052022

12	66	6	22	0,3127	0,6228	0,6875	-0,06475	0,064749
13	68	1	23	0,4947	0,6896	0,7188	-0,02917	0,029171
14	70	2	25	0,6766	0,7507	0,7813	-0,03058	0,03058
15	72	2	27	0,8585	0,8047	0,8438	-0,03905	0,039047
16	74	2	29	1,0405	0,8509	0,9063	-0,05531	0,055308
17	76	2	31	1,2224	0,8892	0,9688	-0,07952	<b>0,079523</b>
18	90	1	32	2,496	0,9937	1	-0,00628	0,00628
N	32							
M	62,5625							
SD	10,99248							
S	120,8347							
L <sub>o</sub>	0,079							
L <sub>t</sub>	0,159							
Conclusion = L <sub>o</sub> < L <sub>t</sub> (α = 0,05 N=32) , so data distribution was normal								

Table 4.12

**Worktable of Normality Test of Pre- test at Control Class**

No.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)	F(zi)-S(zi)
1	20	4	4	-1,50733	0,06586293	0,125	-0,05913707	0,059137069
2	24	1	5	-1,17003	0,12099524	0,15625	-0,03525476	0,035254764
3	26	3	8	-1,00137	0,15832309	0,25	-0,09167691	0,091676907
4	28	2	10	-0,83272	0,20250097	0,3125	-0,10999903	<b>0,109999026</b>
5	32	3	13	-0,49542	0,31015309	0,40625	-0,09609691	0,096096907
6	36	2	15	-0,15811	0,43718442	0,46875	-0,03156558	0,031565583
7	38	3	18	0,010541	0,50420508	0,5625	-0,05829492	0,058294917
8	42	2	20	0,347846	0,63602193	0,625	0,011021926	0,011021926
9	46	2	22	0,68515	0,75337549	0,6875	0,065875493	0,065875493
10	48	3	25	0,853803	0,80339287	0,78125	0,022142873	0,022142873
11	50	3	28	1,022455	0,84671725	0,875	-0,02828275	0,028282747
12	54	1	29	1,35976	0,91304706	0,90625	0,006797064	0,006797064
13	56	3	32	1,528412	0,93679492	1	-0,06320508	0,063205083
N	32							
M	37,875							
SD	11,85871							
S	140,629							
L <sub>o</sub>	0,109							
L <sub>t</sub>	0,156							
Conclusion = L <sub>o</sub> < L <sub>t</sub> (α = 0,05 N=32) , so data distribution was normal								

Table 4.13

**Worktable of Normality Test of Post- test at Control Class**

No.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)	F(zi)-S(zi)
1	30	3	3	-1,70391	0,044199	0,09375	-0,04955	0,0495515
2	32	1	4	-1,57347	0,057805	0,125	-0,0672	0,0671952
3	38	2	6	-1,18214	0,118575	0,1875	-0,06893	0,0689253
4	46	1	7	-0,66037	0,254509	0,21875	0,035759	0,0357586
5	48	3	10	-0,52993	0,298082	0,3125	-0,01442	0,0144183
6	50	1	11	-0,39948	0,344769	0,34375	0,001019	0,0010189
7	52	4	15	-0,26904	0,39395	0,46875	-0,0748	<b>0,0748002</b>
8	56	1	16	-0,00815	0,496748	0,5	-0,00325	0,0032524
9	58	2	18	0,122291	0,548666	0,5625	-0,01383	0,0138345
10	60	3	21	0,252734	0,599763	0,65625	-0,05649	0,056487
11	62	1	22	0,383177	0,649206	0,6875	-0,03829	0,0382943
12	64	1	23	0,51362	0,696241	0,71875	-0,02251	0,0225088
13	66	1	24	0,644063	0,740233	0,75	-0,00977	0,0097671
14	68	2	26	0,774507	0,780684	0,8125	-0,03182	0,0318156
15	72	1	27	1,035393	0,849757	0,84375	0,006007	0,0060073
16	76	1	28	1,29628	0,90256	0,875	0,02756	0,0275604
17	78	2	30	1,426723	0,92317	0,9375	-0,01433	0,0143299
18	80	1	31	1,557166	0,940284	0,96875	-0,02847	0,0284655
19	86	1	32	1,948496	0,974322	1	-0,02568	0,0256778
N	32							
M	56,125							
SD	15,33234							
S	235,0806							
L <sub>o</sub>	0,074							
L <sub>t</sub>	0,156							
Conclusion = L <sub>o</sub> < L <sub>t</sub> (α = 0, 05 N=32) , so data distribution was normal								

Based on the calculation tables above, it could be summarized the normality test of the data from experiment and control class as next following table :

Table 4.14

**The Summary of Normality test of The Data**

The Summary of Normality test of Pre-test and Post test Data				
Class	L <sub>o</sub>		L <sub>t</sub>	Conclusion
	Pre-test	Post-test		
Experiment	0,037	0,079	0,156	Normal
Control	0,109	0,07	0,156	Normal

Based on the table above, it shows that  $L_o < L_t$ , so it showed the data which got from both samples had normal distribution.

**2. Homogeneity Test**

Homogeneity test was done by doing Fisher test. It aimed to know whether the sample that used in the research is homogenous or not. The formula is as follows:

$$F_o = \frac{S_1^2}{S_2^2}$$

Where :

$S_1^2$  = The biggest variant of both variable

$S_2^2$  = The smallest variant of both variable

Then the homogeneity of the sample could be decided based on this following hypothesis:

If  $F_o < f_t$  = data is homogenous

If  $F_o > f_t$  = data is not homogenous (heterogenous)

a. Data of research

Analysis data of post-test of both variable:

- Variant of post-test experiment class : 120,83
- Variant of post-test control class : 235,08

$$F_o = \frac{120,83}{235,08} = 0,51$$

The coefficient of from the table of F distribution  $\alpha$  0,05 with numerator degree of freedoms = 63 (N-1=64-1), and denominator degree of freedom = 63 (N-1=64-1). Where  $F_{table}$  . so it could be concluded that  $F_{table}$  determined at real  $\alpha$  =0,05 and the numerator df=N-1=64-1 is 1,53 (Appendix-16)

From the calculation above, it was found that  $F_{count} = 0,51$ . Then, the coefficient of  $F_{count}$  was compared to  $F_{table}$  . So, it could be concluded that  $F_{count} < F_{table} = 0,51 < 1,53$ . It means the samples of post-test that used in this research is homogenous or it could be concluded that the data of this research had completed the requirements to be hypothesized.

#### **A.8 The Reliability of the Test and Validity of the Test**

In this section, subject of the research was 32 students of the tenth grade of social major of SMA Swasta Muhammadiyah 8 Kisaran Kel. Selawan Kec. Kisaran Timur Kab. Asahan. The purpose of the researcher is to know the effect of peer feedback in writing achievement at SMA Swasta Muhammadiyah 8 Kisaran Kel. Selawan Kec. Kisaran Timur Kab. Asahan. The result is obtained the data as follows:

Table 4.15

**The Research Data of The Effect of Using Peer Feedback in  
Improving Students' Writing Achievement**

$Y_1$  : Teacher Technique

50	56	42	36	42	26	40
40	24	38	22	34	50	34
40	30	40	56	66	44	
28	40	52	44	44	50	
54	40	46	34	20	30	

Table 4.16

**The Research Data of The Effect of Using Peer Feedback in  
Improving Students' Writing Achievement**

$X_1$  : Teaching using Peer Feedback as Technique

66	76	74	72	62	40	72
66	54	68	44	70	60	46
60	66	48	58	90	64	
56	50	66	74	60	70	
76	66	56	46	60	66	

We will prove whether there is a relationship between peer feedback as variabel X with the writing achievement as variabel Y, step answered:

1. Create  $H_a$  and  $H_0$  in the form of a sentences, as follows:

$H_0$  : There is no an effect of peer feedback in improving students' writing achievement.

$H_a$  : There is an effect of peer feedback in improving students' writing achievement.

2. Create  $H_a$  and  $H_0$  in the form of statistics as follows:

$$H_a = \rho \neq 0$$

$$H_0 = \rho = 0$$

3. Select the formula to be used, for this example we will use the formula of product moment correlation with through numbers as follows:

$$r_{xy} = \frac{N(\sum XY - (\sum X)(\sum Y))}{\sqrt{[N(\sum x^2 - (x)^2)]} \sqrt{[N(\sum y^2 - (y)^2)]}}$$

4. Create a helper table to calculate the correlation, For more detail, it can be seen in (Appendix 9)
5. Enter the statistics contained in the table into the formula:

$$r_{xy} = \frac{N(\sum XY - (\sum X)(\sum Y))}{\sqrt{[N(\sum x^2 - (x)^2)]} \sqrt{[N(\sum y^2 - (y)^2)]}}$$

$$r_{xy} = \frac{32(-10,5) - (1292)(1212)}{\sqrt{[32(4359,5 - (1292)^2)]} \sqrt{[32(3564) - (1212)^2]}}$$

$$r_{xy} = \frac{(-336) - (1565904)}{\sqrt{[(139504) - (1669264)]} \sqrt{[(114048 - 1468944)]}}$$

$$r_{xy} = \frac{(-1566240)}{\sqrt{[(-1529760)]} \sqrt{[(-1354896)]}}$$

$$r_{xy} = \frac{(-1566240)}{\sqrt{[(2072665)]}}$$

$$r_{xy} = \frac{(-1566240)}{1439675}$$

$$r_{xy} = -1,087$$

The last procedure of the calculation is determining the result of coefficient with the formula:

$$\begin{aligned}
 KP &= r_{xy}^2 \times 100\% \\
 &= -1,089^2 \times 100\% \\
 &= 1,185 \times 100\% \\
 &= 118,5\%
 \end{aligned}$$

So, from the calculated above, has successfully we get  $r_{xy}$  amounted to 1,185. If we look, the correlation index numbers we have gained was not marked negative. This means that the correlation between the variabel X (Teacher technique) and the variable Y (Teaching use the peer feedback as technique) there is a positive correlation between these two variable .

Based on the approximate put forward we can state that the correlation between variables X and Y variables that are correlations were moderate or strong. This we can give a simple interpretation of the  $r_{xy}$  , namely that even if there is a positive correlation between variable X and Y , but the correlation is moderate.

Correlation significant test of whether a correlation of -1,087 other than the force on the sample also apply to the entire population, according to formula:

Rule testing if  $r_{count} \geq r_{table}$  then a significant correlation, if  $r_{count} \leq r_{table}$  then the correlation is not significant value  $r_{table}$  was taken by  $dk=n-k$  where  $n =$  number of samples 32,  $k =$  numbers of variables is 2.

So, the value  $r_{table}$  is taken from the value  $r_{table}$  for  $dk$  30 at 5% significance level was 0,349 turns  $r_{count} \geq r_{table}$  . So, that it can be concluded that the relationship relevance of learning styles to students learning outcomes is significant level of 5%.

## **B. Findings**

1. According to the result above, it was found that mean of experiment class was 62.5 after the researcher give treatment was peer feedback as technique.
2. According to the result above, it was found that mean of experiment class was 56.12.
3. Based on the analysis of hypothesis testing, it was found that the value of  $t_o$  is 3.32 and the value of  $t_t$  from the  $df$  (62) on the degree of significance of 5% is 2.00. It means that  $t_o$  (t observation) is higher than  $t_t$  (t table). So, the null hypothesis is rejected and the alternative hypothesis is accepted.

## **C. Discussion**

As mentioned in chapter I, the purpose of this study is to find out the effect of using peer feedback on the students' writing achievement at SMA Swasta Muhammadiyah 8 in academic year 2017/2018. In this section, the writer tries to discuss the findings of the research from the result of pre-test and post-test in experiment and control group.

Before analyzing the hypothesis, the writer calculated the normality to find the data had normal distribution. In the pre-test of experiment class (Appendix-9), it can be seen that the Liliefors Observation or  $L_o$  (0,037) <  $L_t$  (0,156). It means that data had normal distribution. In the pre-test of control class (Appendix-11), it can be seen that the Liliefors Observation or  $L_o$  (0,109) <  $L_t$  (0,156). It means that data had normal distribution. It can be concluded that the data of pre-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

In post-test of experiment class (Appendix-10), it can be seen that the Liliefors Observation or  $L_o (0,079) < L_t (0,156)$ . It means that data had normal distribution. In the pre-test of control class (Appendix-12), it can be seen that the Liliefors Observation or  $L_o (0,074) < L_t (0,156)$ . It means that data had normal distribution. It can be concluded that the data of pre-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

After calculating the normality test, the writer counts the mean of pre-test in experiment and control group. The mean of pre-test in experiment group was 40, and in control group the mean of pre-test was 37,875. And the mean of post-test in experiment group was 62.5. In control group the mean of post-test was 56.12. The result shows that mean of experiment group was higher than control group (Appendix-3,4).

After variance of experiment and control group was found, the writer was calculated homogeneity test to determined t-test formula. Based on the calculation of homogeneity test, it could be seen that the test is homogenous in both of classes. The result of homogenous test could be seen in (Appendix-13).

The results of t-test shows that t-value is higher than t-table (Appendix-14). Thus, in this case, the null hypothesis ( $H_0$ ) in this research is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means the treatment which is given to the experiment group by using peer feedback technique to improve students' writing achievement is successful.

There are some factors which make the success of this research. First, peer feedback demanded students work in team. They have responsibility to help their

friends to understand the material by giving them feedback. Students must communicate with their friends once they could not understand the feedback.

Second, in peer feedback they will have to compared their peer's work carefully to give the feedback. At that time, unconsciously, they study by themselves and it also grow their motivation to know more.

Third, peer feedback demands students to be active. It also supports the situation in the class. Learning a language can't be understood only by explanation. They should practice it frequently. In most classes, the writer sees the fact that students who passively learn could not understand the material well. Yet, learning by doing is still become the key to comprehend the material well.

However, as this technique focus on students as the center of learning, teachers explanation is still needed to make them easily understand about what they should assess in their peers' writing. The students' participation will not be effective if the teacher did not give clear explanation about the students' roles and job description and the procedure in doing the feedback. Another discovery of this research is following stages of writing is very important as includes feedback in some stages of writing could help the students to understand how to write effectively.

Based on the explanation above, using peer feedback as a technique that showed the real effect in teaching writing because it can help the students to improve their ideas in writing achievement at SMA Swasta Muhammadiyah 8 Kisaran in Academic Year 2017/2018.

## **CHAPTER V CONCLUSION AND SUGGESTIONS**

### **A. Conclusion**

After analyzing the data it can be concluded that the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 62,5 while that of control group was 56,12 This meant that in teaching writing, students who were taught by using peer feedback had higher scores than those who were taught without using it.

Based on the analysis of hypothesis testing, it could be concluded that there is an effect of peer feedback in improving students' writing achievement of the tenth grade of social major of SMA Swasta Muhammadiyah 8 Kisaran that were taught by using peer feedback and those who were taught without using it. It can be seen in appendix. This shows that the value of  $t_o$  is 3.32 and the value of  $t_t$  from the  $df$  (62) on the degree of significance of 5% is 2,00. It means that  $t_o$  (t observation) is higher than  $t_t$  (t table). So, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there was an effect of peer feedback in improving students' writing achievement of tenth grade students at SMA Swasta Muhammadiyah 8 Kisaran.

### **B. Suggestions**

Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

### **B.1 English Teachers**

In teaching learning of writing, an English teacher needs to be selective in applying an appropriate technique which improves motivation for students. The researcher also suggests the teachers should apply peer feedback in teaching writing because it gives a chance for students to evaluate their work. It is very beneficial for students if the teachers always share the students' error and mistakes. The students know their mistake and they know how to revise it.

### **B.2 The Tenth Grade Students of Senior High School**

Through peer feedback in teaching writing, the students are expected to be no longer dependent on their teachers in receiving feedback. They could ask their peers to provide feedback for their writing. At last, peer feedback is expected to help students to improve their writing.

### **B.3 Other Researchers**

This research is aimed at finding only the significance of peer feedback on the teaching-learning process of writing. It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. It is possible for other researchers to conduct experiment or action research to improve speaking or other dependent variables ability through peer feedback. It is also possible for them to design the same topic from the level of vocational high school to the university based on their need and condition.

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**APPENDIX I**

**RESEARCH INSTRUMENT**

Name :  
No :  
Class :

**Pre-Test**

1. Write a descriptive text (about 200 words) based on one of the topics below.

Describing Someone (Friends, Teacher, etc)

.....

Identification :

Description: (physical features)

Description: (personality)

Name :  
No :  
Class :

### Post-Test

1. Write a descriptive text (about 200 words) based on one of the topics "Describing People"
2. Please, decide your title on your descriptive text

.....

Identification :

Description (physical  
features) :

Description (  
personality) :

### Writing Assessment Rubric

	Score	Level	Criteria
<b>Content</b>		30-27	Excellent to Very Good:  Knowledgeable, Substantive, through the development of thesis- relevant to the assigned topic.
		26-22	Good to Average;  Some knowledge of subject – adequate range, limited development of thesis, and mostly relevant the topic, but lack details.
		21-17	Fair too Poor;  Limited knowledge of subject, title substance, inadequate development of topic.
		16-13	Very Poor;  Does not show knowledge of subject, non substantive, not pertinent, or enough to evaluate

<b>Organization</b>		20-18	Excellent to Very Good; Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
		17-14	Good to Average; Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13-10	Fair to Poor; non-fluent, ideas confused or disconnected, lacks logical sequencing and development

Adapted from: Weigle, C. S. (2002). Assessing Writing Cambridge

## APPENDIX II

### LESSON PLAN

School	: SMA Muhammadiyah 8 Kisaran
Subject	: English
Class/Semester	: X/2
Skill	: Writing
Topic	: <b>Describing People</b>
Time Allocation	: 4 x 45 Minutes

#### A. STANDARD OF COMPETENCE

Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

#### B. BASIC COMPETENCY

Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

#### C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

#### D. INDICATORS

- Identifying the generic structure and language features of descriptive texts
- Using adjectives and compound adjectives
- Using attributive verbs (*has* and *have*)
- Answering guided questions of describing a person
- Producing a simple descriptive text

#### E. LESSON MATERIALS

Enclosed (Appendix)

#### F. TEACHING METHOD/TECHNIQUE

*Genre-Based Approach (BKOF, MOT, JCOT, ICOT)*

#### G. TEACHING-LEARNING ACTIVITIES

No.	Teacher's and Students' Activities
1.	<ul style="list-style-type: none"><li>Opening Activities</li><li>Teacher greets students.</li><li>Teacher asks students' condition.</li><li>Teacher leads a prayer.</li><li>Teacher checks the students' attendance.</li></ul>

2.	<p>Main Activities</p> <p>Meeting 1</p> <p>BKOF</p> <ul style="list-style-type: none"> <li>• Teacher does apperception by asking students who their idol is.</li> <li>• Teacher asks some students to explain how she/he looks like.</li> <li>• Teacher tells the material that will be learned by students which is about describing people.</li> <li>• Teacher tells the goal that will be achieved by students.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>• Teacher gives an example of descriptive texts.</li> <li>• Teacher asks students to do Task 1 in pairs.</li> <li>• Teacher and students discuss the characteristics of the descriptive text together (Task 2).</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>• Teacher asks students to work in pairs.</li> <li>• Students are asked to interview each other using some guided questions (Task 3).</li> <li>• Students make brainstorming guided by questions.</li> <li>• Teacher monitors the discussion.</li> </ul> <p>Meeting 2</p> <ul style="list-style-type: none"> <li>• Teacher asks students to make a draft of a descriptive text individually based on the answers of previous questions (Task 4).</li> <li>• Teacher asks students one by one whether they are confused or not to revise their draft.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Teacher ask the students to make description based on their draft.</li> </ul>
3.	<p>Closing Activities</p> <ul style="list-style-type: none"> <li>• Teacher asks students about the conclusion of the writing activities that have been done.</li> <li>• Teacher ends the lesson.</li> </ul>

## H. MATERIAL SOURCES

- <https://sanurfransiskus.wordpress.com/2014/09/21/rpp-class-x-semester-1-descriptive-text/pdf>

## I. INSTRUMENT

- Technique : Written test (Task 4)
- Type : Writing a descriptive text

## J. EVALUATION

a. Technique : Writing rubric

	Score	Level	Criteria
<b>Content</b>		30-27	Excellent to Very Good:  Knowledgeable, Substantive, through the development of thesis- relevant to the assigned topic.
		26-22	Good to Average;  Some knowledge of subject – adequate range, limited development of thesis, and mostly relevant the topic, but lack details.
		21-17	Fair too Poor;  Limited knowledge of subject, title substance, inadequate development of topic.
		16-13	Very Poor;  Does not show knowledge of subject, non substantive, not pertinent, or enough to evaluate
<b>Organization</b>		20-18	Excellent to Very Good;  Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
		17-14	Good to Average;

			Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		13-10	Fair to Poor; non-fluent, ideas confused or disconnected, lacks logical sequencing and development

Adapted from: Weigle, C. S. (2002). Assessing Writing Cambridge

- a. Maximum score 100  
The conversion table :

<b>Class Interval</b>	<b>Interpretation</b>
95-100	excellent
85-94	very good
75-84	good
65-74	fair
55-64	poor
30-54	very poor

Kisaran, 03 May, 2018

Approved by,  
Teacher

The Researcher

Ade Kurniawan, S.Pd

Susi Atmawati

NIM: 34143010

## Appendix of Lesson Materials

### Task 1

Study the following text below. Then, identify the organization of the text below with your partner.

#### Daniel Jacob Radcliffe



Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. He is an actor. The success of Harry Potter movies has made Daniel Radcliffe the centre of public attention.

Dan is very good looking. He is bright-skinned, blue-eyed, and pointed-nosed. He has dark brown hair. His height is about 168 cm. His face is square and he is very handsome when he smiles.

He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Identification

Description: Physical features

Description: Personality

## Task 2

### The Explanation of the Descriptive Text

Function: to describe a particular person, place or thing. Generic Structure:

- Identification: identifying the name, occupation, profession and career.
- Description: describing the physical appearances and his/her personality. Language features:
  - The use of simple present tense
  - The use of linking verbs
  - The use of adjectives and compound adjectives
  - The use of attributive *has* and *have*

To describe a person's physical appearance, you can use the following words:

Physical appearances						
Height	Body	Skin	Age	Hair	Face	Eyes
tall short	slim thin plump fat skinny muscular	brown bright Dark colored	young old teenager	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round narrow blue brown black green Slanting

To describe a person's characters, you can use the following words.

Characters	
careful intelligent confident extrovert generous diligent	careless stupid shy introvert stingy lazy

Characters
active cheerful determined energetic friendly humble humorous sensitive stubborn

(JCOT)

**Task 3**

Ask the questions below to your partner.

1. Who is your best friend?
2. How does she/he look like?
3. How is she/he? (personality)

ICOT

**Task 4**

Make a simple descriptive text based on Task 3.

## LESSON PLAN EXPERIMENTAL CLASS

School	: SMA Muhammadiyah 8 Kisaran
Subject	: English
Class/Semester	: X/2
Skill	: Writing
Topic	: <b>Describing People</b>
Time Allocation	: 4 x 45 minutes

### A. STANDARD OF COMPETENCE

Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

### B. BASIC COMPETENCY

Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

### C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

### D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Using adjectives and compound adjectives
3. Using attributive verbs (*has* and *have*)
4. Answering guided questions of describing a person
5. Producing a simple descriptive text

### E. LESSON MATERIALS

Enclosed (Appendix)

### F. TEACHING METHOD/TECHNIQUE

*Genre-Based Approach (BKOF, MOT, JCOT, ICOT)*

### G. TEACHING-LEARNING ACTIVITIES

No.	Teacher's and Students' Activities
1.	Opening Activities <ol style="list-style-type: none"><li>a. Teacher greets students.</li><li>b. Teacher asks students' condition.</li><li>c. Teacher leads a prayer.</li><li>d. Teacher checks the students' attendance.</li></ol>

2.	Main Activities
	<p>Meeting 1</p> <p>a. BKOF</p> <ol style="list-style-type: none"> <li>1) Teacher does a perception by asking students who their idol is.</li> <li>2) Teacher asks some students to explain how she/he looks like.</li> <li>3) Teacher tells the material that will be learned by students which is about describing people.</li> <li>4) Teacher tells the goal that will be achieved by students.</li> </ol> <p>b. MOT</p> <ol style="list-style-type: none"> <li>1) Teacher gives an example of descriptive texts.</li> <li>2) Teacher asks students to do Task 1 in pairs.</li> <li>3) Teacher and students discuss the characteristics of the descriptive text together (Task 2).</li> </ol> <p>c. JCOT</p> <ol style="list-style-type: none"> <li>1) Teacher asks students to work in pairs.</li> <li>2) Students are asked to interview each other using some guided questions (Task 3).</li> <li>3) Students make brainstorming guided by questions.</li> <li>4) Teacher monitors the discussion.</li> <li>5) Teacher asks students to make a draft of a descriptive text individually based on the answers of previous questions (Task 4).</li> </ol>
	<p>Meeting 2</p> <ol style="list-style-type: none"> <li>6) Teacher asks students to work in groups of four.</li> <li>7) Teacher tells students that they will have a peer feedback activity.</li> <li>8) Teacher explains what peer feedback is, how to do peer feedback, and what elements in writing that they have to revise. Teacher asks students to exchange their draft with a partner. For example, student A with student B, student B with students C, student C with student D, and students D with student A.</li> <li>9) Teacher gives a feedback checklist (Task 5) and a peer feedback form (Task 6) to each student.</li> <li>10) Students respond to their partner's draft in the oral and written form.</li> <li>11) Teacher asks students to give the text back to their partner that has been commented.</li> </ol> <p>d. ICOT</p> <ol style="list-style-type: none"> <li>1) Teacher asks students to revise their draft by considering feedback from their peers (Task 7).</li> <li>2) Students submit their revised draft to the teacher.</li> </ol>
3.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>a. Teacher asks students about the conclusion of the writing activities that have been done.</li> <li>b. Teacher gives a review of the lesson for the next meeting.</li> <li>c. Teacher asks students to bring a picture of their most favorite place in Indonesia.</li> <li>d. Teacher ends the lesson.</li> </ol>

## **I. MATERIAL SOURCES**

- <https://sanurfransiskus.wordpress.com/2014/09/21/rpp-class-x-semester-1-descriptive-text/pdf>

## **II. INSTRUMENT**

- a. Technique : Written test (Task 4)
- b. Type : Writing a descriptive text

## K. EVALUATION

a. Technique : Writing rubric

	Score	Level	Criteria
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		16-13	Very Poor;  Does not show knowledge of subject, non substantive, not pertinent, or enough to evaluate
<b>Organization</b>		20-18	Excellent to Very Good;  Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
		17-14	Good to Average;

			Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
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Adapted from: Weigle, C. S. (2002). Assessing Writing Cambridge

- a. Maximum score 100  
The conversion table :

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55-64	poor
30-54	very poor

Kisaran, 03 May, 2018

Approved by,  
Teacher

The Researcher

Ade Kurniawan, S.Pd

Susi Atmawati

NIM: 34143010

## Appendix of Lesson Materials

### Task 1

Study the following text below. Then, identify the organization of the text below with your partner.

#### Daniel Jacob Radcliffe



Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. He is an actor. The success of Harry Potter movies has made Daniel Radcliffe the centre of public attention.

Identification

Dan is very good looking. He is bright-skinned, blue-eyed, and pointed-nosed. He has dark brown hair. His height is about 168 cm. His face is square and he is very handsome when he smiles.

Description:  
Physical features

He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Description:  
Personality

## Task 2

### The Explanation of the Descriptive Text

Function: to describe a particular person, place or thing. Generic Structure:

- Identification: identifying the name, occupation, profession and career.
- Description: describing the physical appearances and his/her personality. Language features:
  - The use of simple present tense
  - The use of linking verbs
  - The use of adjectives and compound adjectives
  - The use of attributive *has* and *have*

To describe a person's physical appearance, you can use the following words:

Physical appearances						
Height	Body	Skin	Age	Hair	Face	Eyes
tall short	slim thin plump fat skinny muscular	brown bright Dark colored	young old teenager	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round narrow blue brown black green Slanting

To describe a person's characters, you can use the following words.

Characters	
careful intelligent confident extrovert generous diligent	careless stupid shy introvert stingy lazy

Characters
active cheerful determined energetic friendly humble humorous sensitive stubborn

(JCOT)

**Task 3**

Ask the questions below to your partner.

1. Who is your best friend?
2. How does she/he look like?
3. How is she/he?

#### Task 4

Make a draft of a simple descriptive text based on Task 3.

#### Task 5

Read your partner's text and give feedback on his/her draft. Then, put a tick (✓) on the feedback checklist below if you agree with the checklist and put a cross (x) if you don't agree with that.

#### Feedback Checklist

No	Content	Yes	No
1	The introduction is clear. (pengenalan objek sangat jelas)		
2	The main part is clear. (penjelasan secara fisik jelas)		
3	The identification is clear. (penjelasan secara sifat jelas)		

No	Organization	Yes	No
1	The text is begun with a good introduction. (teks dimulai dengan introduction yang bagus)		
2	The text has clear description. (teks mempunyai deskripsi yang jelas)		
3	The text is using good coherences. (teks menggunakan keselarasan yang baik)		

No	Vocabulary	Yes	No
1	The text is using effective words choice. (teks menggunakan pilihan kata yang tepat dan akurat)		
2	The text is using good attributive words to describe objects. (teks menggunakan kata sifat penjelas objek dengan baik)		
3	The text is using various vocabularies. (teks menggunakan kosa kata yang bervariasi)		

No	Language use	Yes	No
1	The text has few errors of tense, number, and pronoun. (teks mempunyai sedikit kesalahan pada tense, number, dan pronoun)		
2	The text has few errors in using preposition. (teks mempunyai sedikit kesalahan pada penggunaan preposisi)		
3	The text has few errors in using <i>to be/linking verb</i> (teks mempunyai sedikit kesalahan pada penggunaan is,am,are)		
No	Mechanic	Yes	No
1	The text has few errors of spelling. (teks mempunyai sedikit kesalahan pada pengejaan kata)		
2	The text has few errors of punctuation. (teks mempunyai sedikit kesalahan pada penggunaan tanda baca)		
3	The text has few errors of capitalization. (teks mempunyai sedikit kesalahan pada penggunaan huruf kapital)		
4	The text has few errors of paragraphing. (teks mempunyai sedikit kesalahan pada penyusunan paragraph)		
5	The text is legible. (teks dapat dibaca)		

### **Task 6**

Fill in this form with your comments about your partner's draft. Then, give it to your partner so she/he can respond to your comments.

#### Peer Feedback Forms

Writer's Name: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

1. Sebutkan minimal 2 komentar positif dari draft temanmu?

2. Berikan saran (minimal 2 point) yang perlu dilakukan temanmu dalam merevisi draftnya?

#### **RESPONSE:**

Apakah kamu setuju/tidak setuju dengan apa yang dikatakan temanmu?

Apakah feedback dari temanmu berguna dalam proses revisi?

(ICOT)

### **Task 7**

Revise your draft by considering the feedback from your partner. Then, submit your work to your teacher

**APPENDIX III**

## Frequency Table of Pre-test of Experiment Class

**Experiment class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3,1	3,1	3,1
	22	1	3,1	3,1	6,3
	24	1	3,1	3,1	9,4
	26	1	3,1	3,1	12,5
	28	1	3,1	3,1	15,6
	30	2	6,3	6,3	21,9
	34	3	9,4	9,4	31,3
	36	1	3,1	3,1	34,4
	38	1	3,1	3,1	37,5
	40	6	18,8	18,8	56,3
	42	2	6,3	6,3	62,5
	44	3	9,4	9,4	71,9
	46	1	3,1	3,1	75,0
	50	3	9,4	9,4	84,4
	52	1	3,1	3,1	87,5
	54	1	3,1	3,1	90,6
	56	2	6,3	6,3	96,9
	66	1	3,1	3,1	100,0
Total		32	100,0	100,0	

**APPENDIX IV**

## Frequency Table of Pre-test of Control Class

**Control class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	4	12,5	12,5	12,5
	24	1	3,1	3,1	15,6
	26	3	9,4	9,4	25,0
	28	2	6,3	6,3	31,3
	32	3	9,4	9,4	40,6
	36	2	6,3	6,3	46,9
	38	3	9,4	9,4	56,3
	42	2	6,3	6,3	62,5
	46	2	6,3	6,3	68,8
	48	3	9,4	9,4	78,1
	50	3	9,4	9,4	87,5
	54	1	3,1	3,1	90,6
	56	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

**APPENDIX V**

## Frequency Table of Post-test of Experiment Class

		Experiment class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3,1	3,1	3,1
	22	1	3,1	3,1	6,3
	24	1	3,1	3,1	9,4
	26	1	3,1	3,1	12,5
	28	1	3,1	3,1	15,6
	30	2	6,3	6,3	21,9
	34	3	9,4	9,4	31,3
	36	1	3,1	3,1	34,4
	38	1	3,1	3,1	37,5
	40	6	18,8	18,8	56,3
	42	2	6,3	6,3	62,5
	44	3	9,4	9,4	71,9
	46	1	3,1	3,1	75,0
	50	3	9,4	9,4	84,4
	52	1	3,1	3,1	87,5
	54	1	3,1	3,1	90,6
	56	2	6,3	6,3	96,9
	66	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

**APPENDIX VI**

## Frequency Table of Post-test of Control Class

<b>Control class</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	4	12,5	12,5	12,5
	24	1	3,1	3,1	15,6
	26	3	9,4	9,4	25,0
	28	2	6,3	6,3	31,3
	32	3	9,4	9,4	40,6
	36	2	6,3	6,3	46,9
	38	3	9,4	9,4	56,3
	42	2	6,3	6,3	62,5
	46	2	6,3	6,3	68,8
	48	3	9,4	9,4	78,1
	50	3	9,4	9,4	87,5
	54	1	3,1	3,1	90,6
	56	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

**APPENDIX VII**

**Table 4.1**

**Worktable for Finding Mean (M), Variant, Standart Deviation (SD) and standart Error**

**Mean (SEM) from pre-test of Experimental (X) and Control Class (Y)**

No	X	Y	(x)	(y)	(x <sup>2</sup> )	(y <sup>2</sup> )	(xy)
1	50	24	9,625	-13,875	92,64	192,52	-133,547
2	40	54	-0,375	16,125	0,141	260,02	-6,04688
3	40	38	-0,375	0,125	0,141	0,0156	-0,04688
4	28	32	-12,375	-5,875	153,1	34,516	72,70313
5	54	42	13,625	4,125	185,6	17,016	56,20313
6	56	50	15,625	12,125	244,1	147,02	189,4531
7	24	46	-16,375	8,125	268,1	66,016	-133,047
8	30	32	-10,375	-5,875	107,6	34,516	60,95313
9	40	20	-0,375	-17,875	0,141	319,52	6,703125
10	40	32	-0,375	-5,875	0,141	34,516	2,203125
11	42	48	1,625	10,125	2,641	102,52	16,45313
12	38	50	-2,375	12,125	5,641	147,02	-28,7969
13	40	20	-0,375	-17,875	0,141	319,52	6,703125
14	52	38	11,625	0,125	135,1	0,0156	1,453125
15	46	42	5,625	4,125	31,64	17,016	23,20313
16	36	28	-4,375	-9,875	19,14	97,516	43,20313
17	22	56	-18,375	18,125	337,6	328,52	-333,047
18	56	26	15,625	-11,875	244,1	141,02	-185,547
19	44	38	3,625	0,125	13,14	0,0156	0,453125
20	34	46	-6,375	8,125	40,64	66,016	-51,7969
21	42	20	1,625	-17,875	2,641	319,52	-29,0469
22	34	48	-6,375	10,125	40,64	102,52	-64,5469
23	66	36	25,625	-1,875	656,6	3,5156	-48,0469
24	44	56	3,625	18,125	13,14	328,52	65,70313
25	20	28	-20,375	-9,875	415,1	97,516	201,2031
26	26	26	-14,375	-11,875	206,6	141,02	170,7031
27	50	50	9,625	12,125	92,64	147,02	116,7031
28	44	20	3,625	-17,875	13,14	319,52	-64,7969
29	50	36	9,625	-1,875	92,64	3,5156	-18,0469
30	30	26	-10,375	-11,875	107,6	141,02	123,2031
31	40	56	-0,375	18,125	0,141	328,52	-6,79688
32	34	48	-6,375	10,125	40,64	102,52	-64,5469
$\Sigma n=32$	$\Sigma x= 1292$	$\Sigma y= 1212$	0	0	$\Sigma x^2 = 4359,5$	$\Sigma y^2 = 3564$	$\Sigma xy= -10,5$
Mean	40	37,8					
Modus	40	34					
Median	40	35					

The researcher calculated the data based on the steps of the test. The formulation as followed:

The statistic calculation of the data pre-test of variabel X and Y:

f. Mean of variable X and Y

$$Mx = \frac{\sum x}{N}$$

$$My = \frac{\sum y}{N}$$

$$Mx = \frac{1292}{32}$$

$$My = \frac{1212}{32}$$

$$Mx = 40,375$$

$$My = 37,875$$

g. Standard of deviation of variable X and Y

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDy = \sqrt{\frac{\sum y^2}{N}}$$

$$SDx = \sqrt{\frac{4359,5}{32}}$$

$$SDy = \sqrt{\frac{3564}{32}}$$

$$SDx = \sqrt{136,23}$$

$$SDy = \sqrt{111,37}$$

$$SDx = 11,85$$

$$SDy = 10,72$$

h. Variant of Variable X and Y

$$Sx = Sx^2 = 11,85^2 = 140,629$$

$$Sy = Sy^2 = 10,72^2 = 114,95$$

i. Calculation of Standard Error Mean (SEM) of X and Y

$$SEMx = \frac{SDx}{\sqrt{Nx-1}}$$

$$SEMy = \frac{SDy}{\sqrt{Ny-1}}$$

$$SEMx = \frac{11,85}{\sqrt{32-1}}$$

$$SEMy = \frac{10,72}{\sqrt{32-1}}$$

$$SEM_x = \frac{11,85}{5,56}$$

$$SEM_x = 2,131$$

$$SEM_y = \frac{10,72}{5,56}$$

$$SEM_y = 1,928$$

j. Calculation of Standard Error Difference Between  $M_x$  and  $M_y$  ( $SEM_x - M_y$ ) of X and Y

$$SEM - M_y = \sqrt{SEM_x^2 - SEM_y^2} = \sqrt{2,131^2 - 1,928^2} = \sqrt{4,541 - 3,717} = \sqrt{0,824} =$$

0,90

## APPENDIX VII

Worktable for Finding Mean (M), Variant, Standart Deviation (SD) and standart Error Mean (SEM) from post-test of Experimental (X) and Control Class (Y)

No	X	Y	(x)	(y)	(x <sup>2</sup> )	(y <sup>2</sup> )	(xy)
1	66	30	3,4375	-26,125	11,82	683	-89,8
2	66	62	3,4375	5,875	11,82	34,5	20,195
3	60	38	-2,5625	-18,125	6,566	329	46,445
4	56	50	-6,5625	-6,125	43,07	37,5	40,195
5	76	46	13,4375	-10,125	180,6	103	-136,1
6	76	64	13,4375	7,875	180,6	62	105,82
7	54	78	-8,5625	21,875	73,32	479	-187,3
8	66	38	3,4375	-18,125	11,82	329	-62,3
9	50	58	-12,5625	1,875	157,8	3,52	-23,55
10	66	48	3,4375	-8,125	11,82	66	-27,93
11	74	52	11,4375	-4,125	130,8	17	-47,18
12	68	72	5,4375	15,875	29,57	252	86,32
13	48	80	-14,5625	23,875	212,1	570	-347,7
14	66	52	3,4375	-4,125	11,82	17	-14,18
15	56	58	-6,5625	1,875	43,07	3,52	-12,3
16	72	52	9,4375	-4,125	89,07	17	-38,93
17	44	56	-18,5625	-0,125	344,6	0,02	2,3203
18	58	30	-4,5625	-26,125	20,82	683	119,2
19	74	68	11,4375	11,875	130,8	141	135,82
20	46	48	-16,5625	-8,125	274,3	66	134,57
21	62	60	-0,5625	3,875	0,316	15	-2,18
22	70	76	7,4375	19,875	55,32	395	147,82
23	90	68	27,4375	11,875	752,8	141	325,82
24	60	78	-2,5625	21,875	6,566	479	-56,05
25	60	32	-2,5625	-24,125	6,566	582	61,82
26	40	60	-22,5625	3,875	509,1	15	-87,43
27	60	86	-2,5625	29,875	6,566	893	-76,55
28	64	60	1,4375	3,875	2,066	15	5,5703
29	70	66	7,4375	9,875	55,32	97,5	73,445
30	66	30	3,4375	-26,125	11,82	683	-89,8
31	72	52	9,4375	-4,125	89,07	17	-38,93
32	46	48	-16,5625	-8,125	274,3	66	134,57
$\Sigma n=32$	$\Sigma x= 2002$	$\Sigma y= 1796$	0	0	$\Sigma x^2 = 7288$	$\Sigma y^2 = 3746$	$\Sigma xy= 101,75$

**1. Calculating of Mean (M) of X and Y**

$$Mx = \frac{\sum x}{N}$$

$$My = \frac{\sum y}{N}$$

$$Mx = \frac{2022}{32}$$

$$My = \frac{1796}{32}$$

$$= 62,5$$

$$= 56,12$$

**2. Calculating of the Standart Deviation of variable X and Y**

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{7288}{32}} = \sqrt{227,75} = 15,3$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{3746}{32}} = \sqrt{117,06} = 10,9$$

**3. Calculating of the Standart Errors from Mean of X and Y**

$$SEMx = \frac{SDx}{\sqrt{Nx-1}} = \frac{15,3}{\sqrt{32-1}} = \frac{15,3}{5,56} = 2,75$$

$$SEMy = \frac{SDy}{\sqrt{Ny-1}} = \frac{10,9}{\sqrt{32-1}} = \frac{10,9}{5,56} = 1,96$$

**4. calculating the standart error from mean of differences between variabel X and**

**Y:**

$$SEM - My = \sqrt{SEMx^2 - SEMy^2} = \sqrt{2,75^2 - 1,96^2} = \sqrt{7,56 - 3,84} = \sqrt{37,2} = 1,92$$

## APPENDIX IX

### Hyphothesis test

To know whether peer feedback as a technique affect or not, the t-test formula was applied:

$$M_x = 62,5$$

$$M_y = 56,12$$

$$SEM_x - M_y = 1,92$$

$$\begin{aligned} t &= \frac{M_x - M_y}{SEM_x - M_y} \\ &= \frac{62,5 - 56,12}{1,92} \\ &= 3,32 \end{aligned}$$

Based on the table, df 62 at significant level is 2,00. So, the result is 3,32 > 2,00. It means that  $t_o$  (t observation) is higher than  $t_t$  (t table).

## APPENDIX X

### Pre-test and Post-test of Experiment Class

NO	NAMES	Pre-Test (X)	Post-Test (x <sub>1</sub> )	Deviation (xy)	Squared of deviation (dx <sub>1</sub> )
1	ATW	50	66	16	256
2	ARM	40	66	26	676
3	AA	40	60	20	400
4	ARA	28	56	28	784
5	ASA	54	76	22	484
6	DNS	56	76	20	400
7	FHN	24	54	30	900
8	FAM	30	66	36	1296
9	GS	40	50	10	100
10	GH	40	66	26	676
11	JNH	42	74	32	1024
12	MAR	38	68	30	900
13	MA	40	48	8	64
14	MF	52	66	14	196
15	MS	46	56	10	100
16	MAF	36	72	36	1296
17	MS	22	44	22	484
18	MF	56	58	2	4
19	MA	44	74	30	900
20	NN	34	46	12	144
21	NAS	42	62	20	400
22	NH	34	70	36	1296
23	PNE	66	90	24	576
24	RAPD	44	60	16	256
25	RZN	20	60	40	1600
26	SNAN	26	40	14	196
27	SN	50	60	10	100
28	S	44	64	20	400
29	TA	50	70	20	400
30	WA	30	66	36	1296
31	WS	40	72	32	1024
32	YS	34	46	12	144
		$\sum X=1292$	$\sum x_1=2002$	$\sum xy=710$	$\sum dx_1=18772$

**APPENDIX XI****Pre-test and Post-test of Control Class**

No	Names	Pre-Test (Y)	Post-Test (y1)	Deviation (xy)	Squarred of deviation (dy1)
1	ASH	24	30	6	36
2	AP	54	62	8	64
3	AP	38	38	0	0
4	BR	32	50	18	324
5	DAS	42	46	4	16
6	ED	50	64	14	196
7	ES	46	78	32	1024
8	ES	32	38	6	36
9	FA	20	58	38	1444
10	H	32	48	16	256
11	IJP	48	52	4	16
12	JRH	50	72	22	484
13	KR	20	80	60	3600
14	MND	38	52	14	196
15	MN	42	58	16	256
16	MSH	28	52	24	576
17	NA	56	56	0	0
18	NK	26	30	4	16
19	NA	38	68	30	900
20	NIS	46	48	2	4
21	NH	20	60	40	1600
22	NS	48	76	28	784
23	NS	36	68	32	1024
24	PIC	56	78	22	484
25	QR	28	32	4	16
26	RAS	26	60	34	1156
27	SA	50	86	36	1296
28	TA	20	60	40	1600
29	TH	36	66	30	900
30	TW	26	30	4	16
31	TK	56	52	-4	16
32	ZN	48	48	0	0
		$\Sigma Y = 1212$	$\Sigma y_1 = 1796$	$\Sigma xy = 584$	$\Sigma dy = 18336$

## APPENDIX XII

Table 4.4

Worktable of Normality Test of Pre- test at Experiment Class

No.	$X_i$	$F_i$	$F_{kum}$	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(z_i)-S(z_i)$	$ F(z_i)-S(z_i) $
1	20	1	1	-1,90038	0,028692	0,03125	-0,00256	0,002558
2	22	1	2	-1,71384	0,043279	0,0625	-0,01922	0,019221
3	24	1	3	-1,5273	0,063343	0,09375	-0,03041	0,030407
4	26	1	4	-1,34076	0,09	0,125	-0,035	0,035
5	28	1	5	-1,15422	0,124206	0,15625	-0,03204	0,032044
6	30	2	7	-0,96768	0,166603	0,21875	-0,05215	0,052147
7	34	3	10	-0,5946	0,276056	0,3125	-0,03644	0,036444
8	36	1	11	-0,40806	0,341616	0,34375	-0,00213	0,002134
9	38	1	12	-0,22152	0,412345	0,375	0,037345	<b>0,037345</b>
10	40	6	18	-0,03498	0,486049	0,5625	-0,07645	0,076451
11	42	2	20	0,151564	0,560235	0,625	-0,06477	0,064765
12	44	3	23	0,338104	0,632358	0,71875	-0,08639	0,086392
13	46	1	24	0,524644	0,700085	0,75	-0,04992	0,049915
14	50	3	27	0,897725	0,815334	0,84375	-0,02842	0,028416
15	52	1	28	1,084265	0,860876	0,875	-0,01412	0,014124
16	54	1	29	1,270805	0,898101	0,90625	-0,00815	0,008149
17	56	2	31	1,457345	0,927489	0,96875	-0,04126	0,041261
18	66	1	32	2,390046	0,991577	1	-0,00842	0,008423
N			32					
M			40,375					
SD			10,72155					
S			114,9516					
$L_o$			0,037					
$L_t$			0,156					
Conclusion = $L_o < L_t$ ( $\alpha = 0,05$ N=32) , so data distribution was normal								

## APPENDIX XII

Table 4.5

Worktable of Normality Test of Post- test at Experiment Class

No	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)	F(zi)-S(zi)
1	40	1	1	-2,0525	0,0201	0,0313	-0,01119	0,011191
2	44	1	2	-1,6887	0,0456	0,0625	-0,01686	0,016857
3	46	2	4	-1,5067	0,0659	0,125	-0,05906	0,059058
4	48	1	5	-1,3248	0,0926	0,1563	-0,06363	0,063626
5	50	1	6	-1,1428	0,1266	0,1875	-0,06094	0,060945
6	54	1	7	-0,7789	0,218	0,2188	-0,00074	0,000743
7	56	2	9	-0,597	0,2753	0,2813	-0,006	0,005996
8	58	1	10	-0,4151	0,3391	0,3125	0,02655	0,02655
9	60	4	14	-0,2331	0,4078	0,4375	-0,02966	0,029664
10	62	1	15	-0,0512	0,4796	0,4688	0,010844	0,010844
11	64	1	16	0,1308	0,552	0,5	0,052022	0,052022
12	66	6	22	0,3127	0,6228	0,6875	-0,06475	0,064749
13	68	1	23	0,4947	0,6896	0,7188	-0,02917	0,029171
14	70	2	25	0,6766	0,7507	0,7813	-0,03058	0,03058
15	72	2	27	0,8585	0,8047	0,8438	-0,03905	0,039047
16	74	2	29	1,0405	0,8509	0,9063	-0,05531	0,055308
17	76	2	31	1,2224	0,8892	0,9688	-0,07952	<b>0,079523</b>
18	90	1	32	2,496	0,9937	1	-0,00628	0,00628
N	32							
M	62,5625							
SD	10,99248							
S	120,8347							
L <sub>o</sub>	0,079							
L <sub>t</sub>	0,159							
Conclusion = $L_o < L_t$ ( $\alpha = 0,05$ N=32) , so data distribution was normal								

**APPENDIX XIV**

Table 4.6

Worktable of Normality Test of Pre- test at Control Class

No.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)	F(zi)-S(zi)
1	20	4	4	-1,50733	0,06586293	0,125	-0,05913707	0,059137069
2	24	1	5	-1,17003	0,12099524	0,15625	-0,03525476	0,035254764
3	26	3	8	-1,00137	0,15832309	0,25	-0,09167691	0,091676907
4	28	2	10	-0,83272	0,20250097	0,3125	-0,10999903	<b>0,109999026</b>
5	32	3	13	-0,49542	0,31015309	0,40625	-0,09609691	0,096096907
6	36	2	15	-0,15811	0,43718442	0,46875	-0,03156558	0,031565583
7	38	3	18	0,010541	0,50420508	0,5625	-0,05829492	0,058294917
8	42	2	20	0,347846	0,63602193	0,625	0,011021926	0,011021926
9	46	2	22	0,68515	0,75337549	0,6875	0,065875493	0,065875493
10	48	3	25	0,853803	0,80339287	0,78125	0,022142873	0,022142873
11	50	3	28	1,022455	0,84671725	0,875	-0,02828275	0,028282747
12	54	1	29	1,35976	0,91304706	0,90625	0,006797064	0,006797064
13	56	3	32	1,528412	0,93679492	1	-0,06320508	0,063205083
N			32					
M			37,875					
SD			11,85871					
S			140,629					
L <sub>o</sub>			0,109					
L <sub>t</sub>			0,156					
Conclusion = L <sub>o</sub> < L <sub>t</sub> (α = 0, 05 N=32) , so data distribution was normal								

APPENDIX XV

Table 4.7

Worktable of Normality Test of Post- test at Control Class

No.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)	F(zi)-S(zi)
1	30	3	3	-1,70391	0,044199	0,09375	-0,04955	0,0495515
2	32	1	4	-1,57347	0,057805	0,125	-0,0672	0,0671952
3	38	2	6	-1,18214	0,118575	0,1875	-0,06893	0,0689253
4	46	1	7	-0,66037	0,254509	0,21875	0,035759	0,0357586
5	48	3	10	-0,52993	0,298082	0,3125	-0,01442	0,0144183
6	50	1	11	-0,39948	0,344769	0,34375	0,001019	0,0010189
7	52	4	15	-0,26904	0,39395	0,46875	-0,0748	<b>0,0748002</b>
8	56	1	16	-0,00815	0,496748	0,5	-0,00325	0,0032524
9	58	2	18	0,122291	0,548666	0,5625	-0,01383	0,0138345
10	60	3	21	0,252734	0,599763	0,65625	-0,05649	0,056487
11	62	1	22	0,383177	0,649206	0,6875	-0,03829	0,0382943
12	64	1	23	0,51362	0,696241	0,71875	-0,02251	0,0225088
13	66	1	24	0,644063	0,740233	0,75	-0,00977	0,0097671
14	68	2	26	0,774507	0,780684	0,8125	-0,03182	0,0318156
15	72	1	27	1,035393	0,849757	0,84375	0,006007	0,0060073
16	76	1	28	1,29628	0,90256	0,875	0,02756	0,0275604
17	78	2	30	1,426723	0,92317	0,9375	-0,01433	0,0143299
18	80	1	31	1,557166	0,940284	0,96875	-0,02847	0,0284655
19	86	1	32	1,948496	0,974322	1	-0,02568	0,0256778
N			32					
M			56,125					
SD			15,33234					
S			235,0806					
L <sub>o</sub>			0,074					
L <sub>t</sub>			0,156					
Conclusion = L <sub>o</sub> < L <sub>t</sub> (α = 0, 05 N=32) , so data distribution was normal								

## APPENDIX XVI

### Homogeneity Test

$$F_o = \frac{S_1^2}{S_2^2}$$

Where :

- $S_1^2 = 120,83$
- $S_2^2 = 235,08$

$$F_o = \frac{120,83}{235,08} = 0,51$$

Based on the coefficient of from the table of F distribution  $\alpha$  0,05 with numerator degree of freedoms = 63 (N-1=64-1), and denominator degree of freedom = 63 (N-1=64-1). Where  $F_{table}$  . so it could be concluded that  $F_{table}$  determined at real  $\alpha$  =0,05 and the numerator  $df=N-1=64-1$  is 1,53.

## APPENDIX XVII

### THE CRITICAL VALUE LILIEFORS TEST

<b>n \ <math>\alpha</math></b>	<b>0.01</b>	<b>0.05</b>	<b>0.10</b>	<b>0.15</b>	<b>0.20</b>
4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.203	0.180	0.165	0.153	0.149
30	0.187	0.161	0.144	0.136	0.131
<b>OVER 30</b>	1.031	0.886	0.805	0.768	0.736
	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$

Adapted:

<https://www.google.com/search?q=the+critical+value+lilliefors+test&client=firefox->

## APPENDIX XVIII

Nukilan Tabel Nilai "t" Untuk Berbagai Df\*

<i>df atau db</i>		
	<i>Harga Kritis "t" Pada Taraf Signifikansi:</i>	
	5 %	1 %
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
40	2,02	2,71
45	2,02	2,69
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

Referensi : Anas Sudijono,(2003) *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada

**APPENDIX XIX**

**TABLE OF DISTRIBUTION**

Tabulasi Distribusi F.

$v_2$	Numerator Degrees of Freedom									
	10	12	15	20	24	30	40	60	120	$\infty$
1	241.9	243.9	245.9	248.0	249.1	250.1	251.1	252.2	253.3	254.3
2	19.40	19.41	19.43	19.45	19.45	19.46	19.47	19.48	19.49	19.50
3	8.79	8.74	8.70	8.66	8.64	8.62	8.59	8.57	8.55	8.53
4	5.96	5.91	5.86	5.80	5.77	5.72	5.72	5.69	5.66	5.63
5	4.74	4.68	4.62	4.56	4.53	4.50	4.46	4.43	4.40	4.36
6	4.06	4.00	3.94	3.87	3.84	3.81	3.77	3.74	3.70	3.67
7	3.64	3.57	3.51	3.44	3.41	3.38	3.34	3.30	3.27	3.23
8	3.35	3.28	3.22	3.15	3.12	3.08	3.04	3.01	2.97	2.93
9	3.14	3.07	3.01	2.94	2.90	2.86	2.83	2.79	2.75	2.71
10	2.98	2.91	2.85	2.77	2.74	2.70	2.66	2.62	2.58	2.54
11	2.85	2.79	2.72	2.65	2.61	2.57	2.53	2.49	2.45	2.40
12	2.75	2.69	2.62	2.54	2.51	2.47	2.43	2.38	2.34	2.30
13	2.67	2.60	2.53	2.46	2.42	2.38	2.34	2.30	2.25	2.21
14	2.60	2.53	2.46	2.39	2.35	2.31	2.27	2.22	2.18	2.13
15	2.54	2.48	2.40	2.33	2.29	2.25	2.20	2.16	2.11	2.07
16	2.49	2.42	2.35	2.28	2.24	2.19	2.15	2.11	2.06	2.01
17	2.45	2.38	2.31	2.23	2.19	2.15	2.10	2.06	2.01	1.96
18	2.41	2.34	2.27	2.19	2.15	2.11	2.06	2.02	1.97	1.92
19	2.38	2.31	2.23	2.16	2.11	2.07	2.03	1.98	1.93	1.88
20	2.35	2.28	2.20	2.12	2.08	2.04	1.99	1.95	1.90	1.84
21	2.32	2.25	2.18	2.10	2.05	2.01	1.96	1.92	1.87	1.81
22	2.30	2.23	2.15	2.07	2.03	1.98	1.94	1.89	1.84	1.78
23	2.27	2.20	2.13	2.05	2.01	1.96	1.91	1.86	1.81	1.76
24	2.25	2.18	2.11	2.03	1.98	1.94	1.89	1.84	1.79	1.73
25	2.24	2.16	2.09	2.01	1.96	1.92	1.87	1.82	1.77	1.71
26	2.22	2.15	2.07	1.99	1.95	1.90	1.85	1.80	1.75	1.69
27	2.20	2.13	2.06	1.97	1.93	1.88	1.84	1.79	1.73	1.67
28	2.19	2.12	2.04	1.96	1.91	1.87	1.82	1.77	1.71	1.65
29	2.18	2.10	2.03	1.94	1.90	1.85	1.81	1.75	1.70	1.64
30	2.16	2.09	2.01	1.93	1.89	1.84	1.79	1.74	1.68	1.62
40	2.08	2.00	1.92	1.84	1.79	1.74	1.69	1.64	1.58	1.51
60	1.99	1.92	1.84	1.75	1.70	1.65	1.59	1.53	1.47	1.39
120	1.91	1.83	1.75	1.66	1.61	1.55	1.50	1.43	1.35	1.25
$\infty$	1.83	1.75	1.67	1.57	1.52	1.46	1.39	1.32	1.22	1.00

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**APPENDIX XIV**

**DOCUMENTATION**

**CONTROL CLASS**



Figure 1 : Students did the pre-test carefully



Figure 2 : Students wrote the text



Figure 3: Students did the post\_test carefully

## EXPERIMENT CLASS



Figure 4 : Students did the pre-test carefully

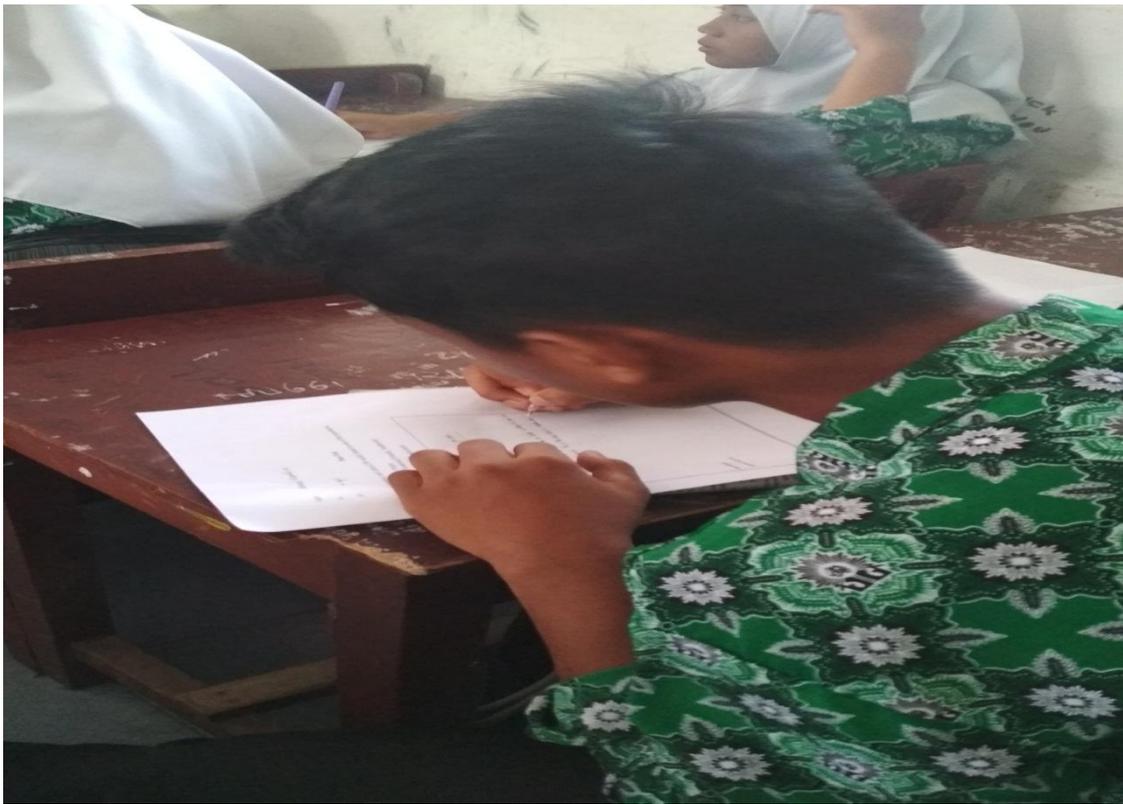


Figure 5 :Students wrote the text



Figure 6 : Students did the post-test carefully



Figure 7 : Students give peer feedback in a group



Figure 8 :Students revise their writing