

ABSTRACT

Wahyuni, Gandes Tri. 2015. The Application of Peer Feedback Technique in Teaching Writing at the Eighth Grade Students of SMP Negeri 1 Balongin Academic Year 2014/ 2015. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor: Drs. Dolar Yuwono, M.Pd.

Key word: writing, peer feedback technique.

Writing is one of the four basic language skills which play an important role in the context of English teaching as foreign language in Indonesia. One of the techniques that can improve the students' writing skill is Peer Feedback Technique. The goals of Peer Feedback Technique are to build the communication among students and create the social life. The main purposes of this research are: (1) To describe the application of Peer Feedback Technique in teaching writing Descriptive Text (2) To identify the advantages of Peer Feedback Technique in teaching writing Descriptive Text (3) To identify the disadvantages of Peer Feedback Technique in teaching writing Descriptive Text.

The type of this research was qualitative. In this research, the teacher and the students of class VIII B at SMPN 1 Balong were as subject of the research and the sources of the data. The techniques of data collection used were observation, interview, and documentation. In this research, the data was analyzed using interactive descriptive qualitative.

The results of this research were as follows: (1) the application of peer feedback technique in teaching writing Descriptive text had three activities, that are: pre activities, main activities, and post activities, (2) the advantages of the application of peer feedback technique showed that students could cooperate by sharing the draft, become more creative, and more careful when writing after getting feedback from their peers, (3) the disadvantages of the application of peer feedback technique showed that students needed the longer time to think when they wrote the draft and difficult to correct the draft because they didn't understand the material well.

Based on the finding above, it is suggested that the teacher in SMPN 1 Balong implement peer feedback technique. Besides, it is recommended for the future researchers to examine more deeply about the implementation of peer feedback technique.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for human life. People use language in every part of life to interact with others. It means that language used as instrument of communication. People use language to express their ideas or feelings by many ways to communicate with other in everytime and everywhere.

English is one of languages in the world and occupies the highest position in the education. Because of this reason, many people have to learn English to know the development of technology and information. For Indonesian students, English is considered as a foreign language. English has become an important subject taught at schools in Indonesia from kindergarten until university level. It has many difficulties to master it, but they should learn English in order not to be left behind by the development of technology and information. To provide the students with English learning as a whole, the teacher has to present all language skills that are identified as listening, reading, speaking, and writing.¹ In language teaching we often talk about the four language skills in terms of their direction and modality. Language generated by the learners (in either speech or writing) is

¹ Iskandar & Dadang Suhendar, Strategi Pembelajaran Bahasa (Bandung: PT Remaja Rosda Karya, 2009), 226.

considered productive, and language directed at the learners (in reading or listening) is known as receptive language.²

Writing is one of the four basic language skills which has an important role in the context of English teaching as foreign language in Indonesia.³ Writing as the productive skill is difficult to be learned by students because writing is complex and involves many acts. These complexities often raise difficulties in writing besides students' lack of vocabulary, and limited knowledge in English writing. Moreover, students challenged to write text like narrative, procedures, recount or descriptive as the part of materials given in the class.

Talking about text types, descriptive text is different from the other. A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing.⁴ This genre of text has two compositions, they are generic structure and language features. In descriptive writing, language features are so important to convey a message to the readers because it gives information about the subject.

Based on the result of interviewed between the researcher and the English teacher at the eighth grade students of SMPN 1 Balong shown that some of students are still poor in writing descriptive text especially for the language features used in, so that students need some guidances, suggestions, comments or

² Kathleen M. Bailey, *Practical English Language Teaching : Speaking* (New York: Mc Graw-Hill Companies, 2005), 2.

³ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 79.

⁴ Joko, et al., *SCAFFOLDING:English for Junior High School Students Grade VIII* (Jakarta: Depdiknas, 2008), 31.

input from teacher even from their peer to acquire better understanding about this composition. Furthermore, teacher should use any method, strategy, or technique in teaching writing to help students understand to the material given.⁵

Teachers not only convey the material alone but teachers also became an actor that moves students in learning. As regulators and actor in learning activities, teachers must be able to present the technique and materials that can both attract the attention of students in teaching and learning. English teachers have responsibility as they are demanded to have teaching technique in order to solve the problem. Peer feedback is technique that applied in teaching writing. Peer Feedback has been defines as the use of learners as sources of information, and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing.⁶ Peer Feedback in which students gets feedback from their peer is proper to be applied in this school because this technique enables students to be more active in class. This technique is more beneficial to the students because it leads to the formation of the student learning and independence still under the guidance and direction of the teacher in doing or completing tasks given while still providing the freedom of expression in the study.

⁵ Result of Interview with English teacher of SMPN 1 Balong Ponorogo

⁶ Dilani Gedera, The Dynamics of Blog Peer Feedback in with Technology Journal (Online), Vol. 12. No.4: 17, (<http://www.tewtjournal.org> Accessed March, 22nd 2015)

Based on the background of the study, the researcher is interested to conduct research entitled “The Application of Peer Feedback Technique in Teaching Writing at the Eighth Grade Students of SMPN 1 Balong in Academic Year 2014/2015.”

B. Research Focus

To avoid ranging discussion, this study focuses on the application of peer feedback technique in teaching writing: descriptive text emphasized in the written feedback form. This research is limited to be applied to the eighth grade of SMPN 1 Balong.

C. Statements of the Problems

Based on the background of the study presented above, the problems are stated as follows:

1. How is the application of Peer Feedback Technique in Teaching Writing: Descriptive Text at the Eighth Grade Students of SMPN 1 Balong in Academic Year 2014/2015?
2. What are the advantages of Peer Feedback Technique in Teaching Writing: Descriptive Text at the Eighth Grade Students of SMPN 1 Balong in Academic Year 2014/2015?
3. What are the disadvantages of Peer Feedback Technique in Teaching Writing: Descriptive Text at the Eighth Grade Students of SMPN 1 Balong in Academic Year 2014/2015?

D. Objectives of the Study

In line with the problems of the study, this study has three aims:

1. To describe the application of Peer Feedback Technique in teaching writing: Descriptive Text at the eighth grade students of SMPN 1 Balong in academic year 2014/2015.
2. To identify the advantages of Peer Feedback Technique in teaching writing: Descriptive Text at the eighth grade students of SMPN 1 Balong in academic year 2014/2015.

3. To identify the disadvantages of Peer Feedback Technique in teaching writing: Descriptive Text at the eighth grade students of SMPN 1 Balong in academic year 2014/2015.

E. Significances of the Study

The researcher really hopes that the result of the research will be useful theoretically and practically :

1. Theoretical significance

This study is looked forward become new knowledge especially about the peer feedback technique in improving students' writing skill.

2. Practical significance

- a. Teacher

The writer hopes that the English language teacher is able to choose some technique that most appropriate in teaching writing. Peer feedback is one of the technique may applied in teaching writing. And it gives some information about the teaching writing and the students difficulties in writing learning.

- b. Students

This research is expected to give students, particularly the eight grade of SMPN 1 Balong Ponorogo in academics year 2014/2015, an awareness of increasing their writing achievement by using Peer feedback. And through Peer feedback they will get enjoyable situation in the classrrom.

c. Readers

This research is expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching reference concerned with the application of peer feedback technique in teaching writing.

d. Institution

Knowing that peer feedback is applied at school. So, institution can facilitate the teaching learning process with it. And obtaining some information about the peer feedback technique can be applied in other class.

F. Research Methodology

1. Research design

In this research, the researcher uses qualitative method as the research approach because this research emphasized on representing the process of the research itself in a clear explanation. According to Richard and Schmidt, “Qualitative Research is any research that uses procedures that make use of non-numerical data, such as interviews, case studies, or participant observation”.⁷ Furthermore, according to Angrosino, “Qualitative research is a

⁷ Richards, et al., *Language Teaching and Applied Linguistics* (Edinburg Gate: Pearson Education Limited, 2002), 435.

process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Qualitative research seeks to understand the what, how, when and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions”⁸.

From the definition above, it can be concluded that qualitative research is the research which focuses on the process of the research in investigating social phenomenon. It involves the use of particular ways or techniques to collect the data in the field, then presenting the data through clear description and explanation. Based on the statement above, this research is a qualitative research because this research focuses on describing the implementation of teaching writing Descriptive text by using Peer Feedback technique. In addition, in this research the researcher also concerns on observing both the teacher and students interaction in their natural setting related with the teaching learning process.

2. Researcher's Role

Qualitative research can not be separated from the participant observation. Miles and Huberman states that characteristic of qualitative

⁸ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2013), 75-76.

research are: the intense and prolonged researcher contact with a field situation, its role or purpose is to obtain a systematic and integrated overview of the data under study, the researcher is function as the research instrument and its analysis that are in form of word.⁹

In this research, the researcher is as the key instrument, the full participant and data collector. In other word, the researcher is as an observer in this study to see and listen what the all of the class situation. The researcher involves in the class.

3. Research Location

This research was conducted at SMPN 1 Balong in academic year 2014/2015. SMPN 1 Balong is junior high school that located at at Jl. Diponegoro No 93, Desa Karang, Kecamatan Balong, Kabupaten Ponorogo. There are some reasons for selecting the school. First, the school is reachable as it is not too far from the researcher's affiliation. Beside that, Peer Feedback technique is being applied in the school particularly in teaching English writing.

4. Data Sources

Data source is the subject from which data can be obtained.¹⁰ The prominent data source on research subject is group of words and an action and the rest are an additional content like documents and so forth. Therefore, the

⁹ Mathew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994), 6.

¹⁰ Suharsini Arikunto, *Prosedur Penelitian Suatu Praktek* (Jakarta: Rhineka Cipta, 2002), 64.

researcher do the action and word in this data source. Word is obtained from interview with the teacher and the students (information). And about action, the researcher obtains from observation application about peer feedback technique. Beside that, the data sources in this research are human including the English teachers and students, and non human that includes documents and relevant books.

5. Technique of Data Collection

e. Observation

According Sugiyono, “observation is a data collection method that uses observations of the object of research.”¹¹ Thus, observation is a kind of technique for collecting data conducted in a way of observing the object of research directly. Then, the results of observation are written in field notes. According to Meleong, field notes are very important tool in qualitative research. At the time of field research notes after returning home or place of residence then compile field notes.¹²

¹¹ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: PT Alfabeta, 2006), 318.

¹² Lexy J. Meleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosda Karya, 2000), 135.

Observational methods rely on participant or non-participant observers to produce the data – whether from structured observation schedules, from ethnographic field notes, or from other methods.¹³

Observation has a goal of obtaining information by seeing and hearing phenomena while it is happening. The observation may be for purposes of helping teachers grow, for need analysis, for research, or for teacher performance evaluation.¹⁴ This technique can be useful clarifying, checking, and classifying the phenomenon. In this research, observation is applied to figure out the teachers' technique in teaching writing at the eight grade students of SMPN 1 Balong.

f. Interview

Interview is the communication between two persons. One person asks some questions and the other answers the questions which are related with purpose of the researcher. In other words, interview is a conversation with a purpose.¹⁵ It can be concluded that, interview is the way of collecting data by using one side asking and answering question systematically. Interview can also defined as an activity of gathering information that is conducted through conversation. In this study, the

¹³ Andrew D. Cohen, *Strategies in Learning and using a Second Language* (United States of America: Addison Wesley Longman Limited, 1998), 30.

¹⁴ James Dean Brown, *The Elements of Language curriculum* (Boston: Heinle & Heinley Publishers, 1995), 193.

¹⁵ Bruce L Berg, *Qualitative Research Methods for the Social Sciences* (California State University, Long Beach: United State of USA, 2001), 70.

researcher use open ended question to collect the data. It is used because this technique is more effective to get the information.

In performing interview, the first must be complied is a list of person will be interviewed. They are: Mrs. Zaenab S.Pd as one of English teacher of SMPN 1 Balong and the students of class VIII B. They are very helpful to give information dealing with the research question.

g. Documentation

Documentation is the procedures used by the researcher to collect the importance data by seeking and taking all the data in the forms of written word. Then, in this research, the researcher uses the documents in the form of lesson plan, vision, missions, students, teachers, the result of the test and another material that provides information to collect the necessary data.

6. Data Analysis

Sugiyono said that according to Miles and Huberman, the most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated.¹⁶ Then, Susan Stainback also said that there are no guidelines in qualitative research for determining how much data and data analysis are necessary to support and assertion, conclusion, and theory.¹⁷

Those can be happened because in qualitative research, the data is get from

¹⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2006), 333-334.

¹⁷ Ibid.

the varieties resources, use the varieties technique of data collection, and do continuously till the data saturated.

According to Miles and Huberman, activity in the analysis of data is namely data reduction, data display, and conclusion. Thus, the activities conducted within qualitative analysis is done interactively, continues over time and thoroughly.¹⁸

In this study, data analysis follows the following steps:

a. Data reduction

Data reduction is stage of summarizing, classifying and focusing on essential things, and making category. Data reduction make easier to do data collection in the research. In this stage, the researcher needs to separate the accurate data from the accurate ones. On the other hand, the researcher classify the data. Trough the data reduction, the researcher may focus on the data that will be analyzed.

b. Data display

Data display is a stage of organizing the data into pattern of relationship. Generically, a display is an organized, compressed assembly of information. That permits conclusion drawing and action. The data

¹⁸ Matthew B. Miles, A Michael Huberman, Qualitative Data Analysis, 2nd ed (United States of America: SAGE Publications, 1994), 10.

display can make the collected data easier to understand. In this stage, the researcher presents the using of peer feedback technique.

c. Conclusion

In this stage, the researcher makes a conclusion. The conclusion is the answer of the researcher problems, the implementation of peer feedback technique. Based on the statement above, the stages of data analysis can be showed in this picture:¹⁹

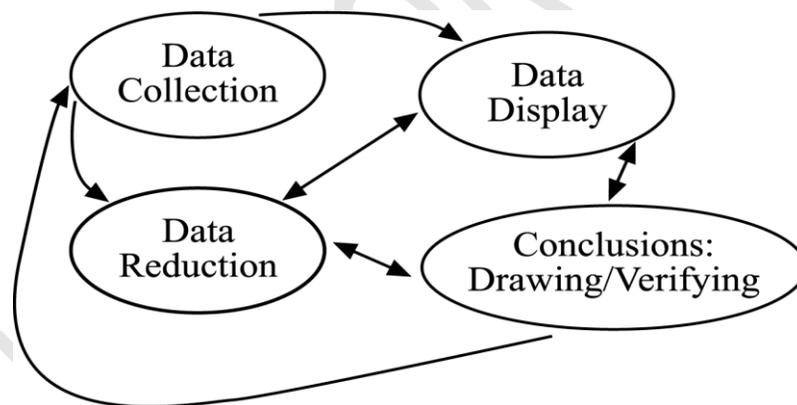


Figure 1.1

Component of Data Analysis: Interactive Model

7. Data credibilization

To get the valid and credible data, the researcher use triangulation technique. Moleong states that triangulation is the validity investigation

¹⁹ Ibid., 12.

technique that use the other things outboard of data to check or as comparator toward this data.²⁰ It means that the researcher use the methods: the comparison between result of observation and result of interview, the comparison between public opinion and individual opinion, the opinion between opinion of public about research situation and the opinion of a long time.

In this research, the researcher uses the triangulation technique with the data source. It is mean that the researcher compares and checks the validity of collecting information through the different time and tool in the qualitatif method.

8. Research Procedure

According to Denscombe, great deal has been written on the procedures that ought to be used when analyzing qualitative data...most experts in the field would recognize five stages involved...in logical order these are: 1) preparation of the data, 2) familiarity with the data, 3) interpreting the data including of developing codes, categories and concepts, 4) verifying the data, and 5) representing the data.²¹

Based on the explanation above, the procedures in doing this research are as follows:

1) Planning

²⁰ Lexy J. Meleong, *Metodologi Penelitian Kualitatif*, 178.

²¹ Martyn Denscombe, *The Good Research Guide: for small-scale social research projects* (3rd Edition) (USA: Graw Hill Open University Press, 2007), 288.

The researcher determines the title of the research, arranging research proposal and making instrument.

2) Doing research

The researcher involves actively in the class where the researcher conducts the research.

3) Collecting data

The researcher collects the necessary data through observation, interview, and documentation.

4) Analyzing data

The researcher analyzes the data gathered by reducing the data, displaying the data and making conclusion.

5) Reporting Data

The researcher reports all the data as the result of the research in the forms of thesis.

G. Organization of Thesis

As descriptions of the researcher idea designed this thesis, the researcher organizes the organization of the thesis that is divided into five chapters.

Chapter I is introduction. This chapter introduces the whole of the research content that involves; background of the study, research focus, statement of problem, objectives of the study, significance of the study, and organization of the thesis.

Chapter II contains review of related literature; theoretical background, writing, teaching writing using peer feedback technique and previous study.

Chapter III contain about the serving of data that include the general data that are connected with research location, vision, mission, and objective of SMPN 1 Balong, the establishing history geographical position, organization of the structure and explanation of specific data that consist of data about the application of peer feedback technique in teaching writing at the eighth grade students at SMPN 1 Balong in academic year 2014/2015.

Chapter IV contains about data analyzing about the application peer feedback technique in teaching writing at the eighth grade students at SMPN 1 Balong in academic year 2014/2015 and the result of application the technique.

Chapter V is conclusion. This chapter is designed to give easy the reader who takes subsistence from thesis. This chapter consists of conclusion and recommendation.

;/ CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.²² A teacher has to guide and facilitate the learners or students to learn. It is expected that from the teacher guide and facilitate; the students will be enable in understanding the material. In addition, a teacher also has to be able to set a good and comfortable condition for the students in learning process. In other hand, the teacher must make a good interaction with the students.

Teaching is a process of interaction. Teaching is one educative activity. Your understanding of how the learners learn will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. You look at learning as a process of operant conditioning teaches accordingly.²³ Teaching can be said to occur when assistance is offered at points in the zone at which performance require assistance, in this view teaching is assisting.²⁴

²² Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000), 7.

²³ Stephanie Stoll, *Five Standards for Effective Teaching: How to succeed with all students* (San Francisco: Jossey Bass, 2008), 29.

²⁴ Ibid.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In conclusion, teaching must be viewed as a process of systemizing situations, conditions, task materials and opportunity's in order to help students acquire and construct new knowledge. Those teaching activity is also will give effect to someone who taught become know and understand with something that the students never knew before.

From the definitions above, it can be concluded that teaching is all practice of transferring, delivering and sharing knowledge delivered by teacher to the students or from someone to someone else to get more teaching learning experiences which is done in the school or another places. Furthermore, it is thought that teaching practice has the aim to transfer particular knowledge or experiences to have someone else knowledgeable.

B. Writing

1. Definition of Writing

Writing is part of four basic skills in English that mostly considered as the problematic skill due to its particular component and process. This means writing activity is difficult in its practice because writing is the most complex skill in English.

Writing is a powerful means of self and social expression, potentially communicating to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology.²⁵

Writing emphasized as the blended of both process and product. In other word, these two things are the former of writing. Furthermore, the process means as the writers' effort to found out all ideas needed and how they are working on the ideas to create an essay and enable for readers to comprehend on it.

According to Richard and Schmidt, "Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes". It means that writing is a product resulted through some processes as follows: 1). Planning, in which the ideas and topic is determined, 2). Drafting, in which writer writing down all the ideas in a piece of paper, 3). Reviewing, in which writer is checking their work, and 4). Revising, in which writer revises their work to be better. Writing is a combination of process and product so the students must seeing the conditon and able to producting something special in this world. By doing all those

²⁵ Michael Fleming and David Stevens, *English Teaching in the Secondary School Linking Theory and Practice* (London: David Fulton Publishers, 2004), 77.

processes step by step begin from planning up to revising, the writer will be able to create a text or an essay.²⁶ Then, from the expert definition, it can also be seen that those processes are so important for writing, so that it is necessary to be taught for both first language writing and second language writing students to use all those processes in the writing activity in order to achieve the goal of writing itself.

From all the definitions above, it can be concluded that writing is the writer activity to create a piece of writing through several processes performed orderly. In addition, writing is also viewed as the progressive activity in which writer tries to increase the quality of their piece of writing into good criteria.

2. The Purpose of Writing

For most students, writing in English needs much time and great effort. Due the fact that in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required. There are many purposes of writing as the following are those stated:

a. To express the writer's feeling

The researcher wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

²⁶ Richards, et al., *Language Teaching and Applied Linguistics* (Edinburg Gate: Pearson Education Limited, 2002), 592.

b. To entertain the readers

The researcher intends to entertain the readers through the written form.

The researcher usually uses aesthetical material to entertain the readers. It is called literary writing

c. To inform the readers

The researcher intends to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The researcher wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.²⁷

3. Writing Activities

Writing is not simple activity. There are four main stages in the writing process: prewriting, planning, writing, and revising drafts, and writing the final copy to hand in.²⁸

Writing activities consist of prewriting, drafting, revising and editing.²⁹

a. Prewriting experience

One popular activity is called “brainstorming”.³⁰ Brainstorming is a technique which: provides a starting point for building field knowledge

²⁷ McMahan, et al., *Literature and the Writing Process* 4th Edition (New Jersey: Prentice Hall Inc., 1996), 8.

²⁸ Alice Oshima, Ann Hogue_3rd ed, *Writing Academic English* (Longman: pearson education, 1991), 87.

²⁹ Jerry G Gebhard, *Teaching English as a foreign or second language* (USA: Cambridge university press, 1990), 226.

³⁰ *Ibid.*, 226.

by determining what is known about a topic and what new information needs to be explored and organized in preparation for effective writing and allows students to hear and share knowledge and ideas.

Three useful brainstorming techniques are listing, freewriting, and clustering.³¹ Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases that come into your mind. Freewriting is a brainstorming activity in which you write free about a topic because you are looking for a specific theme. Looping is a variation on freewriting that works amazingly well for many people, including those who are frustrated rather than helped by freewriting.³² Clustering is another brainstorming activity that you can use to generate ideas.³³

Diagramming, also known as mapping or clustering, is another prewriting activity that can help you generate ideas and details about a topic. In diagramming, you use lines, boxes, arrows, and circles to show relationships between the ideas and details that come to you.³⁴

b. Drafting

Teachers have to develop students draft their ideas in a number of ways. One way is to have the students do component writing, in which

³¹ Kim-rivera E.G., Thesis Writing Skills course pocket (Spring, 2006), 4.

³² Jean Wyrick, Steps to Writing Well (USA: Holt Rinehart and Winston, Inc., 1993), 9.

³³ Ibid., 6-8.

³⁴ John Langan, College Writing Skills with Reading, third ed. (New York: McGraw-Hill, Inc., 1993), 19.

they write different components of their texts within a certain period time. Another way is to have students do one-sitting writing, in which they are encouraged to write a draft of their entire essay, from beginning till the end, insitting.³⁵

c. Revising

After you write the rough draft, the next step is to revise it. When you revise, you change what you have written in order to improve it. You check it over for content, and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal of communicating your thoughts clearly, effectively, and in interesting way.³⁶

d. Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics. ³⁷ Here, there are some hints for effective editing: ³⁸

1) Read aloud

In addition to repeatedly reading your draft silently, reading your draft aloud is a good technique because it allows your ears to

³⁵ Jerry G. Gebhard, Teaching English as a foreign or second language (USA: Cambridge university press,1990), 228.

³⁶ Kim-rivera E.G. Thesis Writing Skills course pocket, 11.

³⁷ Jerry G. Gebhard. Teaching English as a foreign or second language, 230.

³⁸ Jean Wyrick. Steps to Writing Well,114.

hear ungrammatical “clunks” or unintended gaps in sense or sound you may otherwise miss.

2) Know your enemies

Learn to identify your particularly troublesome areas in punctuation and grammar and then read through your draft for one of these problems at a time: once for fragments, comma splices, run-ons, and so on.

3) Read backwards

Try to read your draft one sentence at a time starting at the end of your essay and working toward beginning. Don't read each sentence word-for-word backwards, just read the essay one sentence at a time from back to front.

4) Eliminate common irritants

Review your draft for those diction and mechanical errors of which many readers find especially annoying because they often reflect sheer carelessness.

5) Use your tools

Keep your dictionary handy to check the spelling, usage, and meaning of words in doubt. The writing skills are complex. Sometimes, it is difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.

C. The Notion of Peer Feedback Technique

1. The Definition of Technique

Technique is the specific activities manifested in the classroom that were consistent.³⁹ It means that, technique is individual interactional activity as it occurs in the classroom. A technique is implementation that which actually takes place in a classroom. It is particular trick, strategic, or contrivance used to accomplish an immediate objective. In side of this, technique is way of presenting the language to the students. Technique is chosen by a teacher feels are going to do the most good. As the result of this, there are some techniques that can be applied in teaching learning process.

In line with idea above, Brown states that technique is generalized set of classroom specifications for accomplishing linguistic objective. Technique tend to be concerned primarly with teacher and students role, behavior and secondary with such features as linguistic and subject mater objectives, sequencing, and materials.⁴⁰ It means that teachnique is the way that is used by the teacher to communicate with their students during teaching learning process. In conclusion, the best teaching teachnique is a technique that increase students learning activity.

³⁹ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pendagogy* Second Edition (USA: San Fransisco University Press, 2004), 29.

⁴⁰ *Ibid.*, 30.

2. The Definition of Feedback

Before explaining more about the definition of peer feedback, it would be better to understand about the meaning of feedback at first. According to Richard and Schmidt, "... feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons".⁴¹ This means feedback is a manner used for delivering message from teacher to the students or from someone else delivered in the forms of comments, criticism, information or suggestion aimed to upgrade their success in learning at school. Meanwhile, according to Lalande, "Feedback is defined as any procedure used to inform a learner whether an instructional response is right or wrong".⁴² It means that feedback is the way used to evaluate students work related with tasks. An evaluation is important for the students because it helps to inform whether their works on the task given by teacher should be maintain or should be changes or modified. When student's peer inform that the work is good, so it should be maintained. Besides, if they inform that there are some mistakes found in certain parts, it indicates that the writers have to fix the mistakes and change the work.

⁴¹ Richards, et al., *Language Teaching and Applied Linguistics*, 199.

⁴² Hamdollah Ravand, *Feedback in ESL Writing: Toward An Interactional Approach*. *Journal of Language Teaching and Research*. (Online), Vol.2 No.5: 1136-1145, (<http://ojs.academypublisher.com> Accessed March, 22nd 2015).

From the definition above, it can be concluded that feedback is an activity which construct interaction between student and teacher or even student and their peers in the class by offering suggestion, comments and etc. to encourage each other in developing students writing performances through several changes in their writing.

3. The Definition of Peer Feedback

Then, after knowing well about the term feedback, it will later discuss about the meaning of Peer Feedback.

The way for giving such feedback to the students' piece of writing is not only come from the teacher, but also it may come from the other students or peers that is then called as peer feedback. According to Liu & Hansen, Peer Feedback has been defines as:

The use of learners as sources of information, and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing.⁴³

Furthermore, there is another definition related with Peer Feedback. According to Richard and Schmidt, "Peer Feedback (peer review) is an activity in the revising stage of writing ... in which students receive 'feedback' about their writing from other students – their peers".⁴⁴ It means

⁴³ Dilani Gedera, The Dynamics of Blog Peer Feedback in with Technology Journal (Online), Vol. 12, No.4: 17, <http://www.tewtjournal.org> Accessed March, 22nd 2015.

⁴⁴ Ibid., 390.

that peer feedback also viewed as peer review is an activity among composing and revising stages in writing where students are given an opportunity to evaluate other students' work by giving certain feedback. Furthermore, because this feedback comes from peer, this activity is less authoritarian than teacher feedback. This means student is more enjoyable when their essay is evaluated by their classmates than it is evaluated by the teacher.

Peer feedback technique is an efficient way of providing more immediate feedback, which one teacher cannot provide to many students simultaneously. Furthermore, as many advocates of greater peer involvement in the classroom suggest, students can learn a great deal themselves as they provide feedback to their peers.⁴⁵

From the definitions above, it can be concluded that peer feedback is one way to improve the quality of written assignment in which student read and give respond to the other student's draft by giving certain feedback (praise, comments, critiques and etc.). Then, having the students becoming a critical reader of others' writing will make students being a critical readers and revisers of their own writing. Written feedback is an essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to writing that requires some kind of second party feedback, usually the instructor, on student drafts.

⁴⁵ Sutanto Leo, *A Challenging Book to Practice Teaching in English* (Yogyakarta: C.V Andi Offset, 2013), 50.

4. The Procedures of Peer Feedback

Peer Feedback, like the other techniques has its procedure. According to Kurt and Atay, there are two sessions in the Peer Feedback activity that can be simplified into seven stages. The stages are as follows:

- a. Introducing the format of Peer Feedback to the students.
- b. Explaining each item in the format of Peer Feedback.
- c. Students receive an essay to be read and checked.
- d. Students asked to give feedback.
- e. Return the essay to the author and discuss the feedback given by peer.
- f. Students start revising the essay.
- g. Submitting the revised version to be evaluated by using checklist or other forms.⁴⁶

From the explanations above, Peer Feedback activity has seven stages. The first is introducing the format of Peer Feedback, this means having students aware with the format used in giving feedback. The second is explaining the items in the format of Peer Feedback, it means that having students understand on how they give feedback and in which part they have to focused on. The third is receiving peer essay, it means that students asked to read and check their peer essay. The fourth is giving feedback; it means that students asked to give feedback on the essay. The fifth is returning the essay,

⁴⁶ Kurt, Gokce & Atay, Derin, The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL. *Journal of Theory and Practice in Education*. (Online), Vol.3. No.1: 12-23, (http://eku.comu.edu.tr/Index/3/1/gkurt_datay.pdf, Accessed March, 22nd 2015).

it means that students asked to return the essay to the author to be discussed later. The sixth is start revising the essay, this means having students to revise their own essay based on the feedback gotten. Then, the final step is submitting the revised essay, this means asking students to submit their work to be evaluated by the teacher or the instructor to get score.

According to Indra Wiguna Nugraha , there are three stages in Peer Feedback activity namely Pre-Peer Feedback, While-Peer Feedback and Post-Peer Feedback which has each sub categories. Even so, the over all of the stages can be simplified as follows:⁴⁷

- a. Introducing the related concepts to the students including the definition of Peer Feedback and the related topic given (e.g. narrative, procedure, or descriptive text).
- b. Distributing devices used in the Peer Feedback activity (e.g. checklist, rubric, form, sheet and etc.).
- c. Training students to do Peer Feedback
- d. Students start writing the draft
- e. Students sharing the draft
- f. Students reading the draft
- g. Students giving feedback to the draft
- h. Students revising the draft

⁴⁷ Indra Wiguna Nugraha, A Case Study on Peer Feedback Towards EFL Students in An International (Bandung:Universitas Pendidikan Indonesia, 2013), 17.

- i. Making reflection in the while-Peer Feedback through interviewing and giving questions to the students about the Peer Feedback activities.

From all the explanations stated above, it can be concluded that the procedure of Peer Feedback has five stages. The stages are as follows:

- a. Introducing Peer Feedback activity and the related material. Making students aware about the activities that will be done in the class is important to avoid unsuccessful learning.
- b. Distributing the format of Peer Feedback and explaining each item. By giving the format or the media that will be used and then explaining each item inside will help students in giving the feedback needed.
- c. Having students to write, share, give feedback, revise and rewrite the drafts. After students aware about the activities, they begin to write, share the draft, giving feedback, revises the draft and making the new version of the draft. Those activities are the core of Peer Feedback.
- d. Submitting the final version. When students finished their writing, it means that their draft is ready to present to the readers or submitted to get the score.
- e. Making reflection in the previous activity. After the whole activities are done, it is necessary to be evaluated. Making reflection about the previous activity can be done by teacher by giving some questions to the students about the obstacles faced by them and interviewing the students to know what they have learn through the activities.

5. The Characteristic of Peer Feedback

Then, based on the peer feedback procedures stated by the two experts before, the main characteristic of peer feedback activities can be determined as follows:

- a. Introducing the format of Peer Feedback to the students.
- b. Explaining each item in the format of Peer Feedback.
- c. Students receive an essay to be read and checked.⁴⁸
- d. Students giving feedback to the draft
- e. Students revising the peer's essay
- f. Students making reflection through interviewing and giving questions to the students about the peer feedback activities.⁴⁹

D. Descriptive Text

1. Types of Text

Text type is a set of a piece of writing that has its particular sign, different in its purposes and different in its structures. Then, there are so many types of text in English.

⁴⁸ Kurt, Gokce & Atay, Derin, The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL. *Journal of Theory and Practice in Education*. (Online), Vol.3. No.1: 12-23, (http://eku.comu.edu.tr/Index/3/1/gkurt_datay.pdf, Accessed March, 22nd 2015).

⁴⁹ Indra Wiguna Nugraha, A Case Study on Peer Feedback Towards EFL Students in An International (Bandung: Universitas Pendidikan Indonesia, 2013), 17.

According to Anderson the text type is divided into two categories, they are literary texts and factual texts. There are three categories of literary texts and seven categories of factual texts.⁵⁰

- Literary Text Category

- a. Poetic

These text types express feelings or experiences of the poet so as to describe, praise or criticize. A poem can tell a story or give the poet's views of people and events.

- b. Dramatic

These text types use to portray human experience through enactment, sometimes in order to make social comment.

- c. Narrative

This text type tells a story using spoken or written language. Narratives are usually told by a storyteller. This text is to construct a view of the world that entertains or informs the reader or listener.

- Factual Texts Category

- a. Response

It tells respond to an artistic work by providing a description of the work and a judgment.

- b. Discussion

⁵⁰ Kathy Anderson et al., Text Types in English (South Yarra: Macmillan Education Australia PTY LTD, 2003), 2.

It gives for and against, the positive and negative, or the good and bad points. It can be in oral or written form. The purpose of a discussion is to present differing opinions on a subject to the reader or listener.

c. Explanation

It tells how or why something occurs. Explanation texts can be spoken or written and the purpose is to tell each step of the process (the how) and to give reason (the way).

d. Descriptive

This text type is to describe something, sound, feeling, taste, size, shape, color, etc. It can be both physical and process description.

e. Exposition

It is a piece of text that presents one side of an issue. The purpose of an exposition is to argue or persuade by presenting one side of an issue.

f. Information Report

It is a piece of text that presents information about a subject. The purpose is to classify, describe or to present information about a subject. The subject is usually a 'general thing'.

g. Recount

It is a piece of text that retells past events. Its purpose is to retell a series of events, usually in the order they occurred.

h. Procedure

It is a piece of text that tells how to do something. Its purpose is to instruct someone on how something can be done.

2. Definition of Descriptive Text

Descriptive text is the one of text type which concerns on particular description. Descriptive text is to describe a particular person, place or thing.⁵¹ It means that descriptive text focused on describing something. Descriptive text is also usually used to develop an aspect of someone's reading, for example, to create or to describe a thing. A description should be so unique that a description of one thing should be different from a description of another thing.

Description writing presents an object, a place, or a person in a way that creates a vivid impression in the reader's mind. The reader gains a rich, comprehensive, and detailed picture of what is being described. The writing also clearly conveys a mood, attitude, and/or perspective about the subject so that the reader feels part of the writer's experience. The organizational pattern that is typically used is to begin with a main idea, to add details, and to conclude with a summary statement. Writer often use their five senses as they

⁵¹ Alexander Mongot Jaya, English Revolution, 35.

consider their descriptions and use the literary devices of similes and metaphors to make their meaning more vivid.⁵²

Each text has the characteristics, that characteristic will differentiate kinds of text. It has different of generic structure and language feature. Those text also have different the function. Here, the researcher will explain the generic structure of descriptive text.

1. Generic structure of descriptive text is bellow:⁵³

a. Identification

It is identifying the phenomenon to be described.⁵⁴ In identification the writer must identify the phenomenon that will be described. The writer explains the topic of this text. Example of identification in descriptive text:

I have a pet. It is a dog, and I call it Brownie.

b. Description

It is describing the phenomenon in parts, qualities, or/and characteristics. The writer describe about something that he/she will be described in detail. The writer describes the qualities, characteristics such as shape, color, weight, distance of something. The example of description:

⁵² Susan Lenski, *Writing instruction and Assesment for English Language Learner K-8*. (New York: The Guilford Press, 2010),93.

⁵³ Linda Gerot et, al., *Making Sense of Functional Grammar*, 202.

⁵⁴ Nofri Anten, *Discussion Materials of Genre for Senior High School Students*, 12.

Brownie is a Chinese breed. It is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well and never fight may be because Brownie does not bark a lot. It treats the other animals in our house gently and it never eats shoes. Brownie is really a sweet and friendly animal.

2. Language feature of Descriptive Text

A good description should be specific in order to help the reader build a visual image of whatever we are describing. To trigger our audience's imaginations, descriptions use the senses of sight, sound, smell, touch, and taste, as well as the emotion. The writers show our audience by using lots of details instead of telling. For example, instead of telling reader that the food looked delicious, we show that it was delicious by providing details about how the food looked.⁵⁵

The language feature of descriptive text is below:⁵⁶

- a. Using specific participant; for examples are my car, my dog, my new house.
- b. Using simple present tense

⁵⁵ B.R. Sundara Rajan et, al., Impact A Lower Secondary Guide English in Focus. (Singapore: Pearson Education Asia Pte Ltd. 2002), 62.

⁵⁶ Alexander, English Revolution, 14.

The simple present tense says that something was true in the past, is true in the present, and will true in the future. It is used for general statements of fact. It is used to express habitual or everyday activity.⁵⁷

The rule of simple present tense:⁵⁸

(+) S + V1(s/es) + O + Time Signal

(-) S + do/does + not + V1 + O + time signal

(?) Do/does + S + V1 + O + time signal?

Verb in present tense must agree with their subjects in number (singular or plural) and person (I, you, he, they, and so on). A singular subject (one person or thing) has a singular verb. A plural subject (two or more people or things) has a plural verb. When the subject is third person singular (he, she, or it), the writer must use the –s form also the –s form of helping verb do and have.⁵⁹

c. Using detailed noun phrase

A noun names a person, place, thing, or idea. A noun that names a particular person, place, or thing is a proper noun. Proper nouns begin with capital letters; common nouns do not. All other nouns are common nouns. A common noun can be count or noncount. Count

⁵⁷ Betty Scrampher Azar. *Understanding and using English Grammar* (USA: Prentice-Hall Regents, 1989), 11.

⁵⁸ Agus Mulyono. *Simple English*. (Pare: Kasyamedia Team, 2010), 20.

⁵⁹ Ann Hogue. *The Essentials of English : a writer's handbook*. (USA: Pearson Education, Inc. 2003), 13.

nouns can be singular and plural, and you can use an indefinite article (a, an) with them.⁶⁰ Chair is a count noun; chairs are items that can be counted. Furniture is a noncount noun. In grammar, furniture cannot be counted.⁶¹

d. Using adjective that describing

An adjective is a word used to modify (limit, identify, or describe) a noun.⁶² The example of adjective: strong legs, straight hair. The position of adjectives in relation to pronouns is; 1) after the pronoun, the example: she is very beautiful, 2) before the pronoun (only with one), the example: I choose the blue one.⁶³

e. Using figurative language; it is like simile, metaphor, for example John is white as chalk; her hair is black as ebony.

E. The Procedure of Teaching Writing: Descriptive Text by Using Peer

Feedback Technique

Then, based on Peer Feedback procedures stated before, the procedure of teaching writing Descriptive text by using Peer Feedback technique can be formulated as follows:

⁶⁰ Ibid., 2.

⁶¹ Betty Scramper Azar. Understanding and using English Grammar, 204.

⁶² Margaret D. Shertzer. The Elements of Grammar (New York: Macmillan Publishing Company), 35.

⁶³ Marcella Frank. Modern English a practical reference guide (USA: Prentice-Hall, Inc., 1972), 114

1. Explaining the related materials (descriptive text and peer feedback technique).
2. Students asked to write a simple descriptive text with one selected topic given.
3. Students exchange their draft with their peers (classmates or tablemates).⁶⁴
4. Students check the peer' draft and then giving feedback by using peer feedback sheet.
5. Students return the draft to the owner along with the peer feedback sheet.
6. Students revise their own draft by giving attention to the feedback given from their peers.
7. Students submit all their work (draft 1 and draft 2) along with the peer feedback sheet to be evaluated and to get score.
8. Making reflection to discuss about the overall activities in Peer Feedback.⁶⁵

F. Previous Study

There are some previous studies that have been conducted in relation with the implementation of peer feedback technique in teaching writing. Those studies attempted to investigate the effect on the process of teaching writing, to describe its application or the problem faced by the teachers in implementing that

⁶⁴ Kurt, Gokce & Atay, Derin, The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL. *Journal of Theory and Practice in Education*. (Online), Vol.3. No.1: 12-23, (http://eku.comu.edu.tr/Index/3/1/gkurt_datay.pdf, Accessed March, 22nd 2015).

⁶⁵ Indra Wiguna Nugraha, A Case Study on Peer Feedback Towards EFL Students in An International (Bandung:Universitas Pendidikan Indonesia, 2013), 17.

technique, or to improve the students' writing achievement through this technique. In particular, this subheading provides some review of related study.

Riyani conducted classroom action research to improve eighth grade students' the students' writing skill through feedback at SMP Negeri 16 Surakarta in the academic year 2008/ 2009. The approach used in this research is classroom action research. The result of the research shows that teacher's feedback can improve the students' writing skill. It can be seen from the numbers of the students who can make use of teacher's feedback to improve the content and the language of their composition. The implementation of teacher's feedback improves the quality of teaching writing and the students' motivation in learning writing as can be seen in their positive attitudes towards writing indicated by the numbers of students who show activeness and seriousness in performing the steps of writing are increasing. Based on the result of the study above, the researcher suggests that English teacher is better implement teacher's feedback in their class in order to help the students improve their writing skill. The teacher should also focus on the process not only on the product.⁶⁶

Arif Nur Sidik conducted classroom action research to improve eleventh grade students' grammar mastery by using teacher's feedback technique in SMA

⁶⁶ Riyani, *Improving the students' writing skill through feedback (a classroom action research at the second grade of SMP Negeri 16 Surakarta, 2008/ 2009)*, (Teacher Training and Education Faculty of Sebelas Maret University: Surakarta)

Negeri 8 Surakarta in academic year 2009/2010.⁶⁷ This study revealed that teacher's feedback could improve student's accuracy in writing and student's self correction in correcting the grammatical errors appearing in their composition. The teacher can also give the treatment by giving underlining or coding feedback based on the student's level of English mastery. Based on this study, it was suggested that teacher's feedback can create students' opportunity.

Based on the previous findings, it is important to conduct the research to describe of the application of peer feedback technique in teaching writing at the eighth grade students of SMPN 1 Balong in academic year 2014/2015.

The differences between the previous study and this research are about research design of the study. In previous study the researchers used classroom action research and this research use qualitative research. Not only about that, this study concerning in the application of peer feedback technique whereas the previous study use teacher's feedback technique to improve students' skill in writing.

⁶⁷ Arif Nur Sidik, *Improving student's grammar mastery by using teacher's feedback (a classroom action research in SMA Negeri 8 Surakarta in Academic Year 2009/2010)*, (Teacher Training and Education Faculty of Sebelas Maret University: Surakarta)

CHAPTER III

RESEARCH FINDINGS

As it has been discussed previously, this study attempts to investigate the application of peer feedback technique in teaching writing at SMPN 1 Balong. This subheading presents the result of the data gotten from the data collection methods; they are interview, observation and documentation. The documentation is conducted to the data profiles about research location SMPN 1 Balong in academic year 2014/2015. The observation is conducted at the students of VIII B class in SMPN 1 Balong. The interview is conducted to the English teacher of SMPN 1 Balong and the students of VIII B. Based on interview, observation and documentation the data concerning with the research problem are presented as follows.

A. General Data

1. The Historical Background of SMPN 1 Balong

SMPN 1 Balong was established in 1983. Previously, SMPN 1 Balong just had three classes; those are class 1, class 2 and class 3. At the beginning, SMPN 1 Balong does not have its own building. The first building used was building of SMP PGRI 1 Balong. It is located in the north of Balong crossroad, in the South field of Jepun Balong. For three years this building occupied to teaching and learning process.

In 1986 the school building that will be occupied by SMPN 1 Balong have been finished. The school was moved to a new building which is located in the East of the Balong crossroad, Karangany village, Balong District. The building of SMPN 1 Balong just had some classes, but from year to year it increased and in 2011 the school had 20 classrooms.

To repair the education quality, SMPN 1 Balong used the standard minimum system based on Permendiknas No. 15 Thn. 2010. Finally, in 2010, SMPN 1 Balong changed the status become SSN (Sekolah Standar Nasional).

68

2. The Geographical Location of SMPN 1 Balong

SMPN 1 Balong located at

Street : Diponegoro
 Number : 93
 Village : Karangany
 Sub district : Balong
 Regency : Ponorogo
 Province : East Java.

It takes along 13.470 M at strategic area. To visit and reach this school is very easy because it is located on edge street.⁶⁹

3. The Vision and Mission of SMPN 1 Balong

Vission

Faithful, Discipline and achievement

⁶⁸ See Appendix at Transcript Documentation coding: 01/D/28-IV/2015

⁶⁹ See Appendix at Transcript Documentation coding: 02/D/28-IV/2015

Mission

SMPN 1 Balong has some missions to create those visions

1. Growing total comprehension and experience toward religion and culture so its become source of wisdom in doing something.
2. Create a conducive and dynamis work atmosphere in applying school's role, also create discipline feeling in working.
3. Doing an effective teaching and learning so every students can improve optimally based on their own potential and ability.
4. Growing discipline feeling, spirit and become excellent students.
5. Motivate and help students to know their own potential and ability so they can improve optimally.⁷⁰

4. The teachers/staff and student condition of SMPN 1 Balong

SMPN 1 Balong has 543 students 45 teachers. Besides that, there are 24 classroom and 18 official employees that standing for teaching and learning at SMPN 1 Balong.⁷¹

B. Specific Data

1. The application of peer feedback technique in teaching writing: descriptive text at SMPN 1 Balong

Peer feedback technique can be applicated in the junior high school.

The process of peer feedback is easy for students to understand the materials.

The students can explore their skills with their friends. On the other hand, peer

⁷⁰ See Appendix at Transcript Documentation coding: 03/D/28-IV/2015

⁷¹ See Appendix at Transcript Documentation coding: 04/D/29-IV/2015

feedback creates the social interaction among others. In this study, the class divided into some groups. Each of group consists of two students.

There were two meetings in applying peer feedback technique in teaching writing at the eighth grade students of SMPN 1 Balong. There are 90 minutes in teaching English lesson. Therefore, every meeting consists of 1x45 minutes.

The application of peer feedback in teaching writing to the eighth grade students is applied by the teacher of SMPN 1 Balong. In this technique, the teacher gave chance for the students to develop their thinking and writing skill. Based on the observation in application of peer feedback technique as follows:⁷²

a. Preparation

The teacher prepared the material, which was taught in teaching writing using peer feedback technique. In this step, the teacher worked to reach successful the application of peer feedback technique. The teacher did the activities including the features below: planning and organizing the syllabus based on curriculum, creating the lesson plan, creating the teaching media, planning and administering assessment task.

b. Application

The application of peer feedback technique in teaching writing especially to the tenth grade students of SMPN 1 Balong was divided in

⁷²The Result of interview by English teacher of SMPN 1 Balong.

three activities. There are pre-activities, whilst activities, and post activities. These activities were presented as follows:

1) Pre-activities

Pre-activities are the activities done by the teacher before the teaching learning process is started. These activities include:

a) Praying

Before starting the teaching learning process, the teacher instructs the student to pray at first because the teaching learning process begins in the first time at seven mornings. The teacher said to the students, “Students... have you pray before? If yet, please the class leader leaded the class to pray”. In this activity, it was leaded by the class leader by saying, “Attention please!! Let’s pray together, pray begin... finish” and so all students pray together.

b) Greeting

To open the teaching learning process, the teacher greets the students friendly and asks the students condition briefly by saying, “Morning, students? How are you today?” then the students give responds to the teacher’s greeting by saying, “Good morning, mom. I’m fine.”

c) Checking Students’ Attendances List

To ensure whether the students in the class are complete or not, the teacher checked the students’ attendances before start the

lesson. In this activity, the teacher ask the students “who is absent today?” and one of the student named Nadya answer that there are two students that were sick by saying “Eka and Juni were sick mom”.

d) Apperception

The teacher gave apperception to stimulate the students’ prior knowledge by asked them some questions to the material. In the beginning of the learning process, teacher began the session by introducing the material. The teacher gives hand out about descriptive text and also the example about descriptive text.⁷³ Teacher told the material in generally to introduce the material to the students. In this activity, students gave attention to the teachers’ explanation. Students were looked understand about the teacher explanation about the material that was learned.⁷⁴

2) Whilst Activities

In the main activities, there are six steps in applying Peer Feedback technique in teaching writing includes asking students to write Descriptive text, exchange the draft with the tablemates, check the draft and giving feedback, return the draft to the author, rewrite the draft, and then submit the draft. They are further explained as follows:

⁷³ See Appendix at Transcript Observation coding: 15/O/ 18-V/2015

⁷⁴ See Appendix at Transcript Observation coding: 16/O/ 18-V/2015

a) Asking students to write a descriptive text

In this first step, the students are actively starts the learning process. The students were asked by the teacher to write a simple descriptive text with the topic “My Pet”. The teacher said, “Ok... students, now please write a simple descriptive text with the topic ‘My Pet’. You can see the example in your hand out to be reference.” In writing the text, the teacher gives for about 15 minutes to the students to write the text into paper.⁷⁵

b) Asking students to exchange their draft with the tablemates.

After students finish in writing their task, the teacher asked the students to exchange their draft with their tablemates. The teacher said, “Students, after you are finish writing, now please exchange your draft with your tablemates”. Then the students do the teacher’s command and exchange their draft each other immediately.⁷⁶

c) Asking students to check the draft and giving feedback.

This activity is the core part of the application of peer feedback technique. After students finish reading and checking the peer’s draft, they were asked to give feedback related to the content on the draft. The teacher said, “Ok... students, please read and

⁷⁵ See Appendix at Transcript Observation coding: 17/O/ 18-V/2015

⁷⁶ See Appendix at Transcript Observation coding: 18/O/ 18-V/2015

check your peer's draft and then give feedback in the form of comment, praise or suggestion on peer feedback sheet" and the students do what the teacher's says. In giving the feedback, the students allowed to give such feedback based on the item inside of the peer feedback sheet.

d) Asking students to return the draft

After students finish on giving feedback, they were asked by the teacher to return the draft to the author along with the peer feedback sheet used by the students to give feedback. Then, the students return the draft immediately.

e) Asking students to rewrite their draft

The next step was asking the students to rewrite their draft by seeing at the feedback gotten from peer. The teacher said, "Students, please rewrite your draft now based on the feedback given by your peer" and then students do teacher's command by saying , "Yes, mom" and the students start writing the second draft.⁷⁷

f) Asking students to submit the draft

The last activity done by the teacher in the main activity was asking students to submit their draft (draft 1 & draft 2) followed

⁷⁷ See Appendix at Transcript Observation coding: 19/O/ 18-V/2015

with the peer feedback sheet used by the students to give feedback and then all students submit their draft to the teacher.⁷⁸

3) Post Activities

The post activity is the activity which is done by the teacher after the teaching and learning process occurred. In the last activity, the teacher summarized teaching and learning process. There are: Teacher asked some questions to the students about the difficulties during performed the materials in front of the class. Besides, teacher summarized the materials this meeting and explained the activity next meeting. Then, teacher dismissed the class after gives some motivation.

c. Evaluation

After that, the teacher gave the evaluation to the students about the material. Teaching and learning need to be evaluated. Evaluation conducted to determine the results of learning process. In this stage, the teacher evaluated the activity individually. Every student was given evaluation about skill or ability in writing skill and given scoring to their results.

The application of peer feedback technique in teaching writing at SMPN 1 Balong begins from unrest teacher who find the students are less in active learning and teaching English, especially in teaching writing.

⁷⁸ See Appendix at Transcript Observation coding: 20/O/ 18-V/2015

2. The advantages of peer feedback technique in teaching writing: descriptive text at the eighth grade students of SMPN 1 Balong

After the researcher got information about the application of peer feedback technique in teaching writing at the eighth grade students of SMPN 1 Balong, the researcher interviewed the teacher about the advantages faced by the teacher and the students.

When the researcher interviewed Mrs. Zaenab as the English teacher about the result of the teacher used peer feedback technique in teaching writing at the eighth grade students of SMPN 1 Balong is very good and important technique, especially in teaching writing English process.

Mrs. Zaenab said as follows:

I think this technique is good to be applied because in applying this technique, the students' roles are needed to give an evaluation. Not only that, this technique can be used to train the students to be a critical reader and more creative, students can share each other knowledge and helping each other, and the students will more carefully in writing by remembering what the peer said about their writing so they will not repeat the error.⁷⁹

Based on that data above, it can be concluded that the application of feedback technique in teaching writing at the eighth grade students of SMPN 1 Balong is indicate the good of result in the teaching learning process, especially writing English skill.

The same think also submitted by the students at the result of interviews with the eighth grade students of SMPN 1 Balong, including:

⁷⁹ See Appendix at Transcript Interview coding: 07/II/11-V/2015

Nadya Silvia N:

Ehhmm... in my opinion this technique is quite interesting. Due to this technique I not only learn about vocabulary, but I also can know about my mistakes from my peer. By correction from my peer I feel more comfortable and feel not afraid anymore. Besides that, I am more like the English language. Apparently the English language can be applied in a variety of interesting technique, such as peer feedback technique.⁸⁰

Frada Erina D.M:

"Interesting, this technique applied as in the group work system. So we can more easily understand the material and can exchange thoughts. But it also depends on my mood, if I am in a good mood; I would enjoy the learning and understand the material and otherwise".⁸¹

Nurrohman:

"Yes quite interesting, because with this technique we can more easily understand the material was given. And I think this technique little by little makes me can to interpret the words in English and can understand the material that was given by the teacher".⁸²

Desi Fitriani N:

"I think this technique is enjoyable. By using this technique I can correct my peer's work and learn as a teacher. Not only that by this technique I can improve my knowledge from my peer and also share about our mistake together".⁸³

Based on the result of interview above, it means the application of peer feedback technique in teaching writing at the eight grade students of SMPN 1 Balong is very important role. Because with the application of this technique

⁸⁰ See Appendix at Transcript Interview coding: 09/I/11-V/2015

⁸¹ See Appendix at Transcript Interview coding: 10/I/11-V/2015

⁸² See Appendix at Transcript Interview coding: 11/I/11-V/2015

⁸³ See Appendix at Transcript Interview coding: 13/I/11-V/2015

the students can understand the writing text and the students can master more many vocabularies. Beside that the student can follow the subject with enjoy and confidently.

3. The disadvantages of peer feedback technique in teaching writing at the eighth grade students of SMPN 1 Balong

Based on observation conducted by the researcher at SMPN 1 Balong, it could be known that application of peer feedback technique, it needed much times, whereas the lesson was limited on 45 minutes for each period. So, the teacher prepared the materials, teaching media and used the time of teaching writing maximally.

Based on interview with Mrs.Zaenab S.Pd as the English teacher at eight grade students of SMPN 1 Balong:

“To apply this technique needs more additional time because students need the time to think when writing and when giving feedback.”⁸⁴

She also said:

“In applying this technique, the students have to master the material well because they were asked to correct other students’ work.”⁸⁵

The same think also submitted by the students at the result of interviews with the eighth grade students of SMPN 1 Balong, including:

⁸⁴ See Appendix at Transcript Interview coding: 08/I/20-V/2015

⁸⁵ See Appendix at Transcript Interview coding: 08/I/20-V/2015

Nur Esa Fi Sabil said:

“Yeah....in my opinion peer feedback technique is interesting. But, sometimes this technique makes the class be uncomfortable condition. When the teacher gives the time to write feedback in the peer feedback sheet, some students feel difficult and not understand the meaning. They dont know what should they correct. It is negative condition. Nevertheless, I like peer feedback.”⁸⁶

Choirul Saifudin said:

“I dont really like this technique because when I want give feedback to my peer I dont know what should I write because I can not arrange good sentences in English. Maybe it is because I dont like English at first.”⁸⁷

Based on the result of interview above, the disadvantages faced by the teacher in applying of peer feedback technique at SMPN 1 Balong were time management and class condition when the teaching learning process. It means that time allocation was limited. In other hand, the teacher needed much times in applying peer feedback technique.

Besides, the teacher's problems in applying peer feedback technique at the eight grade students of SMPN 1 Balong can be solved. The teacher prepared the interest materials and teaching media which were appropriate based on the duration in lesson period. Therefore the teaching and learning process would run well and would be more effective.

⁸⁶ See Appendix at Transcript Interview coding: 13/I/20-V/2015

⁸⁷ See Appendix at Transcript Interview coding: 14/I/20-V/2015

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher discusses the result of the research based on the statement of the problem. The result of the research is taken from the result of the observation, interview, and documentation. The researcher discusses the result of the research which done in VIII B class at SMPN 1 Balong Ponorogo in academic year 2014/2015. The discussion gives explanation:

A. Analysis of the application of peer feedback technique in teaching writing at SMPN 1 Balong in academic year 2014/2015.

The application of peer feedback technique in teaching writing at the eight grade students of SMPN 1 Balong Ponorogo has goal to manage and control the students in the classroom. In other words, this technique is applied by the teacher to increase the students English competence especially in writing. To reach the goal above, English teacher conducted the application of peer feedback technique primary to 22 eighth grade students in class B.

The application of peer feedback technique in teaching writing at the eight grade students of SMPN 1 Balong has many steps. It made the teacher concentrate in teaching and learning process. Generally, based on the theory, the

process of application of peer feedback technique in teaching writing class had several steps as follows:

1. Explaining the related materials
2. Students asked to write a simple descriptive text with one selected topic given.
3. Students exchange their draft with their peers (classmates or tablemates).
4. Students check the peer' draft and then giving feedback by using peer feedback sheet.
5. Students return the draft to the owner along with the peer feedback sheet.
6. Students revise their own draft by giving attention to the feedback given from their peers.
7. Students submit all their work (draft 1 and draft 2) along with the peer feedback sheet to be evaluated and to get score.
8. Making reflection to discuss about the overall activities in Peer Feedback. It involves asking the students about the obstacles and the difficulties in doing this activity.

After collecting data in the application of peer feedback technique, the researcher analyzed running peer feedback technique used in teaching writing in the classroom.

Based on the interview with the English teacher at the eight grade students of SMPN 1 Balong, the application of peer feedback technique in teaching writing are seven steps: first, the teacher asked to the students to write a

descriptive text. Second, the teacher asked to the students to exchange their draft with the tablemates. Third, teacher asked to the students to check the draft and giving feedback. Fourth, teacher asked to the students to return the draft. Fifth, students rewrite their draft. Sixth, students are asked to submit the draft. Finally, teacher gives evaluation from their writing.

From this data, the researcher analyzed that the teacher used the peer feedback technique in teaching writing. It could be seen from the activities of the students in learning process peer feedback technique in teaching writing activity. Teaching writing activity in this class made the students felt enjoy in teaching learning process. In daily teaching writing activity teacher used book as teaching or media. Sometimes, the teacher also used the materials from the internet to teaching writing.

Besides, it made the students to more improve and increase their knowledge, made the interaction among students, could increase students' participation in writing class, and created the free atmosphere during the learning process. The situation of the classroom became active and more alive in their learning activity. The students can understand the writing material. It means, the students can show the content of writing material and do it instruction. The students can master more many vocabularies also.

From the explanation above, the researcher can concluded that the application of peer feedback technique in teaching writing to the eight grade students of SMPN 1 Balong had suitable with Indra Wiguna Nugraha's theory

and Kurt and Atay's theory. There were some different processes between application peer feedback technique in the classroom and the theory, because teacher adjusted to the situation in the classroom.

From the discussion above, the researcher could interpreted that teaching writing using peer feedback technique was done well; it was proved that the students did the teacher's instruction well. The average students did the task well. The class interaction was done conducive. Although, sometimes some students were noising and disturbing other students because they don't not understand well about the material but the class interaction could controlled by the teacher.

B. Analysis of The advantages of peer feedback technique in teaching writing to the students of SMPN 1 Balong Ponorogo in academic year 2014/2015.

The application of peer feedback technique in teaching writing at SMPN 1 Balong begins from unrest teacher who find the students are less in active learning and teaching English, especially in teaching writing.

In the process of teaching and learning, peer feedback technique is very important in teaching writing. Based on the result of interview with English teacher and the results of interview with the eight grade students of SMPN 1 Balong stated that the application of peer feedback technique in teaching writing at the eight grade students of SMPN 1 Balong has the important roles. This technique is very compatible used at the eight grade students because the eight grade students of SMPN 1 Balong are able to reinforce their own understanding

(even of this is done in part through discussion in the native language) and can help other students understand the errors they have made. In addition, the technique can help sharpen proofreading skills and may obviate the need for teachers to correct what are in fact only careless mistakes.

As the result of interview with Mrs. Zaenab, she said that: she likes using the peer feedback technique to increase her students' confidence, she thinks that this technique is good to be applied because in applying this technique, the students' roles are needed to give an evaluation. Not only that, this technique can be used to train the students to be a critical reader and more creative, students can share each other knowledge and helping each other, and the students will more carefully in writing by remembering what the peer said about their writing so they will not repeat the error . Peer feedback technique is a good and interesting for students, because after following the English language learning students seemed enthusiastic and take pleasure in following the teaching and learning process. Beside that the students also begin can to understand the English text, correct their peers work and adds to their vocabulary.

The some indicators from the result of application of peer feedback technique, as follow:

1. The students can understand the writing material. It means, the students can show the content of writing material and do it instruction. Besides, the students more creative and being a critical reader.

2. The students can master more many vocabularies. It can be seen with the students capacity in the expression their desire with using English language. Students can cooperate by sharing the draft and can help each other in doing the task
3. The students always enjoy when follow teaching English process. Teacher can see the students always spirit and enthusiastic in follow teaching learning process, especially English lesson. So that, the students always feel enjoy and happy to do it.

This technique is more beneficial to the students because it leads to the formation of the student learning and independence still under the guidance and direction of the teacher in doing or completing tasks given while still providing the freedom of expression in the study.

C. Analysis of The disadvantages of peer feedback technique in teaching writing to the students of SMPN 1 Balong Ponorogo in academic year 2014/2015.

Although the peer feedback is very effective for students, but peer feedback have weaknesses too. For the case of the weaknesses of peer feedback are:

The first, teacher's needed much time. The lesson was limited on 45 minutes for each period. So, the teacher prepared the materials, teaching media and used the time of teaching writing maximally. Students need the time to think

when they were writing and giving feedback. It means that additional time needed in this process in order to reach the goal and because of students' problem related the vocabularies and structuring the sentences. Based on the result of the interview, the disadvantages faced by the teacher in applying of peer feedback technique at SMPN 1 Balong were time management and class condition when the teaching learning process. It means that time allocation was limited. In other hand, the teacher needed much times in applying peer feedback technique.

The second, sometimes this technique makes the class be uncomfortable condition because when the teacher gives the time to write feedback in the peer feedback sheet, some students feel difficult and not understand the meaning so they don't know what should they correct and how should they give the feedback. The students have to master the material well because they were asked to correct other students' work.

CHAPTER V

CLOSING

A. Conclusion

After having discussion in the previous chapter, the researcher summaries about the result of the discussion based on the statement of the problem follows:

1. The Application of Peer Feedback Technique in Teaching Writing: Descriptive Text at the Eighth Grade Students of SMPN 1 Balong in the Academic Year of 2014/ 2015.

The teaching learning process involves asking the students to make descriptive text, asks the students to exchange the draft with the tablemate, asks the students to check the draft and then gives feedback, asks the students to return the draft the author, asks the students to rewrite the draft based on the feedback given by peer and asks the students to submit the draft to the teacher.

2. The advantages of Peer Feedback Technique in Teaching Writing: Descriptive Text at the Eighth Grade Students of SMPN 1 Balong in the Academic Year of 2014/2015.
 - a. The students can understand the writing material.

- b. The students can master more many vocabularies. It can be seen with the students capacity in the expression their desire with using English language.
 - c. The students always enjoy when follow teaching English process.
3. The disadvantages of Peer Feedback Technique in Teaching Writing: Descriptive Text at the Eighth Grade Students of SMPN 1 Balong in the Academic Year of 2014/2015.
- a. It needs the longer time because students need more enough time to think and write the text.
 - b. Students have difficulties to correct the draft because they did not master the material well.

B. Recommendation

Based on the discussion and conclusion, the researcher offers some recommendations to improve the quality of teaching writing using peer feedback technique as follow:

1. For the Teachers

The teacher is expected to apply Peer Feedback technique in teaching writing. By applying this technique students can work together cooperatively, they can be a critical reader and they can help each other on giving feedback. Therefore, it is expected that the use of Peer Feedback technique can improve

students' writing skill and the score. Nevertheless, the teacher should know how to manage the class effectively and suitable with the class condition.

2. For the Students

The students are expected to improve their writing performances by applying Peer Feedback technique by using peer as the source of information. In this way, they might reach some great experiences in teaching learning process.

3. For the Institution

Institutions are suggested to motivate the teachers in applying various kinds of teachers' development. It could be realized by providing the teachers with supporting facilities as the contribution of teaching learning process. The institution can improve the students' quality not only in writing skill but also in the other skill by proving facilities that use to learning activity.

4. For the Future Researcher

This thesis can be useful for the future researcher in order to improve students' writing especially by using peer feedback technique.