THE EFFECT OF PEER FEEDBACK ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT AT MAS PP AT-TAUFIQURRAHMAN

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Abstract

This study found that peer feedback effect on students' achievement in writing narrative text. It was conducted by using experimental design. The population was X-1 and X-2 students of Mas Pp At-taufiqurrahman. There are consist 40 students. The sample of two classes devided into two groups, experimental group and control group which were chosen random sampling by using lottery technique. The grade X-1 as experimental group was taught by using peer feedback and grade X-2 as control group was taught conventional method. The instruments used in this research was written test. After analyzing the data, the writer got; The students achievement in writing narrative text by peer feedback got the mean 77.700 and standar deviation was 8.985 ; The students' achievement in writing narrative text by using conventional got the mean 56.600 and standard deviation was 6.269. The value of t- observed was 3.207 and that of t-table was 1.671. So the value of t-observed was higher than that of t-table. It showed that Ho rejected and Ha accepted. there was significant effect of using peer feedback strategy on students' achievement in writing narrative text.

Keywords:peer feedback, writing and narrative text

INTRODUCTION

Language is succinctly defined in our Glossary as a "human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols". It is similar like Nishanthi's statement that Language is the significant source of communication, it also

separates us from animals and makes us human. From the statement, it can be known that Language is the communication tool for the human by using the signals Every country has their own language but there is a common language spoken universally. It is English. English is the most commonly spoken language in the world. English has been playing the main part in several sectors including medicine, engineering, and education, etc. English in Indonesia from Independence to the present would involve information about the role that English has played in society at large, and particularly in business, politics, education and the media.

In Education, English is included by the government into the curriculum and considered as a first foreign language to be taught in junior high school, senior high school, and universities level. It shows that English is the important language that the students need to learn. Based on curriculum, the students must able four language, the students must able speaking, reading, listening and writing.

Writing is one of the skills that must be mastered by the students. Writing is produced written of message that is can be media for communicate in spoken. From writing the students can express their knowledge, feeling,idea and given information in written formThefore, writing is one of the skills that considered essential significance in second language learning because it serves as both a tool communication and a means of learning, thinking, and organizing idea.

However, the students in Indonesia faced the problem in writing because of the difficulties in writing itself. According to Murray et.al in Rahmatunisa, they stated that writing is one of the difficult skills, requiring an intricate combination of neurological, physical, cognitive and affective competencies. It can be concluded that the writer should analyze whether his/her writing is good and understandable or not. In analyzing the writing, one of the right method that can be applied is peer feedback.

Peer feedback refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing.8 Refers to previous study, Peer feedback give the significant effect on students' writing ability. Astuti in her research stated that there is significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without using it.

Based on the background above, the researcher would like to take the study on writing under the tittle: "**The Effect of Peer Feedback on Students' Achievement In Writing Narrative Text at Mas Ponpes At-Taufiqurrahman**"

Research Method

The research was conducted at Mas At-taufiqurrahman, The researcher chosen this school because two reason; the first, the school not far from the house of researcher. And the second, the teacher never using strategy peer feedback.

This research applied quantitative data. According to sugiono Quantitative is the form of number and quantitative analysisi using statistics. This study used experimental design. Experimental is research conducted by holding manipulation of the object research and the existence of the control. In collecting the data, the sample was divided into two groups, namely experimental group and control group. The experimental group was used Peer Feedback strategy while the control group will be used conventional.

Table 3.1

Research design

Group	Pre-test	Teaching	Post-test
Experimental Group		Peer feedback	
Control group		Conventional method	

A. **Population and Sample.**

   1. Population

   Population is all cases, situation or individual who share one or more characteristic.11 The population of this study were students of grade X of ponpes At-taufiqurrahman which were divided in two classes. The total of students are 40. The population can be seen in the the following table:

Table 3.2.

Number of Population

No	Class	Number of Students
1	X-1	20
2	X-2	20

Total	40

Sample

Sample is a small population selected for observation and analysis. According to sugiyono, sample as part of the number and characteristics of the population. the sample of this research were X-1 X-2 which consisted 40 of class. In this research, the writer used random sampling by using lottrey technique. The samplen was divided in two groups, Experimental class and control class. Experimental class got the treatment by using Peer Feedback strategy and control class dused conventional method.

B. Instrument For Collecting Data

The instrument of the research is an essay test. The test is about Narrative text. There are Pre-Test and Post-test. The research used the same pre-test anda post-test but the theme is different. Pre-test is about Cinderella and Post-test is about Snow white. There ia only one direction in the test. The direction is about writing narrative text based on the theme. The test was given before treatment and Post-test was given after the treatment.

C. Technique of Collecting Data

1. Pre-Test

Pretes was given before treatment. The test was given to know students writing ability especially writing narrative text. The pre- test was given for both of experimental class and control class. The students just answer the test in the test sheet.

2. Treatment

After the pre-test was conducted, the treatment was given for the students. The experimental group was taught by using peer feedback, while the control gropup was taught conventional method.

3. **Post-Test**

The post-test was same like pre-test but the theme of the test is different. Both group were given a post-test after treatment . It was conducted to know the effect of Peer Feedback strategy on the students' achievement in writing narrative text.

D. The Technique of Data Analysis

1. Normality Test

To test the normality of data, it used liliefors test by doing some steps as follows:

a. Observations $X_1, X_2, X_3...X_n$ are made standart value $Z_1, Z_2, Z_3...Z_n$ with the formul where the average and the standard deviations

b. The standards coefficient, using absolute normal standard distribution, then count the frequency $F(z_i) = p(Z \ Z_i)$

c. Then count the proportion $Z_1, Z_2, Z_3..Z_n$ which smaller equals to Z_i. d. Count the difference $F(Z_i)-S(Z_i)$ then determine the obsolute value.

d. Take the higher value among the diffrence absolute value; say that the value is1..if. Lo< Lt, which is got from critical value of the lilifors test at real level data distribution is normal.

2. Hypothesis test

The test t-test formula used in analyzing the data. The formula is :

$T = \sqrt{\text{Where:}\overline{v}}$

Score of experimental group

= Score of control group s

=Standard deviation

Total sample of experimental group

=Total sample of control group

CONCLUSSION

Based on the data analyze , it was concluded that peer feedback significantly affect the students ability in writing narrative text. The students score taught by using peer feedback was higher than score taught by using conventional method. it can be seen that the highest score of experimental group in post-test was 85 and the lowest score was 69 and mean 77.700. meanwhile the highest score of control group was 64 and low was 44 and mean 56.600. The result of t-obs and t-table. T-obeserved is 3.207and t-table is 1.671. (Tobserved> t-table, 3.207 > 1.671) that show if Ho is rejected and Ha is accepted. Means that peer feedback significantly affected on students achievement in writing narrative text.

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