Peer Feedback Technique on Students' Writing Narrative Text Ability

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Abstract This research is intended to investigate the effect of Peer Feedback Technique on Students' Writing Narrative Text Ability at XI Grade MAN Tapanuli Selatan. This research used experimental quantitative method with pre-test and post-test design. The populations were all of the students at XI Grade MAN Tapanuli Selatan. The sample were XI MIA 1 as experimental class that consisted of 20 students and XI MIA 2 as control class that consisted of 20 students. The data were collected through pre-test and post-test in essay test form and analyzed by using Statistical Package for Social Sciences (SPSS) with T-test. After doing T-test, the finding showed that the t-test value was sig (2- tailed) < 0.05 ($0.017 < 0.05$. Therefore, alternative hypothesis (H_a) of this research was accepted null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan

Keywords: *Peer Feedback Technique, Writing Narrative Text Ability.*

Abstrak Penelitian ini fokus pada pengaruh dari teknik *peer feedback* terhadap penulisan teks naratif pada kelas XI MAN Tapanuli Selatan. Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain *pre-test* dan *post-test*. Populasinya adalah keseluruhan murid kelas XI MAN Tapanuli Selatan. Sampelnya adalah kelas XI MIA 1 sebagai kelas eksperimen yang terdiri dari 20 siswa dan XI MIA 2 sebagai kelas kontrol yang terdiri dari 20 siswa. Data dikumpulkan melalui *pre-test* dan *post-test* dalam bentuk soal essay dan dianalisis menggunakan rumus T-test. Setelah menggunakan T-test, penelitian menunjukkan bahwa sig (2-tailed) < 0.05 ($0.017 < 0.05$). Oleh karena itu, hipotesis alternative (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan teknik *peer feedback* terhadap kemampuan menulis teks naratif siswa kelas XI MAN Tapanuli Selatan.

Kata Kunci: *Umpan balik teman sebaya, Kemampuan Menulis Teks Naratif*

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INTRODUCTION

Writing is a person activity to convey ideas in written language so that can be understood by readers. Writing actually begins the process of written communication when a writer prepares a message to be read later by another individual. Lindemann in Robert defined that writing as a process of communication which uses a conventional graphic system to convey a message to a reader (Robert et al. 1995) . The students should improve their writing skill, for which the teachers have to motivate them to have good writing skills by providing instruction in writing process and rules of writing, such as grammar rules and writing practice.

According to Caroline, writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner is polished and comprehensible to readers (Linse, 2005). Writing is the way to share someone thought, it can be formal like thesis, statement or it can be informal like diary. To produce a good result, someone should do the process well.

Writing is a way of communication by transforming information or ideas into written language as correct as possible. That similar with Lubis opinion, writing is an activity for producing and expressing. It is producing the words and sentences that it expressing with the meaning of ideas, thus writing skill is the activity to transfer ideas though words and sentences, the idea will change to scientific (Lubis, 2014). Therefore, writing itself can be read by another people as a product of some ideas that has meaning. So, writing is the communication tools to communicate with the readers. Many people use writing to share, communicate and express their ideas to another people.

According to Brown (2007), "writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization. In another word, writing can be defined as way of communication by transforming observation, information, or ideas into written language so that can be

understood by reader

Basically, the teachers' creativity is needed to make students more active in classrooms activities. It means that in learning process in writing, the students should be more active. To make students interest in studying English especially writing narrative text, the teachers should have various technique. There are some techniques that can be used by the teacher in teaching writing, such as parallel writing technique, chain writing technique, and combining sentence. However, the researcher used a different technique. The technique that will be used is peer feedback technique.

Harmer said that peer feedback is a valuable element in the writing process (Harmer, 2004). From the Harmer theory the researcher interest to evidence the theory is good or not for writing ability. According to Richard and Schmidt, peer feedback can be defined as an activity in the revising stage of writing in which students receive feedback about their writing from other students –their pairs. Typically students work in pairs or small groups, read each other's compositions and ask question or give comments or suggestions (Richard Schmidt and Richards 2011). However, in order to be successful especially when first introduced, the students will need guidance from their teacher so that they know what to look at when they read their classmates' work.

Peer feedback is collaborative two-way exercises in which the students give and receive constructive and respect full feedback during the writing process. It provides information to support learning so that students may gather insight about their writing, take feedback into account and make improvements to their texts (Core and Enriched, 2015). A successful peer feedback session is well planned, explicitly teaches students how to give and receive feedback and offers teacher guidance and support throughout.

Based on the statement above, the researcher can concludes that peer feedback is practice in language education where feedback is given by one student to another. Peer feedback usually used in writing first language and second language classes to give students more opportunities to learn from each other.

According to Ferris (2003), there are several steps in the procedures of peer feedback. They are:

a. Utilize peer feedback consistently. In utilize peer feedback consistently, the teachers must to it as an option, communicate from the outset that it will be a regular part of the class, and allow adequate, regular time for it.

b. Explain the benefits of peer feedback to students. Students sometimes do not feel comfortable with their peer comment since they might think that their peers are less competent though they love peer feedback technique. Hence, the teacher must explain and assure them about this technique and they get more enthusiastic toward this technique.

c. Prepare students carefully for peer response. In this step, the preparation included careful examination of series of essay drafts written by students in as previous course to pinpoint vague or unclear sections of text.

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

e. Provide structure for peer feedback sessions. This step can lead to successful learning technique. The teacher must provide good structure for peer feedback so that the students can make the best of it and according to Ferris argued that it would be better if the peer feedback is in written from since it can give students more time to think.

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

g. Hold students responsibilities for taking peer feedback opportunities seriously. The teachers in this steps should underline the peer feedback is important that the students can learn and benefit from the activities

Based on explanation above, the procedures of peer feedback technique can divided into seven step, those are: utilize peer feedback consistently, explain the benefits of peer feedback to students, prepare students carefully for peer response, forming pairs or groups thoughtfully, provide structure for peer feedback sessions, monitoring peer review sessions, and the last hold students responsibilities for taking peer feedback opportunities seriously.

Ferris (2003) also stated some advantages of peer feedback, they are:

a. Students gain confidence, perspective and critical thinking skills for being able to read texts by peers writing on similar tasks.

b. Students get more feedback on their writing than they could from the teacher alone.

c. Students get feedback from a more diverse audience bringing multiple perspectives.

d. Students receive feedback from no expert readers on ways in which their texts unclear as to ideas and language. Peer review activities build a sense of classroom community.

From the explanation above, the researcher can concludes that there are many advantages of peer feedback which can increase someone knowledge what the advantages of peer feedback.

In addition, Harmer (2004) states the advantages of peer feedback are:

a. Encouraging students to work collaboratively.

b. Gets round the problem of students reacting too passively to teacher response.

c. Less authoritarian than teacher review and help students to view both colleagues and teachers as collaborators rather than evaluator.

d. Reduces their self-reliance in the editing process.

e. There are occasions where teacher correction and feedback may be extremely useful, still we want to develop our students' ability to edit and revise whenthey are on their own. Students will need guidance from their

teacher so that they know what to look at when they read their classmates' work.

Based on explanation above, the researcher can concludes that knowing the advantages of peer feedback can be a reference whether the technique can be applied in the teaching and learning process.

On the other hand, there are some disadvantages of peer feedback, they are:

a. Student writers do not know what to look for in their peers' writing.

b. Do not give specific, helpful feedback, that they are either to hard or too complimentary in making comments.

c. Peer feedback activities take up too much classroom time. It means the implementation of peer feedback in the process teaching and learning takes a long time.

d. Sometimes difficult for students to see such response from their teacher as anything other than commands which to be obeyed. It can be said make students difficult to see response to another people.

From the explanation above, the researcher can concludes that can increase someone's knowledge that in fact peer feedback also has weakness.

The next topic that has to be discussed was narrative text. Based on Tjalla (2018), narrative text is a kind of writing that tells a story. It is written to entertain and engage readers in an imaginative experience. For that purposes, this writing allows students to express themselves in a creative ways. Meanwhile, Purba (2018) mentioned narrative text is some kind of retelling, often in words (thoughit is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative. Narrative text is a kind of the text that exactly to tell the activities or event in the past, that how problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers.

The generic structure of narrative text consists of five parts (Hanafi 2019):

a. Orientation, in this paragraph, the teacher tells the student who is in the story, when it is happening and what is going on.

b. Complication, this is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one ormore of the characters. The complication is the trigger. It will rise into a climax of the problem.

c. Resolution, in this part of the narrative, the complication is sorted out of the problem is solved.

Coda, the narrator includes a coda if there is to be a moral or message to be learned from the story. It is considered as optional so that the writer is free to add this part or not

There were several related research to this research, the first is by Nirmala (2019). She concluded that the teacher feedback and peer feedback are effective in teaching writing. The students when given treatment by through technique showed that they can master grammar especially vocabulary, and mechanic writing. They also can interaction with their friend. Meanwhile the students were given treatment by using teacher feedback, this technique teacher can monitor the students in learning process, the students can be more understanding when the teacher error mistake in their writing. The second research was by Noor (2016). He concluded that students' writing is found improved through peer feedback. Student responses toward peer feedback activity in EFL writing classroom were mostly positive. It can be concluded that peer feedback was an interesting alternative besides teacher feedback. Under certain condition, peer feedback was said more intensive than other approach and this gives them chances to be aware on their mistakes in writing.

The third finding was by Zulkarnaen et all (2018), they concluded that the students who was given peer feedback technique have higher score than students who was given conventional strategy. This can be seen from the

mean score of students post- test from experimental and control group. The students mean score in experimental group was 55.68. This higher than the mean score

in control group which was 50.44. Then, the value of $t_{observed}$ was bigger than the value of t_{table} at the level of significance 0. 05 ($t_{observed}$>t_{table}= 2.13> 2.03. It can be concluded that the difference of students writing ability between two groups was significant. From the result, it was decided that alternative (H1) hypothesis was accepted while the null (H0) hypothesis was rejected.

The forth was by Wati and Sari (2019), they concluded that there was significant increase of students' writing achievement after applied the treatment peer editing in second grade of SMK TI Pemabangunan Cimahi. After being taught by using peer editing, it can be seen that the score average of students was increased. The mean of the post test was higher than pre-test. It showed that there was significant of students' writing with average score 49 in pre-test, 52 in post-test 1and in post-test.

The last, Nurmala, et. al. (2019) found that peer feedback technique in teaching writing, where the studentscould write a text and then they could use peer feedback for their friends, so students could be better. The objective of the research is to know the influence of using peer feedback technique towards students' writing skill in procedure text. In this research, the result of analyzing in independent t-test that t_{count}>t_{table} with the level of significance 0.05 (5%) > 2.00. it means that the alternative hypothesis was received and the null hypothesis was rejected.

Based on the explanation above, the researcher is motivated to conduct peer feedback technique to teach writing at grade XI students of MAN Tapanuli Selatan. The researcher also wants to know whether peer feedback technique will have the significant effect to students' writing ability in writingnarrative text.

METHOD

The kind of this research was quantitative research with experimental method type true experimental design with pre-test - post-test control group design. The researcher used two classes. It was experimental class and control class. The experimental class is the class that thought with peer feedback technique. Meanwhile, the control class is the class that thought by using teacher technique. The population is the whole the students at XI grade of MAN Tapanuli Selatan. The research was done for the grade XI MIA of MAN Tapanuli Selatan. The population of this research consisted of 2 classes with 67 students. The data were gotten by using essay test as instrument and the last the data were analyzed by using T-test formula.

RESULT AND DISCUSSION

In order to find out the effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan, the researcher had calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' writing narrative text ability before giving treatment and post-test to know thestudents' writing narrative text ability after giving the treatment by using peerfeedback technique. After getting the data, the researcher used the formulation of T- test to test the hypothesis.

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "The Legend**.** Meanwhile in post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "The Legend of Sampuraga, Malin Kundang and Cinderella". In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure

Independent Sample-T test used for the truth or falsity of a hypothesis which states that between two sample means unpaired. Independent T-Test

used of experimental class post -test data with post -test control data. The researcher used Independent Sample T-Test by using SPSS to analyze the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogeneous. Hypothesis of the research was" there is the effect of using peer feedback on students' writing narrative text ability at XI grade MAN Tapanuli Selatan.

Table 1
Independent T-Test of Post-Test in Experimental Class andControl Class

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-test (Ex)	20	70.8500	11.04191	2.46905
	Post-Test (Cont)	20	66.1500	10.25093	2.29218

Table 2
Independent Samples Test of Post-Test in Experimental Class andControl Class

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.022	.883	1.395	38	0.17	4.70000	3.36902	-2.12021	11.52021
	Equal variances not assumed			1.395	37.792	0.17	4.70000	3.36902	-2.12145	11.52145

Based on table 1, the researcher found that independent sample t-test of students' at experimental and control class in post- test was found sig. (2 tailed) of 0.017 < 0. 05, it means H0 was rejected and Ha was accepted, while mean of students at experimental class in post-test was 70.85 and mean of students at control class in post-test was 66.15. It can be concluded hypothesis of the research was" there is the effect of using peer feedback technique on writing narrative text ability at XI grade students MAN Tapanuli Selatan.

The gain score of experimental class and control class can be seen in the following table:

Table 3

Gain Score of Experimental Class and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	63.60	70.85	7.25	
Control	62.35	66.15	3.8	11.05

Based on the table 3 the researcher found that the gain score of students at experimental class was 11.05.

Based on the data analysis that had found by the researcher, shown that there was significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan, where the result mean score experimental class was higher than control class. The researcher had been count the result in data analysis where the mean score in pre-test experimental class was 63.60 and control class was 62.35, in post-test mean score in experimental class was 70.85 and control class was 66.15. It means there is a significant effect by using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan. The theory of Harmer significant with this research that said peer feedback is valuable element in the writing process (Harmer 2004). From his statement that the research has proved this theory to MAN Tapanuli Selatan at XI grade.

The same result also found by Annisa Ayunda Citra (2017). She concluded there was significant effect of using peer feedback technique to students' achievement in writing recount text. it was proved from the result of t-test which was 13.07 and t-table was 1.99 (t-test > t-table, 13.07>1.99). It can be concluded that there is a significant effect of using peer feedback technique on students' achievement in writing recount text.

The second is Rizki Ramadhani'research (2019). She concluded that the use of peer feedback was effective in improving students, skill in writing hortatory exposition text. It was proved by the value of t-test between two means of experimental and control group was 6.25 with *df* was 55, the degree of significance in the level of 5% which in the table of significance showed that level 5% of *df* 55 was 2. It means, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there significant influenceof using peer feedback in writing hortatory exposition text.

Another some result also found by Antonius Maria K. Naro and Ahmad Nasikin (2019). In their research based on the finding of the research data, the collecteddata have been analyzed by t-test find out whether or not the use of peer feedback is effective in teaching writing narrative text. The result obtained that (t-table) is lower than (t-observation) in significance. The null hypothesis (H_0) isrejected and hypothesis (H_a) is accepted. It means the use of peer feedback is effective in teaching writing narrative.

From the result of the research that was previously stated from the firs, the second, and the third researcher it was proved that the students' score who were taught by using peer feedback technique got better score. As in this research, the mean score of experimental class in post-test got higher result than the mean score of control class in post-test (75.45 > 58.40).

Based on the above explanation, the researcher concluded that hypothesis alternative was accepted and there was significant effect of using peer feedback technique on students' writing ability.

CONCLUSION

Based on the result of the research, there are several conclusions that can be concluded from previous explanationed. First, the students' writing narrative text ability at grade XI MAN Tapanuli Selatan before learning narrative text by using peer feedback technique in experimental class was 1.272, while in control class was 1247. It also can be seen from the students' mean score of pre-test. The mean score of experimental class was 63.60 and the mean score of control class was 62.35. Second, the students' writing narrative text ability at XI grade MAN Tapanuli Selatan after learning narrative text by using peer feedback technique in experimental class was 1.417 and also can be seen from the students' score of post-test, the higher score after using peer feedback technique (experimental class) was 94 and the lowest score was 54.

The last, there was significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan. It can be seen from the result of independent sample t-test of students' at experimental and control class in post- test was found sig. (2 tailed) of $0.017 < 0.05$, it means H0 was rejected and Ha was accepted, while mean of students at experimental class in post-test was 70.85 and mean of students at control class in post-test was 66.15. It can be concluded that the students' score of experimental class was higher than the students' score of control class.

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