

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

THESIS

*Submitted as a Partial Fulfillment of the Requirements
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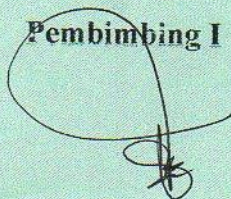
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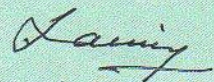
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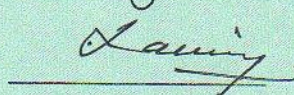
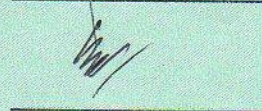
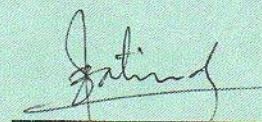
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ABSTRAK

Zulkarnaen, Utari Novialita. 2018. "The Effect of Peer Feedback Strategy on EFL Students' Writing Skill of the Hortatory Exposition Text at Second Grade of Senior High School: An Experimental Research in SMAN 2 Sawahlunto". *Skripsi*. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa SMAN 2 Sawahlunto terhadap kemampuan menulis. Strategi pengajaran yang digunakan guru kurang tepat dalam meningkatkan keterampilan menulis. Oleh sebab itu perlu diterapkan strategi yang bagus dan menarik untuk meningkatkan kemampuan siswa dalam menulis. Dalam penelitian ini, peneliti menggunakan strategi *peer feedback* dalam menulis teks *hortatory exposition*. Penelitian ini bertujuan untuk melihat dampak penggunaan *peer feedback* strategi terhadap kemampuan siswa dalam menulis teks *hortatory exposition*. Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah seluruh siswa kelas XI SMAN 2 Sawahlunto pada tahun ajaran 2016/2017 yang terdiri dari 5 kelas. Sampel penelitian terdiri dari dua kelas yaitu kelas XI IPA 1 sebagai kelas eksperimen dan XI IPA 3 sebagai kelas kontrol yang diambil menggunakan teknik *cluster sampling*. Jumlah sampel secara keseluruhan adalah 38 siswa. Instrument yang digunakan adalah *writing test*. Data dari penelitian ini berupa nilai *post-test writing* dari kedua kelompok sampel yang dianalisis menggunakan rumus *t-test*. Ditemukan bahwa *t*-hitung 2,13 sedangkan *t*-tabel 2,03 yang berarti *t*-hitung > *t*-tabel pada taraf signifikasi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi *peer feedback* dalam pembelajaran dapat memberikan dampak yang lebih baik terhadap kemampuan menulis siswa. Dengan kata lain, hasil penelitian ini mengemukakan hipotesis bahwa siswa yang menggunakan strategi *peer feedback* memiliki kemampuan menulis teks yang lebih baik dibandingkan siswa yang menggunakan strategi biasa yang digunakan oleh guru.

Kata Kunci: *peer feedback*, kemampuan menulis, *hortatory exposition text*

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	iv
LIST OF FIGURES	v
LIST OF APPENDICES.....	vi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Research	6
D. Formulation of the Research	6
E. Purpose of the Research	6
F. Significance of the Research.....	6
G. Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Writing	8
B. Peer Feedback Strategy	10
C. Hortatory Exposition Text.....	11
D. Review of Related Findings	13
E. Conceptual Framework	15
F. Hypothesis	16
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Research Design.....	18
B. Population and Sample	
1. Population.....	19
2. Sample	20
C. Instrumentation	
1. Validity of the test	21

2. Reliability of the test.....	22
D. Research Procedures.....	22
E. Technique of Data Collection.....	25
F. Technique of Data Analysis	26
1. Normality Testing	26
2. Homogeneity Testing	27
3. Hypothesis Testing.....	27
CHAPTER IV FINDINGS AND DISCUSSION	
A. Data Description.....	29
B. Data Analysis	
1. Normality Testing	31
2. Homogeneity Testing.....	32
3. Hypothesis Testing	33
C. Findings	34
D. Discussion	34
E. Limitation of the Research	36
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	37
B. Suggestion	38
BIBLIOGRAPHY	39
APPENDICES	41

LIST OF TABLES

Table 1	Research Design.....	19
Table 2	Population of the Study.....	20
Table 3	Research Procedure.....	23
Table 4	The Writing Post-Test Scores of Experimental and Control Groups...	29
Table 5	Normality of Experimental and Control Groups.....	31
Table 6	Homogeneity of Experimental and Control Groups	32
Table 7	Hypothesis Testing.....	33

LIST OF FIGURES

Figure 1	Conceptual Framework.....	16
Figure 2	Students' Writing Ability in Experimental and Control Group.....	30

LIST OF APPENDICES

Appendix 1	Topic Selection.....	41
Appendix 2	Validity of Writing Instrument.....	45
Appendix 3	Writing Test.....	47
Appendix 4	Writing Rubrics	48
Appendix 5	Students Writing Scores from Experimental Group (XI IPA 1) ..	51
Appendix 6	Students Writing Scores from Control Group (XI IPA 3).....	52
Appendix 7	Normality Testing of Experimental Group (XI IPA 1)	53
Appendix 8	Normality Testing of Control Group (XI IPA 3)	54
Appendix 9	Homogeneity Testing of Writing Score	55
Appendix 10	Hypothesis Testing	56
Appendix 11	Research Schedule.....	59
Appendix 12	Lesson Plans for Experimental Group.....	60
Appendix 13	Lesson Plans for Control Group.....	70
Appendix 14	Peer Review Form	79
Appendix 15	Example of Students' Peer Review	80
Appendix 16	Example of Students' Writing of Experimental Group.....	85
Appendix 17	Example of Students' Writing of Control Group	89
Appendix 18	Surat Izin Penelitian dari Fakultas Bahasa dan Seni	93
Appendix 19	Surat Izin Penelitian dari Dinas Pendidikan Kota Sawahlunto	94
Appendix 20	Surat Keterangan Telah Meneliti dari Sekolah	95

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the four English language skills that should be learned by students in senior high school in Indonesia. Through writing the students are expected to be able to share express their ideas and give any information in written form, for instance, sending an electronic email, writing an argumentative journal, etc. According to *Badan Standar Nasional Pendidikan* (2006: 125), the aim of teaching English in Kurikulum Tingkat Satuan Pendidikan 2006 is to enable students to communicate both in oral and written form. For instance, in senior high school's curriculum, the students are required to master some genres of text such as descriptive, narrative, report, analytical exposition, hortatory exposition, etc. In other words, the students are expected to be able to comprehend and produce or write many kinds of texts. In addition, all of the senior high schools in Sawahlunto city use KTSP 2006 curriculum including SMAN 2 Sawahlunto where the research will be conducted.

Based on a preliminary research conducted in two senior high schools (SMAN 2 Sawahlunto and SMKN 1 Sawahunto), it was found that the students had almost the same problems in writing. For instance, by looking at students' piece of writing, the problems encountered by students of SMAN 2 Sawahlunto were that the ideas were not well developed and well organized;

students' writings were full of grammatical mistakes; and the vocabulary that the students used in their writing were monotonous. Because of that the students' average writing scores were still under the minimum standard. These phenomena were also found in students' writings in other schools.

Furthermore, an interview was conducted with 2 teachers and 10 students of SMAN 2 Sawahlunto in order to figure out the problems in writing. For the teachers, the questions were about the scores of students writing, teaching method, and how to evaluate students' writings. Based on their answers, it was found that the scores of students' writings were under the minimum standard, the conventional strategy used by the teacher while teaching writing, and teacher only gave a whole score without specific comments while evaluate students' writings. For the students, the questions were about the most difficult part of English, which texts that were difficult for them and the teacher's method in teaching writing. Based on their responses, it was obtained that writing was considered as the most difficult part among the other language skills, specifically the hortatory exposition text that was taught in the second semester of grade XI in a senior high school. In addition, the teacher often used monotonous strategy that leads to boredom of the students. In this case, teacher explained kind of texts that students are going to learned, provided the topic and asked students to write the text.

Therefore, by looking at students' piece of writing, it can be stated that students' problems in writing seem to be caused by several factors. *First*, the students had lack of vocabulary. Vocabulary is the basic component in

language. Having limited vocabulary is a barrier that prevents students from learning a foreign language. If the students do not have sufficient vocabulary, they cannot communicate effectively both in oral and written form. Thus, the students cannot make good sentences and paragraph which can cause readers misunderstanding.

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

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

Fourth, the teacher often applied monotonous strategies. It would be better if teacher uses an interesting and useful strategy to teach writing. In this current situation, some of English teachers just explain the kinds of text that should be learned, after that they ask students to write the text. Moreover, while evaluating students' writings, teachers only give the score. The specific

comments have not been given, thus students have a hard time to know their mistake.

One of the strategies which can help students to overcome problems in writing as mentioned above is peer feedback or peer review. Peer feedback means students can share their creative work with peers for feedback and then use that feedback to revise and improve their work. In other words, peer feedback is students' feedback on each other's work. According to Pearce et al (2009:3), peer feedback increases the opportunity of meaningful interaction and maximizes the opportunity of sharing new ideas with different perspectives. Peer feedback makes students interact with each other and helps students become active learners during the writing process while developing their critical thinking and communication. In peer feedback, students have audience beside their teacher to read their writing. It is in line with Jason (in Hunzer, 2012) that states peer feedback is a classroom community created in the writing class.

Some previous studies show that peer feedback strategy has a positive effect on improving students' writing skill, for example, Polisda (2008) who investigated the effectiveness of peer feedback and teacher's feedback on students' argumentative essay. In her research, peer feedback was conducted in experimental group and teacher feedback in the control group at the sixth semester students of Sekolah Tinggi Bahasa Asing (STBA) Prayoga Padang. It was obtained that peer feedback gives better effect on students' writing than teacher feedback since t_{observed} was bigger than t_{table} ($2,94 > 2,00$).

Another study by Triana (2016) applying the peer feedback strategy for improving students' writings at the tenth grade of SMAN 1 Payakumbuh. The study aimed at knowing the effect of peer feedback and students motivation toward their writing ability of a descriptive text. The result of her research showed that students with high motivation who were given peer feedback had higher scores in writing than students with low motivation who were given teacher's feedback.

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

B. Identification of Problem

Based on the discussion above, there are several factors that cause students' problem in making a good writing. *First*, the students had lack of vocabulary. Without sufficient vocabulary, students cannot make a good paragraph. *Second*, the students found difficulties in writing because of their limited knowledge of grammatical rules in writing. *Third*, the students got difficulties while arranging ideas in making a good paragraph. Before writing, the students should know what they are going to write. However, in fact, the students often confused when the teacher asked them to write. *Fourth*, the teachers had lack strategies in teaching writing. Nowadays, teachers just ask

students to write based on certain topic but do not give any specific comment when evaluate the students' piece of writing.

C. Limitation of the Research

Based on the identification of the problem above, the problem of the research was limited to the effect of peer feedback toward students' writing skill of hortatory exposition text in SMAN 2 Sawahlunto.

D. Formulation of the Problem

In relation to the limitation above, the problem of this research was formulated as follows "Does the peer feedback strategy give better effect on the students in writing hortatory exposition text in SMAN 2 Sawahlunto?"

E. Purpose of the Research

The purpose of this research was to find out and explain whether the peer feedback strategy gave a better effect toward students' writing of the hortatory exposition text in SMAN 2 Sawahlunto.

F. Significance of the Research

This research becomes significant since the curriculum implemented in some school is *Kurikulum Tingkat Satuan Pendidikan (KTSP 2006)* which requires students to be able to write well. However, since students do not have much better skill in writing, this research is conducted.

The finding of this research is expected to give some contributions for the improvement of the EFL students' writing skill. Theoretically, it can be used as references. Practically, it may be implemented by the researcher in teaching English later. For the English teacher, they can help students to increase their ability in writing by using peer feedback strategy.

G. Definition of Key Terms

In order to make the same interpretation with the readers about the terms used in this research, they were defined as follows:

1. Hortatory Exposition text is a genre of text that persuades the reader about an issue and it is accomplished with certain recommendation which should or should not be done.
2. Peer feedback or peer review is the strategy to improve students' writing skill through the feedback given by their peers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As stated before, this research was conducted to see the effect of using peer feedback strategy toward students' writing ability in writing a hortatory exposition text. Based on the data analysis and findings, it was found that the students who were taught by peer feedback strategy had higher score than students who were taught by conventional strategy commonly used by teacher. This can be seen from the mean score of students' post-test from experimental and control group. The students' mean score in experimental group was 55.68. This is higher than the mean score in control group which was 50.44.

Then, the value of t_{observed} was bigger than the value of t_{table} at the level of significance 0.05 ($t_{\text{observed}} > t_{\text{table}} = 2.13 > 2.03$). It can be concluded that the students' writing skill in the experimental and control group were different. From the result, it was decided that alternative (H_1) hypothesis was accepted while the null (H_0) hypothesis was rejected. It means that the peer feedback strategy gives positive effect in improving students' ability in writing a hortatory exposition text at second grade of SMAN 2 Sawahlunto in the 2016/2017 academic year.

B. Suggestion

Based on conclusion, there are several suggestions as follows:

- a. The teachers are recommended to apply the peer feedback strategy in teaching writing because this strategy gives better effect on students' writing skill.
- b. It is suggested that future researcher to conduct the research about students' writing ability on other kinds of text such as descriptive text, argumentation and discussion text. The peer feedback strategy gives better effect on students' writing skill of hortatory exposition text, but it probably will not give better effect in other kind of texts.

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