

CHAPTER I INTRODUCTION

1.1 Background

Writing is one of productive skills, besides speaking, which contains of written words and involves a complex process. Brown (2001) stated that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking (p. 335). The learners have to be equipped with the other language skills prior to learning how to writing because the skills are reflected through the writing (Puegrhrom & Chiramanee, 2011). Thus, possibility might be that writing is the most complicated skill and it deserves serious attention. In general, education writing in Indonesia is need more attentions because there are dominance of the teacher who unwilling to praising their student's writing (Alwasilah and Alwasilah, 2005, p. 99).

Besides, as Hyland and Hyland (2001) noted that praising what a student does well is important, especially for less able writers, it could help them to strengthen their appropriate language behavior and foster their self-esteem. Holmes (1988) affirmed that praise as an act which connects each commend for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback (cited in Hattie and Timperley, 2010). In line with Hattie and Timperley (2010) which define feedback as information provided by an agent, it can be teacher, peer, book, parent, or experience, regarding aspects of one's performance or understanding.

Accordance to the agent in giving the feedback, there has been questioned by some experts in which teacher feedback or peer feedback the more effective agent in giving feedback. As cited in Srichanyachon (2012) previous research on student views of feedback has consistently shown that L2 students used more teacher than peer feedback in their redrafts (Zhang, 1995; Tsui and Ng, 2000; Yang et al., 2006). Further Srichanyachon explained L2 students believe that teacher feedback is more

accurate and more trustworthy than peer feedback because teachers possess a better knowledge of English language than peer learners.

Research on the other hand has indicated that peer feedback can also contribute to students' writing (Tsui & Ng, 2000; Yang, Badger & Yu, 2006). Alwasilah and Alwasilah (2005) elaborated about the teachers who teach classes with a big number of students experienced difficulties in giving feedback because they have no enough time to correct and discuss each of students' writing (p. 44). Accordance to this problem, teacher can encourage and train students trough collaborative teaching, a teaching writing technique that involve peer feedback (Alwasilah and Alwasilah, 2005, p. 21). It is supported by Hyland and Hyland (2006) which state that effective peer response is a key element of helping novice writers to understand how readers see their work.

A number of studies reported that the process of providing feedback on peers' work increases the opportunity of meaningful interaction among them and maximizes the opportunity of sharing new ideas as well as understanding different perspectives on the writing process (Liu and Hansen, 2002; Tsui and Ng, 2000). Such peer review has an extremely positive effect on group cohesion because it encourages students to monitor each other and helps them to become better at self monitoring (Harmer, 2007, p. 150).

Concerning the explanation above, therefore, this study examined the effectiveness of peer feedback technique to improve students' writing skill in writing narrative texts. This study also discovered students' responses toward the use of peer feedback technique in teaching narrative text. Hopefully, this study can give some contributions for language teaching, especially in teaching writing narrative text.

1.2 Statement of Problems

This study will be conducted to answer the following questions:

1. How effective is peer feedback technique in helping students to improve their writing skill in writing narrative texts?
2. What are students' responses toward peer feedback technique in teaching narrative text?

1.3 The Purposes of the Research

Based on the statements of the problem, the purposes of this study are as follows:

1. To examine the effectiveness of peer feedback technique to improve the students' writing skill in writing narrative texts.
2. To discover students' responses toward the use of peer feedback technique in teaching narrative text.

1.4 Hypothesis

After obtaining the data and analyzing it, hypotheses are made related to this subject. Creswell (2012) simply defined hypothesis as statements in quantitative research in which the researcher makes a prediction about the outcome of a relationship among attributes or characteristics (p. 111). Researchers making the prediction based on the result from past research and literature where investigators have found certain results and can now offer predictions as to what other investigators will find when they repeat the study with new people or new sites (Creswell, 2012, p. 111). In line with Fraenkel, J. R. et al (2012) which added that by stating the hypothesis researcher enables to make specific prediction based on prior evidence or theoretical argument (p. 83).

The hypotheses formulated in the study are:

- Ho : there is no significant difference between the students' writing score in pre test and post test score; means the technique is not effective to improve writing skill.
- H1 : there is significant difference between the students' writing score in pre test and post test score; means the technique is effective to improve writing skill.

1.5 Significance of the Study

Hopefully, the result of this study will give benefit and informative inputs in teaching and learning English as a foreign language especially in practical, theoretical and professional benefits.

1. Practical benefits

Practically, this study presents a real picture on how Peer Feedback technique is used in the classroom. The findings are expected to contribute as the information for the student in helping and motivating students to improve their writing skill especially in writing narrative texts. In addition, the writer also could gain experiences on both conducting an experimental study and writing an academic report.

2. Theoretical benefits

The findings are hopefully able to enrich literature on peer feedback in teaching writing especially in teaching narrative text.

3. Professional benefits

In professional perspective, the findings of this study provide teacher and student the information on how the Peer Feedback is used in the class. Therefore, it is expected that Peer Feedback can be used as one of alternatives in teaching narrative texts. Also, this study is hopefully able to release a policy which relate to the teaching quality environment.

1.6 Limitation of the Study

In compliance with the problems that have been formulated above, the study is limited to find out the effectiveness of peer feedback which given by the other students in student's writing work. This study also tries to reveals the students' responses toward the use of peer feedback technique in teaching narrative text. Nevertheless, the context of the study was limited on teaching writing using the peer feedback in senior high school, especially in one SMA in Bandung.

1.7 Research Methodology

1.7.1 Design

In conducting the research the writer applied the quantitative research design as research methodology. Quantitative method is a method that relies on statistical analysis of the data, which is typically in numeric form (Creswell, 2012, p. 19).

Afterwards, because this study examined the effectiveness of peer feedback in improving students' narrative text, the quasi-experimental design was applied with the matching-only pretest-posttest control group designs. Essentially, the writer assigned intact groups the experimental and control groups, administers a pretest to both groups, conducts the experimental treatment activities with the experimental group only in which using peer feedback technique as the treatment activity, and then administers a post test to assess the differences between two groups (Creswell, 2012, p. 310).

According to Fraenkel J. R. et al (2012), the design of quasi experimental that applied in this study can be describes as follows:

Treatment Group	M	O ¹	X	O ²
Control Group	M	O ¹	C	O ²

Notes : M = Matched subject
 O¹ = Students' writing score in pre-test
 O² = Students' writing score in post-test
 X = Treatment using peer feedback technique
 C = No treatment

1.7.2 Population and Sample

Considering the population, Fraenkel, J. R. et al (2012) explained that “in educational research, the population is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics and in some cases it can be defined as a group of classroom, schools, or even facilities (p. 92).” The first grade students of senior high school in Bandung are taken as population. It is done to the fact that in curriculum 2006 narrative text is taught in the first grade of senior high school. It is assumed that they have applying genre-base approach to English language teaching.

Furthermore, Fraenkel J. R. et al (2012) added that the smaller group of population called sample or the group on which information is obtained in the research study (p. 91). Therefore, this study took two classes as the sample.

1.7.3 Research Instrument

In this study, some instruments were used to collect the data. The device (such as a pencil and paper test, a questionnaire, or a rating scale) the researcher uses to collect data is called an instrument (Fraenkel, J. R. et al, 2012, p. 111). Therefore, the instruments used in this research were writing task and questionnaire. There are, writing task, in which to measure students' ability in writing narrative text. There were five narrative texts which include the test for both pre and post test. At the beginning, all the students were given the pre test to measure their initial ability in narrative writing before the peer feedback technique is applied. Then, questionnaire, it was distributed after conducting the post test to collect the information about students' responses toward the use of peer feedback technique in teaching narrative writing.

1.7.4 Research Procedure

The procedures of this study were gained by several steps that can be described as follow:

1. Preparing the lesson plan;
2. Trying out the research instrument by conducting the pilot test;
3. Conducting the pre-test;
4. Conducting the treatment, which is using peer feedback technique;
5. Conducting post-test;
6. Administering questionnaire.

1.7.5 Data Analysis

The data of this study is analyzed through qualitative analysis. The data analysis was conducted to gain data in the form of writing performance test. Besides analyzing the data from the results of pre-test and post-test, the writer also analyzed the data gathered from the questionnaire. The procedures of analyzing the data comprised several steps. First, the data collected from students' writing performance in pre-test and post-test analyzed using "The ESL Composition Profile" (Jacob et al, 1981). The scoring guide chosen as the criteria of scoring represents the basic aspect of writing. They are content, organization, vocabulary, language use, and mechanics aspects. In this study the scoring only focusing on mechanics aspect. Second, the scores were calculated by applying the statistical analysis of t-test to determine how mean of pre-test is different from the post-test score. The significance of the test was analyzed by using computer programme of Statistical Product and Service Solution (SPSS).

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The Effectiveness Of Peer Feedback Technique In Improving Students' Writing Skill In Writing Narrative Texts

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After calculating the data from pre-test and post-test, the data from questionnaire were analyzed. The data were analyzed based on the frequency students' answers. The result was calculated and interpreted into percentage.

1.8 Clarification of the Key Terms

To simplify the process of designing and application the research and also to avoid misunderstanding and misinterpretation, it is necessary to provide the definition of the main terms as follows.

Effectiveness refers to the goal attainment and it should be seen as a causal concept; not only interested in measuring educational effects but particularly in attributing effects to (various types of) antecedent conditions (Creemers and Scheerens, 1994). Therefore, the effectiveness in this study is the students' attainment in writing narrative text as the goal after using peer feedback technique.

Peer feedback is having other writer to read and to give feedback on what other writer has written (Hyland, 2005). In this study is refers to the process by which students exchange constructive criticism on their work to help each other edit, improve and revise their writing.

Technique as stated by Anthony were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well, as cited in Brown (2001). While brown (2001) himself derives technique as any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives (p. 16).

Narrative text is one of the text types (genre) proposed to entertain, and to deal with actual or vicarious experience (Gerot and Wignell, 1994, p. 204). Narrative deals with problematic events which lead to a crisis or turning point of some kind,

which is to find a resolution. Therefore, kind of narrative text used in this study is a story of personal experiences that is appropriate for the first grade of senior high school students.

Writing skill refers to the ability of putting the ideas down on paper transform thoughts into words, to sharpen the main ideas, to give them structure and coherent organization (Brown, 2001, p. 336).

1.9 Organization of the Paper

The paper of this study is organized as follows:

Chapter I. Introduction

This chapter provides the information on background of the study, purposes of the study, hypotheses, significance of the study, limitation, research methodology, clarification of terms, and organization of the paper.

Chapter II. Theoretical Foundation

This chapter consists of theoretical foundations; this part elaborates in detail theories which are relevant to the study.

Chapter III. Research Methodology

This chapter will discuss the methodology in conducting this research. It includes the preparation stages, procedures, instruments, techniques and the result of the research.

Chapter IV. Result and Discussion

This chapter will explain findings and discussions; this chapter describes the results of the instruments analyses, such as pretest data analysis, posttest data analysis, and the data from the questionnaire, and the interpretation of the findings from the study.

Chapter V. Conclusion and Suggestion

This chapter contains conclusion which describes the results of the study and suggestions were given for future research.