

# The Effect of Peer Corrective Feedback on the Tenth Grade Students 'Writing Ability of Descriptive Text at SMA Pertiwi 1 Padang

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**Abstract:** *This research was aimed to test the effect of peer corrective feedback technique toward students' writing ability of descriptive text. The research design of this was 80, 2 while the control group got 71, 08. The result of this research found that the students who were taught by using peer corrective feedback produced better writing of descriptive text than those who were taught by using teacher's feedback technique. It can be concluded that teaching writing descriptive text by using peer corrective feedback gives better result in students' writing than teacher's study was a quasi experimental design. The population was the first grade students of SMA Pertiwi 1 Padang. Two classes were randomly selected as the sample of the study. During the treatment, students in experimental group used peer corrective feedback technique, while students in control group used teacher's feedback technique. The analysis of the test result showed that the students' score of experimental group was higher than control group. In the post test, the mean score of the experimental group feedback*

**Keywords:** Peer Corrective Feedback, Writing Ability, Descriptive Text

## 1. Introduction

Writing is an important skill that should be mastered by the students who learn English. It is not only needed for school purposes, but it goes beyond that. Writing skill could help improving school grades since the curriculum intends the students to be good at this skill. A good writing skill is also needed by high school students to prepare them for higher educational level since they have to write academic papers and essays when they study in the university. Moreover, writing skill is needed for professional future. A good writing skill is the key to be successful in someone's career. An employer would place a high value on people who have sharp writing skill. Then, the students need this skill in today's era of social media posting, texting, email communications, blog and beyond. A good writing ability can help avoid situations where an intended message may be misperceived.

In writing skill, students must be able to understand and write various kinds of dialogue, short functional and monolog text. To produce a good writing, students should consider organization, word choice, ideas, grammar and others criteria. Thus, writing is not a simple activity. Besides, complexity of writing also appears in getting started to write. Rao (2012:100) states that students find composing in English is difficult because writing process demands many cognitive and linguistic strategies which they are uncertain. Many students complain that they lack of ideas and cannot think of anything interesting to write and lack of grammar awareness.

To produce a good piece of writing, a writer must accomplish four basic writing steps; planning, drafting (writing), revising (redrafting) and editing. However, in some writing practices, some writers do not follow those four steps. They only go through two or three of basic steps of writing, such as

planning and editing or planning, drafting and editing. Meanwhile, some experts (Burk and Pieterick, 2010; Hyland and Hyland, 2006; Ferris, 2003) explain that in the writing process, there must be revision. It is a step where a process of making changes throughout the writing of a draft occurs, the change can make the draft congruent with the writer's intention. At this stage, students as writers need feedback from teachers or lecturers, and their peer/s. There are many techniques in teaching writing to develop students' ability. An appropriate technique is able to influence learning process. One of the techniques that could be used by teacher in teaching writing is Peer Corrective Feedback. This corrective feedback means the feedback is obtained from others such as fellow students or friends. Usually, students will put as a pair and then are asked to read each other's work and react to the strengths and weaknesses of each other's papers. The purpose of peer corrective feedback on student' writing is to generate and receive different points of view and raise students' awareness in composing process. With guidance and practice, students can learn to be more specific and helpful in their responses to a peer's piece of writing. According to Harmer (2004: 279) peer corrective feedback is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we want to foster. It also gets round the problem of students reacting too passively to teacher responses. It can be said peer corrective feedback is a part of collaborative writing which encourages students to conduct drafting,

In peer corrective feedback, students have the opportunity to make revisions prior to the assignment submission to the instructor. The students are also expected to have opportunities to work collaboratively with peers and to develop their writing abilities individually. According to the research conducted by Ashok Sapkota (2012) it can be seen that the development of writing skill through peer and teacher

correction can help in teaching learning process reflection and revision with each other. The research was done Bitchener in 2005 shows positive effect of corrective feedback on student's writing. The result of this study shows that use corrective feedback has improved the accuracy of their writing when producing a new text. Therefore, It can be seen that the success of using peer corrective feedback toward students' writing skill. There are some positive effect that can be identified from some studies above, such as increasing the student's writing skill on learning process, help the students more confidence. It proves that peer corrective feedback is appropriate in teaching writing.

In Senior High school especially, the students are expected to be able to write texts. Based on curriculum 2013 in the syllabus of the tenth Grade of Senior High school, each text has a different purpose and social function. They are narrative, descriptive, report spoof, hortatory and analytical exposition. This research focuses on Descriptive text. According to Bosede (2016) states that descriptive text is a text to describe a particular person, place or thing. Thus, the generic structure of this text is identification and description. Identification refers to identification of phenomenon to be described, and description refers to describing parts, qualities and characteristics.

Based on this, the researcher is interested in conducting a research **“THE EFFECT OF PEER CORRECTIVE FEEDBACK TECHNIQUE ON THE TENTH GRADE STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT SMA PERTIWI 1 PADANG”**. This study is aimed at explaining how peer corrective feedback can give a significant effect on students' writing ability.

## 2. Method

The design of this research was a quasi-experimental research. According to Gay et.al (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental an control classes. In the process of teaching, the differences between experimental class and control class were only about the technique used. The experimental class taught by using Peer corrective feedback whiles the control class taught by using teacher's feedback

The population of this study was three classes of tenth grade science students of SMA Pertiwi 1 Padang enrolled on 2018/2019 academic year and the total of population was 78 students. The researcher applied cluster random sampling. The researcher used cluster random sampling technique because the sample had been group into their classes. They were selected by writing the name of each class on class separated small pieces of paper, placing them on hands and shaking them. The first small piece of small paper was assigned for experimental group. The second one was assigned for control group. The others were not be assigned in this research. As a result, class X IPA 2 was decided as experimental group and class X IPA 3 was decided as control group.

The design of this research was a quasi- experimental research. Therefore, the researcher investigated the effect of Peer Corrective Feedback as independent variable toward dependent variable namely students' writing ability. Clearly, there were two techniques of teaching writing (Peer corrective feedback and teacher 'feedback). In this research, test of writing ability was the instrument. In collecting the data, the researcher used post-test only. The test was designed by researcher based on indicators of writing test. The data of this research were students' writing test scores. It was analyzed by using Liliefors test to see the normality. Then, to see homogeneity, the data was analyzed by using Barlett test. While, the hypotheses was analyzed by using t-test in excel program.

Instrument is the tool that is used by the researcher in collecting the data. Instrument is the In this research, the researcher used writing test. It was given to measure the students' writing ability. The test itself is in the form of written test. The test was based on the indicators of descriptive text.

The treatments were done in ten meetings. The following procedures are as follows: writing test were validated using content validity by an expert.

Then, treatments were given to both experimental and control class. The experimental class was taught by using peer corrective feedback technique and control class was taught by using small teacher's feedback. Before testing the hypothesis, the data have been analyzed prerequisite analysis which was test of normality and homogeneity. The normality testing was done to see whether the data collected from both experimental and control group are normally distributed or not. In other words, normality testing is used to know whether the data collected from both groups are normally distributed or not. It was analyzed by using Liliefors test. The purpose of homogeneity test was to see whether the data taken from same population were homogenous or not. The homogeneity test was analyzed by Variance test (F-test). Hypothesis testing was carried out with technique analysis that was managed by using t-test. It was used to test the hypothesis in order to know the differentiation of students score between experiential and control class.

## 3. Findings and Discussion

The findings are reported based on the analysis of data and are grouped based on the research questions. The findings are described as follows:

### **The Effect of Peer Corrective Feedback on Students' writing ability in writing descriptive text**

The data analysis of writing ability was taken from the result of the students writing test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using peer corrective feedback, while control class was taught by using teacher's feedback. The data of writing ability test was analyzed by using Ms Excel. After

analyzing, the maximum score of students writing ability test in experimental class is 90 and the minimum score is 70. The mean score is 80, 2. The standard deviation is 5, 49 and the variance is 30, 16. While, the maximum score of students writing ability test in control is 85 and the minimum score is 55. The mean score is 71, 08, the standard deviation is 8, 85 and the variance is 78, 32.

#### a. Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. Liliefors formula was done in analyzing the normality of writing ability test in experimental and control class. After analyzing, The value of  $L_{\text{observed}}$  in experimental class is 0, 089.

#### b. Homogeneity Testing

The Homogeneity testing is used to find out whether the data in both experimental and control classes are homogeneity or not. Variance test (F-test) was used to find out the homogeneity. After analyzing, the value of  $F_{\text{observed}}$  was 2, 59 and  $F_{\text{table}}$  was 4, 04 with significance 0, 05.

#### c. Hypothesis Testing

It is analyzed by sing two ways analysis of variance T-test

H0: The students who are taught by using peer corrective feedback don't get better result than the students who are taught by using teacher feedback technique at Grade XI of SMA Pertiwi 1 Padang.

H1: The students who are taught by using peer corrective feedback get better result than the students who are taught by using teacher feedback technique at Grade X of SMA Pertiwi 1 Padang.

### 4. Discussion

**The students who are taught by using peer corrective feedback technique get better writing ability of the descriptive text than the students who are taught by using teacher feedback technique**

The high score of students' writing ability test in the experimental class was 90 and in the control class was 85. These data indicate the students' score of writing ability class are higher than in the control class. Therefore, the students who are taught by using peer corrective feedback get better writing ability of descriptive text than the students who are taught by using teacher feedback. It is supported by Jensen and Jensen (2011) state that with more focus on "Engaging students in the peer feedback process improved peer feed on text through the conceptualized of a Broad game" this study indicated that teaching and using peer corrective feedback as a method are more efficient and enjoyable for students when these activities are structured as a game rather than learned from text book.

Tuttle (2013:14) assumes that the students can help each other to improve in a formative assessment approach. The stages in peer review are including pre peer review –peer review-post peer review. It means, the students as the reviewer can give feedback and after their friends do their writing while doing their writing and at the end after their friend finish their writing. In contrast, students in control class who are given teacher's feedback are not able to build a good paragraph. By giving teacher's feedback as usual technique used by the English teacher there, the students are asked to revise, recheck and provide a good writing based on teacher's comments. Teacher can give feedback on the process and at the end of their writing after students collect their writing. In the process, students cannot develop a good writing because sometimes they did not know the instruction or comments from the teacher. Moreover most of them afraid to show their process of writing to the teacher because of afraid of making mistake.

### 5. Conclusion

Peer corrective feedback produces students' ability in writing descriptive text than teacher's feedback at tenth grade students of SMA Pertiwi 1 Padang. It can be seen from the mean score of experimental and control class. The students' mean score experimental class who are taught by using peer corrective feedback was higher than the students' mean score of control class who were taught by using teacher's feedback.

### 6. Implication

The result of this research has some implications for the teacher in teaching English especially teaching writing. Based on the result of the research, peer corrective feedback is effective for teaching writing, especially for teaching writing descriptive text. The finding convey some implications for the teachers and students: peer corrective feedback is effective technique for teaching writing where the English teachers are encouraged to use it in teaching writing descriptive text. English teachers are encouraged to use peer corrective feedback to increase the students' ability in writing descriptive text because it offers sequential steps of writing. One of the steps cannot be dismissed or the students should follow that all steps to gain deeper writing ability.

### 7. Suggestion

Based on the findings and conclusions and implications above, the are some suggestions as follow: It is suggested to English teacher to use peer corrective feedback since it gives benefit to the students. Peer corrective feedback helps them discover the ideas from a variety of perspectives. The students can stimulate their way of thinking about the topic. It is hoped that the next researcher can develop this research on larger population and sample in order to get knowledge and the empiric data. This research only limited on descriptive text. It is suggested to conduct a research about students' writing ability on other types of texts such as new item, procedure, report and narrative text.

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