

**“THE EFFECT OF USING PEER FEEDBACK TECHNIQUE ON
STUDENTS’ ACHIEVEMENT IN WRITING RECOUNT TEXT”**

SKRIPSI

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ABSTRACT

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This study deals with the Effect of Using Peer Feedback Technique on Students’ Achievement in Writing Recount Text. The objectives of the research were to find out the significant effect of using Peer Feedback technique on students’ achievement in writing Recount Text. This research was conducted at SMA PAB 6 Helvetia in academic year 2016/2017. The population of this research in the ten grade students, which consist of twoclass namely: class X-MIA and X-IIS. The total number of population was 60 students and the writer took the two classes as the sample. Cluster Random Sampling Technique was used in this research and 60 students were taken as sample. This research used experimental design. The sample were divided into two groups, the first group (X-MIA) which consisted of 30 students was experimental group and the second group (X-IIS) which consisted of 30 students was control group. The instrument of this research was written test. The test given to the students aimed to collect the data supporting the students’ creativity in writing recount text. Final result was $t_{\text{observed}} > t_{\text{table}} = 13.07 > 1.99$. The null hypothesis was rejected and the alternative hypothesis was accepted. It means there was significant effect of Using Peer Feedback Technique on Students’ Achievement in Writing Recount Text.

Keywords: *Peer Feedback Technique, Writing Recount Text*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The aim of writing this study is to fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

In finishing this research entitle “ *The Effect of Using Peer Feedback Technique on Students’ Achievement in Writing Recount Text*”. Believes that this research still has much help from the other people. And thanks to her beloved mother SITI KALIMAH GEA and her father SYAFRI who have continuously giving support, advices, and financial to complete her study. Thanks a lot for their prayer and motivation.

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. The Background of The Study	1
B. The Identification of The Study	4
C. The Scope and Limitation of The Study	4
D. The Formulation of The Study	4
E. The Objective of The Study	5
F. The Significance of the Study	5
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Student's Achievement in Writing.....	7
2. Description of Peer Feedback Technique	9
2.1 The Advantages of Peer Feedback.....	9
2.2 The Disdvantages of Peer Feedback	10
2.3 Guiding Principles for Peer Feedback.....	11
3. Description of Writing	11
3.1 The Writing Process	13
3.2 The Purpose of Writing	14

3.3 Genre- Based Writing	15
4. Recount Text	16
3.1 The Rhetorical Structure of Recount Text.....	17
3.2 The Language Feature of Recount.....	17
B. Conceptual Framework	18
C. Hypothesis	19
CHAPTER III RESEARCH OF METHOD	20
A. The Location of The Research.....	20
B. The Reasearch Design	20
C. The Population and Sample	21
D. The Instrument of Research.....	21
E. The Technique for Collecting Data	23
F. The Technique for Analyzing Data	28
G. Statistical Hypothesis	30
CHAPTER IV DATA AND DATA ANALYSIS	31
A. Data Collection	31
B. Data Analysis	39
C. Testing Hypothesis	46
D. The Significant Effect of Using Peer Feedback Technique on Students’ Achievement in Writing Recount text	48
E. Research Findings	48
CHAPTER V CONCLUSIONS AND SUGGESTIONS	49

A. Conclusions	49
B. Suggestions	50

REFERENCES

APPENDIXES

LIST OF TABLES

Table 3.1 Research Design	20
Table 3.2 Population and Sample	21
Table 3.3 Scare of Score Qualitative and Quantitative	28
Table 4.1 The Score of Pre-Test of Experimental Group	31
Table 4.2 The Score of Post-Test of Experimental Group	33
Table 4.3 The Score of Pre-Test of Control Group	35
Table 4.4 The Score of Post-Test of Control Group	37
Table 4.5 The Differences between Pre-Test and Post-Test of Experimental Group	39
Table 4.6 The Differences between Pre-Test and Post-Test of Control Group	42
Table 4.7 Calculating Correlation Product Moment	44

LIST OF APPENDICES

Appendix 1 Lesson Plan of Experimental Group	51
Appendix 2 Lesson Plan of Control Group	55
Appendix 3 Attendance List in Experimental Group	59
Appendix 4 Attendance List in Control Group	61
Appendix 5 Form K1	63
Appendix 6 Form K2	64
Appendix 7 Form K3	65
Appendix 8 Lembar Pengesahan Proposal	66
Appendix 9 Pengesahan Hasil Seminar Proposal	67
Appendix 10 Proposal Surat Pernyataan Plagiat	68
Appendix 11 Permohonan Perubahan Judul Skripsi	69
Appendix 12 The Letter of Research	70
Appendix 13 Answer of The Letter Research	71
Appendix 14 Berita Acara Bimbingan Proposal	72
Appendix 15 Berita Acara Bimbingan Skripsi	73
Appendix 16 Curriculum Vitae	74

CHAPTER I

INTRODUCTION

A. The Background of The Study

In teaching writing by using peer feedback technique in writing recount text will be most useful for the students SMA PAB 6 HELVETIA 2016/2017 academic years at Jl veteran psr IV, Helvetia, Deli Serdang. By using peer feedback technique students can improve writing skill and they will get many benefits on journal; Yang et al., (2006) also add that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009). According to Atay and Kurt (2007), peer feedback provides the students to do more practices in writing with their peers. The students will not only listen to the teacher's instruction and feedback. They also have changes to give feedback to their friends' work and ask for each other's opinion. They can learn many things from their groups. In this case, students' anxiety becomes lower and learning motivation can be higher.

Peer feedback, which is referred to under different names such as peer response, peer review, peer editing, and peer evaluation, can be defined as "use of learners as sources of information and interactants for each other is such a way that learners assume roles and responsibilities normally taken on by a formally

trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu and Hansen, 2002:1). The researcher find out some problems when PPL (Teaching Program Learning). Most of the students think that English writing will be the most difficult subject. Then, the students less vocabulary and grammar. Most of the students do not know how do the tenses in writing especially in recount text. One of these technique is peer feedback technique which is choosen by the researcher that expected to be useful to improve students achievement expecially in writing recount text. Peer feedback is a practice in language education where feedback is given by one student to other students in the class. Students will be divided into some small group. In small groups, students share strengths and also develop their skills. This technique also helps the students to develop their interpersonal skills. They learn to deal with conflict and improve their understanding of subjects explored. By grouping the students, teacher easier to teach the students and the students also were encouraged by the other friends.

Writing skill is also served in a visible way, which is meant to convey a message to the reader. The writing should communicate something clearly, precisely, and unambiguity. The aim of writing is conveying the ideas or thoughts to writing form. Writing is process of putting ideas into words, and then arranges the words into sentences, and then combine them into paragraph. Writing required the mastery of vocabulary, spelling, grammar, punctional, appropriate content, coherence. Since all that material are difficult to master, writing becomes difficult to be mastered. Commonly, every day people use writing form. They use a simple

to complex written text such as writing letters, notes, memos, stories, etc. It means writing holds an important role in daily communication. Through writing people can express their experiences, events, stories, and ideas. So writing is central to our personal experience and social identities which is focusing on the contents, ideas, and written products (Hyland, 2002). Therefore, there were some reasons based on researcher's experience, such as:

The first reason, based on researcher's experience, most of students think that English writing is the most difficult subject, especially writing recount text. They have less vocabulary. They can not use grammatically. Then, they can not change the tenses. Teachers should help their students to overcome these problems by motivating the writing skill. Teachers also more teach them about their vocabularies and grammar. Then, they can make writing on grammar correctly.

The secondly, most of students not confidence to perform the class to do practice English. With the peer feedback technique, the researcher hopes the students more confidence to perform in front of the class. Then, they can pronounce English words clearly and correctly.

Thirdly, it will make the students remember about their experience in the past. Then, they can retell the experience with their peers. They will practice with grammar correctly. It can improve their vocabulary and grammar correctly.

Finally, the researcher concluded that peer feedback technique could persuade the students to retell their experience in the past with their peers. The students can write the text on grammar correctly. The students will write their

story more easily. They have a lot of new vocabulary. Then, the students more confidence to perform and action in front of the class with their peers.

Based on the reasons above, the researcher choose the study on title “**The Effect of Using Peer Feedback Technique on Student’s Achievement in Writing Recount Text**”.

B. The Identification of The Study

Based on the background previously above, the problems of this research was identified as follows :

1. The students still has low achievement in writing, especially in writing recount text.
2. The students less vocabulary and grammar.
3. The students do not know use the tenses

C. The Scope and Limitation of the Study

There are several cooperative learning techniques that can be applied to improve students’ writing achievement. This study focuses on the applying of Peer Feedback Technique to improve students’ achievement in writing recount text. The object of the study is limited on the senior high school students grade X.

D. The Formulation of The Study

The problem of the research was formulated in the following:

“Is there any significant effect of applying peer feedback technique on students’ achievement in writing recount text?”

E. The Objective of the Study

This study is intended to find out whether students’ achievement taught by Peer Feedback Technique is higher than the students’ achievement taught without Peer Feedback Technique in writing Recount text.

F. The Significant of the Research

The result of this research was expected to be useful for :

1. Theoretical

- a. The result of the research will be useful to improve the teaching learning process, not only recount text material, but also the other materials.

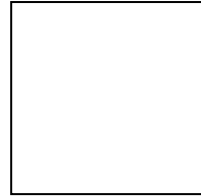
2. Practically

- a. For the headmaster

The result could increase awareness of teacher and the headmaster performance to effectively the technique.

- b. For the English teachers

The writer hopes that this research and technique will be inspiring for English teacher to develop the teaching learning process; not only in teaching writing but also other skills.



c. For the students

This study also expected to encourage the students to develop their writing achievement ,expecially in writing recount text through peer feedback technique.

d. For the reader

The result will be useful in order that they can use it in teaching learning process, to make the students more interested in studying English.

e. For the writer

The writer hopes that this research will be applied when the writer teaching in the class and this technique that will be used in the teaching of writing, especially in recount text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A research was conducted based on existing theories of certain fields in science. Theoretical framework is aimed at describing concepts and terms presented. The terms which are used have to be clarified clearly in order to avoid confusion when research is conducted. The theoretical explanation and elaboration on the concept and terms will be presented in the following:

1. Students' Achievement in Writing

Linn et al (2000) states student achievement is the status of subject-matter knowledge, understandings, and skills at one point in time. The most commonly used measure of student achievement is a standardized text. So, it is concluded that the achievement is the result and progress after accomplishing and finishing learning educational that the individual indicates relation with his/her educational learning. Achievement is a success in reaching particular goal/status or standard in learning process, especially by effort, skill, courage, etc. Students' achievement is a factual proof of their success in learning. It is measured from their scores during the learning process. The teacher can measure the students' achievement or progress by observing their score.

The writer just focuses on the student's achievement in writing. Writing is one of four language skills. Writing is perhaps the most demanding skill of English. Heaton (1989: 135), "says writing is the ability to use

structure.”Writing refers to the skill of using graphic symbols which have to be arranged to certain convention. It means writing is the act of skill in forming, graphic symbols and combining a number of diverse elements. “Since the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right”, (Harmer; 1998:84). Writing is very complex, it is not an easy as spontaneous activity. Writing needs some mental efforts that must be combined and arranged. When the students do writing, they do not only have to keep minds but also consider the past opinion or ideas, which are relevant to their goal at the teaching. The emphasis throughout is on the process involved in producing complete, conceptualized, pieces of writing. The focus is especially on why the writing is being done(a serve of purpose) and how it is being written for a (scene of audience). The activity which offers are both highly practical based as they are or her long and veried experienced and interesting to do. Writing is one way of making meaning experience for students and for other.

The writing activities should be structured in ways that help students to produce cohesive and coherent discourse on their way to become self-sponsors of their own writing. According to Tiwari (2005:119) “effective writing”:

1. Is focused on the topic and does not contain extraneous or loosely related information,
2. has an organizational pattern that enables the readers to follow the flow of ideas because it contain a beginning, middle and end and uses traditional devices,

3. contains supporting ideas that are developed through the use of details, examples; vivid language, and mature word choice
4. follows the conventions of standard written English (i.e, punctuation, capitalization, and spelling) and has variation in sentence structure.

2. Description of Peer Feedback Technique

Hansen and Liu (2002: 1) define peer feedback as the use of learners as sources of information and interact for each other in such a way that learners assume roles and responsibilities in commenting and critiquing each other's drafts in both written and oral formats in the process of writing. Students value each other's opinions and ideas. In many cases, they enjoy working with one another. Many students are more comfortable to share what is in their mind to their friends than the teacher. If given the opportunity, students can give and receive important and valuable ideas from a peer. It is often useful to have the students look at work done by their friends and respond in their own way. Peer feedback may provide a welcome alternative to the teacher's feedback, as well as offering a fresh perspective on the writing (Harmer, 2004: 12).

2.1 The Advantages of Peer Feedback

Advantages of peer feedback Peer feedback has been advocated in several studies for a number of benefits. For example, Hyland (2000) mentions that peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. Yarrow and Topping (2001:262) claim that peer feedback plays a pivotal role in "increased engagement and time

spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Moreover, using peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. Yang et al., (2006) also add that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009).

2.2 The Disadvantages of Peer Feedback

Despite its perceived benefits, some researchers found that peer feedback were viewed with skepticism and produced few benefits. A number of studies challenged the strong positive comments about peer review and cautioned that some peers are likely to comment on surface errors and give advice that does not help revision. In doing research on the impact of peer and teacher feedback on writing of secondary school EFL students in Hong Kong, Tsui and Ng(2000) discovered that all students prefer teacher feedback than peer feedback. The main reason is that they assume teacher is the one who is qualified to provide them with useful comments. So the teacher is defined as the only source of authority for giving the suitable comments. Saito and Fujita (2004) report that a number of studies indicate that there are a number of biases associated with peer feedback including friendship, reference, purpose(development vs. grading) feedback (effects of negative feedback on future performance), and collusive (lack of

differentiation) bias. Another issue of concern is that most peer responses focused on product rather than the processes of writing, and many students in L2 contexts focused on sentence- level errors (local errors) rather than on the content and ideas (global errors) (Storch, 2004).

2.3 Guiding Principles for Peer Feedback

There are some principles which have to be considered when applying peer feedback (Hansen and Liu, 2005: 32-38). They can be divided into three parts:

Before peer feedback :

1. Plan when peer response should be introduced in the writing process. Than decide when to incorporate teacher's comments in the writing process.
2. Discuss studens' prior experiences with peer response and group work. Than teacher create a comfortable environment for students to establish peer trust.
3. Select the mode of peer response. And create purposeful and appropriate peer response sheets for a given task, genre, and purpose.
4. Model the peer response process. And then give students enough time to become familiar with peer response procedures. Let students decide on grouping and group rules.
5. Discuss strategies for turn-taking. Than provide students with linguistic strategies. After that, instruct students in how to ask the right questions. The set up a mock peer response activity.

During peer feedback :

1. Encourage students to negotiate meaning on the various peer comments. And monitor students and group progress

After peer feedback :

1. Get students to list all of their comments on a piece of paper, and then indicate whether they will revise based on each comment and why. Then link peer response to other classroom activities. After that re-group students in the peer response groups to read each other's final draft. The last, discuss the peer response activity.

3. Description of Writing

Writing is a process done by people when they want to perform the idea in their mind into written language. In process of writing people use the words to express the feeling, idea, or intention into written form. Writing is one of the ways of communication in daily activities. Writing delivers messages in written form. But when someone writes something, he must have his own purpose. According to Tarigan (1985: 5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. In line with that, Hyland (2002: 1) states that writing is central of our personal experience and social identities, and we are often evaluated by our control of it. The various purpose of writing evokes many kinds of writing based on the purposes.

Writing is one of the language skills to convey thoughts, ideas, desires, and feelings, which performed through written forms. Writing is a process and that we write is often heavily influenced by the constraints of genre, then these elements have to be present in learning activities (Harmer: 86). In addition, writing process is the stages a writer goes through in order to produce something in its final written form (Harmer:2004: 4). Heaton (1989;135) says writing is the ability to use structure. Writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic (Hyland, 2003;9).

Based on the discussion above, writing is one of the ways for human to express and share their ideas, thoughts, information, feelings or experiences with others in written form. Writing is a person's ability to communicate information and ideas to someone, public, government. Writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experience or ideas in written form. It is very important to be mastered as it takes part in most parts in our lives.

3.1 The Writing Process

Writing process is the stage of a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing, social writing, study writing, or institutional writing), and the medium it is written in (paper, computer, word files, etc).

Both native speakers and new learners of English, it is important to note that writing is a process, not a “product” (Oshima and Hogue: 2003; 3). This means that a piece of writing, whether it is a composition for English class or laboratory report for physics class is never complete, that is, it is always possible to review and revise, again and again.

3.2 The Purpose of Writing

When the writers do their writing, they definitely have some purposes. They have to consider the purpose of their writing since this will influence, not only to the type of text they wish to produce, but including the language they use and the information that they choose. According to David (1991; 84), written language serves a range of functions in everyday life, including the following:

1. Primarily for action

Public signs, for example on roads and situations; product labels and instructions, e.g. on food, tools or toys purchased; recipes, television and radio guides; bills; menus; telephone directories; ballet papers; computer manuals, monitor and printouts.

2. Primarily for information

Newspaper (news, editorial) and current affairs magazines; hobby magazines; nonfiction books; including text books; public notes; advertisement; political pamphlets; scholastic, medical, etc. Reports; guidebooks and travel literature.

3. Primarily for entertainment

Light magazines, comic strips; fiction book; poetry and drama; newspaper features; film subtitles; games, including computer games.

Writing has general purposes, to inform, to persuade, to express, and to entertain. More often than not, these general purposes are combined in various ways, for example, most writing is intended to inform, but it also has secondary persuasive element to convince the reader that is factual and reliable.

3.3 Genre – Based Writing

Hyland (2002: 17) defines genre as a staged, goal- oriented social process. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Teaching writing is inneparable with the use of text, expecially written text. According to Pardiyono (2007: 2) genre is a text type which has a function as frame of reference in other to make the text more effective; the effectiveness of purpose, the effectiveness of choosing and arranging text elements, and the use of language.

Genre are grouping of central, relatively constant processes that can provide students with the disposition to write; a factor of course dependent on the pedagogy used to implement the approach.

The genre is a kind of text which devided into some types (Pardiyono, 2007), there are:

- a. Recount has the purpose to retell the events in the past. It may be personal or factual but it generally a story or report that is known to be true.
- b. Procedure has the purpose to tell the reader how to do something. This may include the tools needed to make something and the steps on how to make it.
- c. Narrative has the purpose to tell the story in the past. It is a bite like a recount but usually a made up story. It is usually has a number of events that takes

place a problem that needs to be solve by the characters. It usually has a crisis in it and then is resolved at the end.

- d. Report has the purpose to describe the way things are, with reference to arrange of natural, man and social phenomena in our environment.
- e. Explanation has the purpose to explain the process such as how something works. In may involve explaining series of steps involved in why something happens and what happens.
- f. Descriptive has the purpose to describe a particular person, place, or things.
- g. Analytical exposition has the purpose to persuade the reader or listener that something in the case.
- h. Hortatory exposition has the purpose to persuade the reader or listener that something should or should not in the case.
- i. News item has the purpose to inform readers, listeners, or viewers about events of the day which are considered newsworthy or importance.
- j. Anecdote has the purpose to entertain the readers with funny and unusual incidents in fact or imagination story.

4. Recount Text

Recount provides information about what it happened, when it happened, where it happened and who was involved. Hyland (2004: 29) stated that recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Social purpose of recount of recount is to reconstruck past experience by retelling events in original sequence.

According to Pardiyono (2007: 164) recount text is a text which retells events or experiences in the past. Its social function is to reconstruct, to record events or activities for the purpose of informing. In writing recount we have to know the generic structure and language feature as follows:

4.1 The Rhetorical Structure of Recount Text

Pardiyono (2007: 165) states that there are three text elements of recount text which have been arranged based on the rhetorical structures:

- a. Orientation: Introducing the participants, place and time. It provides information about the setting (where and when) and introduces participants character (who).
- b. Events: Describing series of event that happened in the past.
- c. Re-orientation: it is optional that states a personal comment of the writer to the story.

4.2 The Language Feature of Recount

There are the language features must be used in recount text
(Pardiyono, 2007)

- Simple past tense to locate events in relation to the speaker's or writer's time noun and pronouns to identify people, animal or things involved
- Introducing specific participants; my friend, he, etc
- Action verb; spent, visited, decided, etc
- Linking verb; were, was, etc
- Using chronological order; first, second, then, after, etc.

B. Conceptual Framework

Writing is one of language skills that has taught from primary school to senior high schools. Writing is complex process that needs feelings, thinking, share opinion to write something. In English teaching and learning process, writing is considered as the most difficult skill for students who have lack motivation to write, and for those whose writing capacity is not good. In order to improve students' writing skills, English teachers have to find the suitable, effective techniques or activities. As writing has always formed part in educational syllabus, the ability to writer is important to be mastered by students. For senior high school students, they are expected to be able to write various genres recount text. In recount writing, the students should express their experiences in past that is interesting to read and should describe of events or sequences.

Peer feedback technique is one of the effective ways to improve students' writing achievement. In this technique, students can exchanges their ideas and thought without being afraid to make mistakes. Students are expected to have opportunities to work collaboratively with peers and to improve their writing abilities. It is expected that students' anxiety becomes lower and learning motivation can be higher. Sharing opinions with peers in this techniques also help students to build their confidence. Some students are too afraid to state what in their mind in class, they tend to keep it and just share it with their close friend. Peer feedback helps the student to learn how to express their opinion in a small group and strengthens their confidence. By applying peer feedback, it also

expected to make the students take more responsibilities in learning process. Not only doing their assignments, students also have to read and listen their friends' work carefully to be able to give feedback.

Nowadays, approach in teaching and learning has been changed. Teacher-centered approach is not used anymore, as the replacement; student-centered approach is now being used. In peer feedback technique, it is not only the teacher who can respond to students' writing, students also have chances to look at work done by their classmates and respond in their own way to exchange their own ideas and respond to each in order.

C. Hypothesis

Based on the explanation from Theoretical Framework and Conceptual Framework, the hypothesis can be formulated as follows:

H_a : There was significant effect of applying Peer Feedback technique on the students' achievement in writing recount text

CHAPTER III
RESEARCH METHODOLOGY

A. Location and Time

The research was conducted at SMA PAB 6 HELVETIA, MEDAN 2016/2017 academic years at Jl veteran psr IV Helvetia, Deli Serdang, Sumatera Utara. The reason for choosing this school because from the experience in teaching practice, the students have problems in their achievement in English learning, especially in writing skill. In this case researcher will applied peer feedback technique.

B. Research Design

This researcher used an experimental method which consists of two groups named experimental group and control group. The experimental group taught by using Peer Feedback technique. The control group taught without Peer Feeedback technique. Both group gave pre-test and pro-test. The design of this research could show below :

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Peer feedback technique	✓

Control	✓	Using Conventional method	✓
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C. Population and Sample

1. Population

The population of this research was conducted at ninth grade students of SMA PAB 6 Helvetia. There was 2 classes and the total number of students was 60 students.

Cluster random sampling technique was applied to determine the samples. The writer was chosen X^{MIA} as the experimental group and X^{IIS} as the control group. So, total numbers was 60 students. The design was figured as follows:

Table 3.2

Population and Sample

Class	Population	Sample
X^{MIA}	30	30
X^{IIS}	30	30
Total	60	60

D. The Instrument of the Study

In collecting data, writing test will use as instrument. Student was assigned to make a recount text. Pre – test was given to both, experimental and control group to find out the mean on scores of both groups. The score of this pretest will also use to divided the students into group fairly. After the treatment given, post-

test will give to experimental and control group to know the effect of peer feedback technique on students' achievement in writing recount text.

1. Pre test

Based experimental and control group had pre-test before the treatment. This pre-test is given in order to know the mean score of both groups before treatment, for this pre-test, writer asked the students to write a simple recount text.

2. Treatment

To know the teacher and students' role play of teaching in the class, it was important to know the teaching activities. The students were taught about writing recount by using peer feedback technique. This research are two classes, they are experimental class and control class. It means that the teacher will use the same lest in teaching writing recount in experimental class and control class. But the teacher used different method in control class without using peer feedback technique. The treatment consists of 3 (three) meeting for each class include pre-test and post-test.

No.	Teachers Activities	Students Activities
1.	The teacher explain about writing recount by using peer feedback technique after that give them an example of writing recount by	The students gave response to the teacher.

	using power point.	
2.	The teacher give or divided to the students a topic has been prepared by the teacher.	The students choose the interesting topic that they like
3.	The teacher asked to them about the topic. What is difficult or easy ?	Before they write it.
4.	The teacher asked the students to write recount with their concept by using peer feedback	The students write recount with concept of peer feedback
5.	The teacher collected the sheet paper and give conclusion	The students give feedback about the material

3. Post – test

The post-test will given to both groups, experimental and control group after the treatment have completed. In order to, know their mean score of experimental group and control group after reveicing treatment. The writer used post-test to know the effect of using peer feedback to the students' achievement in writing recount text.

E. The Technique of Collecting Data

In collecting the data, the steps were:

1. Giving pre-test to experimental and control group by giving test of writing recount text to the students.
2. Teaching experimental group by using Peer Feedback technique.
3. Teaching in control group by traditional method.
4. Giving post-test to both classes, by giving test of writing recout text to the students in experimental group and control group.

Scoring the right answer arranged based on indicator of writing Brown (2007). The specific criteria are described in detail in the following stages:

a. Content

Thesis statement, ideas related to the development of ideas through experience, illustration, fact, opinions; use description, cause and effect, comparison and consistency of focus.

Scoring Scale	Alternative Competence of Paragraph Content
23-25	Excellent to very good: knowledge, substantive, development of thesis, relevant to assigned topic.
16-19	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
15-13	Fair to poor: limited knowledge of subject, little substance,

	inadequate development of topic.
12-10	Very poor: does not communicate, no organization or not enough to evaluate.

b. Organization

It refers to students' ability to write goal or purpose and information in a good logical order the topic and the supporting sentences are clearly stated. The effectiveness of the introduction, the logical sequence of ideas and chronological, suitability and conclusion. The scoring scale to be considered evaluating the organization of a paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Content
18-22	Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
15-17	Good to average: somewhat choopy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing
10-14	Fair to poor: non- fluent, an idea confused or disconnected, lacks logical sequencing and development.
7-9	Very poor: doesn't communicate, no organization or not

	enough to evaluate.
--	---------------------

c. Vocabulary

Vocabulary refers to the students' ability to selection of the right words to develop and demonstrate the idea. It also refers to use the synonyms, antonyms, prefixes, and affixes correctly. The scoring scale to be considered evaluating the vocabulary of a paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Content
18-22	Excellent to very good: sophisticated, effective, word choice and usage, word form mastery, appropriate register.
15-17	Good to average : adequate range, occasional error of words/idiom choice, usage, meaning not obscured.
10-14	Fair to poor : limited range, frequent error of words/idiom choice, usage, meaning not obscured.
7-9	Very poor : essential translation, little knowledge or english, vocabulary, idioms, word form, or not enough to evaluate.

d. Language use

Language use refers to the students' ability in writing the simple sentences, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns,

adjectives, verbs, and time signal. The scoring scales to be considered evaluating the language use of a paragraph can be seen on the following table:

Scoring Scale	Alternative Competence of Paragraph Content
22-25	Excellent to very good: effective complex construction, little mistake in appropriate word function word, article pronoun, preposition.
18-21	Good to average: affective but simple instruction, a little mistake in appropriate word. Function word, article preposition, the idea or message not obscured.
11-17	Fair to poor: major problem in simple/complex construction, a little mistake in appropriate word, article, and preposition confused.
5-10	Very poor: usually no mastery of sentences construction rules, so many mistake

e. Mechanic

Mechanic refers to the students' ability in using words appropriately: using function correctly. Paragraph and text can be read correctly. The scoring scales to be considered evaluating the mechanics of a paragraph are can be seen on the following.

Scoring Scale	Alternative Competence of Paragraph Mechanics
5	Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization.
4	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured.
2	Fair to poor: frequent errors of spelling, punctuation, capitalization and meaning not obscured.
1	Very poor: no mastery of conversation, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate.

Based on these indicators, then the students ability in writing their daily activity using chronological order was classified in quantitative and qualitative systems. The scale is as follows.

Table 3.3
Scale of Score Qualitative and Quantitative

Skills		
Qualitative Form	Quantitative Form	Score Alphabet

Excellent to very good	90-100	A
Good to average	70-89	B
fair to poor	30-69	C
Very poor	0-29	D

F. The Technique of Analysing The Data

In analyzing the data, descriptive quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets' students.
2. Listing their score in two tables, the first for experimental group scores as X variable, the second for control group as Y variable.
3. Calculating the total score post-test in experimental group and control group.

Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

- a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n} \quad (\text{Sugiyono, 2015})$$

Note: \bar{x} = Mean

$\sum x_i$ = The total of students' value

N = The number of students

- b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}} \quad (\text{Sugiyono, 2015})$$

c. Calculating correlation Product Moment between X_1 and X_2

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \quad (\text{Sugiyono, 2015: 255})$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono. 2015: 274})$$

Where:

t = t-test

\bar{x}_1 = Mean of variable 1 (experimental group)

\bar{x}_2 = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Ha : There was significant effect of using Peer Feedback technique (the hypothesis will be accepted)

Ho : There was no significant effect without using Peer Feedback technique (the hypothesis will be rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of the study were obtained from the writing test score. There were two kinds of test for each group, pre-test and post-test. The following data were the students score on the pre-test and post-test of the experimental and control group.

Table 4.1

The Score of Pre-test of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AN	18	9	10	17	4	58
2.	AG	17	6	6	13	4	46
3.	AB	20	12	12	11	5	60
4.	ACS	15	8	7	18	3	51
5.	DF	20	6	8	11	3	48
6.	DK	20	17	13	14	2	66
7.	DJ	20	16	12	18	4	70

8.	FT	15	6	6	18	3	48
9.	GA	21	12	10	15	4	62
10.	HE	20	16	12	13	4	65
11.	JF	13	10	6	8	1	38
12.	MA	17	6	6	7	3	39
			31				
13.	MC				12	4	50
14.	MAY	15	11	6	10	3	45
15.	MS	13	8	6	10	3	40
16.	MHF	26	13	11	11	4	65
17.	MMT	21	11	11	11	3	57
18.	NS	23	13	14	14	4	68
19.	N	13	10	7	6	3	39
20.	NF	15	10	10	8	2	41
21.	P	15	9	10	6	4	44
22.	RFH	15	7	8	8	3	41
23.	SKW	14	10	7	8	3	42

24.	SDW	26	12	13	14	4	69
25.	TF	13	15	8	7	4	47
26.	VA	14	8	7	8	3	40
27.	WL	18	9	7	9	4	47
28.	WT	18	11	11	15	4	59
29.	SA	17	7	7	11	4	46
30.	SR	20	14	12	12	4	52
SUM							1543
MEAN							51.43

The table above shown the data of this research consist of the students' initial (sample) and the students' score in pre-test. The data in the table 4.1 showed that the highest score of pre-test in experimental group was 70 and the lowest was 38. So the total score of pre-test in experimental class was 1543. The mean of pre-test in experimental class was 51.43.

Table 4.2**The Score of Post-test of Experimental Group**

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AN	23	15	12	21	4	75
2.	AG	25	12	11	11	4	63
3.	AB	27	16	17	19	4	83
4.	ACS	26	12	12	18	4	72
5.	DF	23	12	13	18	4	70
6.	DK	27	16	16	17	5	81
7.	DJ	29	15	12	19	5	80
8.	FT	18	9	11	10	4	52
9.	GA	25	13	18	20	5	81
10.	HE	25	14	13	16	4	72
11.	JF	22	14	8	18	4	66
12.	MA	28	16	14	17	5	80

13.	MC	27	13	12	18	5	75
14.	MAY	25	16	15	18	4	78
15.	MS	26	12	10	18	4	70
16.	MHF	26	15	14	18	4	77
17.	MMT	25	15	15	20	4	79
18.	NS	20	10	12	19	4	70
19.	N	25	18	15	20	4	82
20.	NF	26	12	15	12	4	69
21.	P	24	16	15	20	5	80
22.	RFH	20	12	12	15	3	61
23.	SKW	27	16	17	15	5	80
24.	SDW	26	17	15	20	5	83
25.	TF	25	15	12	10	4	66
26.	VA	15	15	13	18	5	66
27.	WL	24	12	13	11	4	64
28.	WT	25	17	18	19	5	84

29.	SA	22	14	8	18	4	66
30.	SR	27	15	16	20	4	82
SUM							2207
MEAN							73.56

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 84 and the lowest was 52. So the total of post-test in experimental class was 2207. The mean of post-test in experimental class was 73.56.

Table 4.3

The Score of Pre-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AAM	24	13	14	18	5	74
2.	AK	16	14	11	11	4	54
3.	AR	13	7	6	7	3	36

4.	AS	13	9	8	12	3	45
5.	A	13	6	6	7	3	35
6.	AR	14	8	7	11	3	43
7.	APN	13	8	8	9	3	41
8.	BHA	16	9	6	11	4	46
9.	DS	13	8	6	8	4	39
10.	DA	13	8	8	11	3	43
11.	DNS	13	7	7	11	4	42
12.	FDF	26	16	14	18	5	79
13.	GA	15	7	7	10	3	42
14.	HB	15	8	6	6	3	38
15.	IRS	13	8	7	11	4	43
16.	KF	17	8	7	13	4	49
17.	LAZ	13	8	8	12	3	44
18.	MAH	17	7	8	11	3	46
19.	MI	15	8	7	11	4	45

20.	MFR	21	12	12	18	4	67
21.	MI	18	12	8	11	5	54
22.	MR	14	6	6	7	3	36
23.	NC	16	6	11	11	4	48
24.	NA	15	11	8	11	4	49
25.	NR	16	7	8	9	4	44
26.	PNF	13	7	7	12	4	43
27.	RS	18	11	8	18	4	59
28.	RMH	16	8	7	7	4	42
29.	RAP	21	12	12	15	4	64
30.	SED	14	8	8	18	4	52
SUM							1442
MEAN							48.16

The data of this research the students' initial (sample) and the students' score in the pre-test of the control group can be seen in the table 4.3 above. The data in the table 4.3 showed the highest score of pre-test was 79 and the lowest

was 36. So the total score of pre-test in control class was 1442. The mean of pre-test in control class was 48.16.

Table 4.4
The Score of Post-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AAM	23	16	16	20	5	80
2.	AK	23	12	8	18	4	65
3.	AR	24	16	14	12	4	70
4.	AS	21	6	11	18	4	70
5.	A	18	11	12	11	3	55
6.	AR	19	12	13	12	4	60
7.	APN	28	16	13	18	5	80
8.	BHA	28	18	17	19	5	87
9.	DS	19	14	11	16	4	64
10.	DA	24	13	14	19	4	74
11.	DNS	16	13	9	11	4	53

12.	FDF	26	16	17	22	5	86
13.	GA	22	13	14	14	4	67
14.	HB	22	13	13	11	3	62
15.	IRS	22	14	8	18	4	66
16.	KF	22	12	11	11	4	60
17.	LAZ	26	16	13	22	5	82
18.	MAH	25	11	11	14	4	57
19.	MI	27	17	16	21	4	84
20.	MFR	22	16	13	17	4	75
21.	MI	27	16	16	19	4	82
22.	MR	22	16	16	13	4	71
23.	NC	27	16	15	18	5	81
24.	NA	27	17	15	19	5	83
25.	NR	17	12	9	13	4	55
26.	PNF	24	13	12	11	4	64
27.	RS	27	13	12	11	4	67

28.	RMH	19	12	9	11	3	54
29.	RAP	22	12	13	18	4	69
30.	SED	23	14	12	11	4	64
SUM							2387
MEAN							79.56

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table 4.4 above. The data in the table 4.4 showed the highest score of post-test was 87 and the lowest was 53. So the total score of post-test in control class was 2387. The mean of post-test in control class was 79.56.

Based on the data in table 4.1 and the 4.2 showed that the mean score of post-test in experimental group was 73.56 and the mean score of control group was 69.57. The data showed that the mean score of students in experimental group who were taught by using *peer feedback technique* was greater than the mean score of students in control group who were taught by using *conventional method*.

B. Data Analysis

The effect of using peer feedback technique on students' achievement in writing recount text. Based on the data from the test, the score were analyzed in

other to know the differences between pre-test and post-test of the experimental group.

Table 4.5

The differences between Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-Test (X ₁)	Post-Test (X ₂)	$\sum X_1^2$	$\sum X_2^2$
1.	AN	58	75	3,364	5,625
2.	AG	46	63	2,116	3,969
3.	AB	60	83	3,600	6,889
4.	ACS	51	72	2,601	5,184
5.	DF	48	70	2,304	4,900
6.	DK	60	81	4,356	6,561
7.	DJ	70	80	4,900	6,400
8.	FT	48	52	2,304	2,704
9.	GA	62	81	3,844	6,561
10.	HE	65	72	4,225	5,184
11.	JF	38	66	1,444	4,356

12.	MA	39	80	1,521	6,400
13.	MC	50	75	2,500	5,625
14.	MAY	45	78	2,025	6,084
15.	MS	40	70	1,600	4,900
16.	MHF	65	77	4,225	5,929
17.	MMT	57	79	3,249	6,241
18.	NS	68	70	4,624	4,900
19.	N	39	82	1,521	6,724
20.	NF	41	69	1,681	4,761
21.	P	44	80	1,936	6,400
22.	RFH	41	61	1,681	3,721
23.	SKW	42	80	1,764	6,400
24.	SDW	69	83	4,761	6,889
25.	TF	47	66	2,209	4356
26.	VA	40	66	1,600	4,356
27.	WL	47	64	2,209	4,096

28.	WT	59	84	3,481	7,056
29.	SA	46	66	2,116	4,356
30.	SR	52	82	2,704	6,724
TOTAL		$\sum X_1 = 2207$	$\sum X_2 = 2387$	$\sum X_1^2 = 82465$	$\sum X_2^2 = 164251$

Based on the table 4.5 above it can be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 38 and in post-test was 52. While the highest score of experimental class was 70 in pre-test and 84 in post-test. After calculated the data for the experimental group above the score for pre-test was 2207 and the total score for post-test was 2387. It means that the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x} = \frac{2387}{30} = 79.7 \quad (\text{Sugiyono, 2015})$$

Standard deviation of X variable

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono, 2015}) \\
 &= \sqrt{\frac{30(164251) - (2387)^2}{30(30-1)}} \\
 &= \sqrt{\frac{5927530 - 5697769}{870}} \\
 &= \sqrt{\frac{229761}{870}}
 \end{aligned}$$

$$= \sqrt{264.09}$$

$$= 16.25$$

Table 4.6

The Differences between Pre-Test and Post-Test of Control Group

No.	Students' Initial	Pre-Test (Y ₁)	Post-Test (Y ₂)	ΣY_1^2	ΣY_2^2
1.	AAM	74	80	5,476	6,400
2.	AK	54	65	2,916	4,225
3.	AR	36	70	1,296	4,900
4.	AS	45	70	2,025	4,900
5.	A	35	55	1,225	3,025
6.	AR	43	60	1,849	3,600
7.	APN	41	80	1,681	6,400
8.	BHA	46	87	2,116	7,569
9.	DS	39	64	1,521	4,096
10.	DA	43	74	1,849	5,476
11.	DNS	42	53	1,764	2,809

12.	FDF	79	86	6,241	7,396
13.	GA	42	67	1,764	4,489
14.	HB	38	62	1,089	3,844
15.	IRS	43	66	1,849	4,356
16.	KF	49	60	2,401	3,600
17.	LAZ	44	82	1,936	6,724
18.	MAH	46	57	2,116	3,249
19.	MI	45	84	2,025	7,056
20.	MFR	67	75	4,489	5,625
21.	MI	54	82	2,916	6,724
22.	MR	36	71	1,296	5,041
23.	NC	48	81	2,304	6,561
24.	NA	49	83	2,401	6,889
25.	NR	44	55	1,936	3,025
26.	PNF	43	64	1,849	4,096
27.	RS	59	67	3,481	4,489

28.	RMH	42	54	1,764	2,916
29.	RAP	64	69	4,096	4,761
30.	SED	52	64	2,704	4,096
TOTAL		$\sum Y_1 = 1442$	$\sum Y_2 = 2387$	$\sum Y_1^2 = 92133$	$\sum Y_2^2 = 148337$

Based on the table 4.6 above it can be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 35 and in post-test was 53. While the highest score of control class was 79 in pre-test and 87 in post-test. After calculated the data for the control group above the score for pre-test was 1442 and the total score for post-test was 2387. It means that the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum y}{n_y} = \frac{2387}{30} = 79.6 \quad (\text{Sugiyono, 2015})$$

Standard deviation of Y variable

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{n(\sum y_i^2) - (\sum y_i)^2}{n_1(n_1-1)}} && (\text{Sugiyono, 2015}) \\
 &= \sqrt{\frac{30(148337) - (2387)^2}{30(30-1)}} \\
 &= \sqrt{\frac{4750110 - 4697769}{870}}
 \end{aligned}$$

$$= \sqrt{\frac{52341}{870}}$$

$$= \sqrt{60.16}$$

$$= 7.75$$

Table 4.7

Calculating correlation Product Moment between X_1 and X_2

No.	$\sum X_i$	$\sum X_i$	$\sum X_i^2$	$\sum X_i^2$	$\sum X_i X_i$
1	59	75	3,481	5,625	4425
2	46	63	2,116	3,969	2898
3	66	84	4,356	7,056	5544
4	49	72	2,401	5,184	3528
5	45	70	2,025	4,900	3150
6	68	81	4,624	6,561	5508
7	69	77	4,761	5,929	5313
8	46	52	2,116	2,704	2392
9	63	86	3,969	7,396	5418
10	65	71	4,225	5,041	4615
11	34	66	1,156	4,356	2244
12	39	83	1,521	6,889	3237
13	50	76	2,500	5,776	3800
14	45	87	2,025	7,569	3915
15	36	72	1,296	5,184	2592
16	65	83	4,225	6,889	5395

17	57	81	3,249	6,561	4617
18	68	75	4,624	5,625	5100
19	34	85	1,156	7,225	2890
20	30	66	900	4,356	1980
21	40	86	1,600	7,396	3440
22	40	54	1,600	2,916	2160
23	39	84	1,521	7,056	3276
24	70	89	4,900	7,921	6230
25	38	68	1,444	4,624	2584
26	36	61	1,296	3,721	2196
27	47	62	2,209	3,844	2914
28	59	87	3,481	7,569	5133
29	46	66	2,116	4,356	3036
30	65	89	4,225	7,921	5785
Total	1.995	3.020	105.899	232.008	152.800

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \quad (\text{Sugiyono, 2015: 255})$$

$$= \frac{30(152,800) - (1442)(2387)}{\sqrt{\{30(105899) - (1442)^2\} \{30(232008) - (2387)^2\}}}$$

$$= \frac{611200 - 602490}{\sqrt{\{4235960 - 398025\} \{9280320 - 912400\}}}$$

$$= \frac{87.10}{\sqrt{\{3837935\} \{8367920\}}}$$

$$\begin{aligned}
&= \frac{87.10}{\sqrt{32115}} \\
&= \frac{87.10}{179206} \\
&= 0.48
\end{aligned}$$

C. Testing Hypothesis

Ho: $p=0$ There is no significant effect of using Peer Feedback Technique on students' achievement in writing recount text.

Ha: $p \neq 0$ There is a significant effect of using Peer Feedback Technique on students' achievement in writing recount text.

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono. 2015: 274})$$

$$\begin{aligned}
t &= \frac{75.5 - 49.88}{\sqrt{\frac{102.51}{30} + \frac{164.06}{30} - 2.0,43\left(\frac{10.12}{\sqrt{30}}\right)\left(\frac{12.81}{\sqrt{30}}\right)}} \\
&= \frac{25.62}{\sqrt{2.56 + 4.1 - 0.86\left(\frac{10.12}{6.32}\right)\left(\frac{12.81}{6.32}\right)}} \\
&= \frac{25.62}{\sqrt{6.66 - 0.86(1.6)(2.03)}} \\
&= \frac{25.62}{\sqrt{6.66 - 0.86(3.25)}} \\
&= \frac{25.62}{\sqrt{6.66 - 2.8}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{25.62}{\sqrt{3.86}} \\
&= \frac{25.62}{1.96} \\
&= 13.07
\end{aligned}$$

After accounting the data previously by using t-test formula that critical value 13.07 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $(2n-2=80-2=78)$ in line of 78 that t-table is 1.99 for 0.05. It could be conclude $t\text{-test} > t\text{-table}$ or $13.07 > 1.99$ so, H_0 is rejected and H_a is accepted or “there was the effect of using Peer Feedback technique on students’ achievement in writing recount text”.

D. The significant effect of using Peer Feedback Technique on Students’ Achievement in Writing Recount text. The percentage of using this technique was:

$$\begin{aligned}
\text{Significant} &= r^2 \times 100\% \\
&= 0.43^2 \times 100 \\
&= 0.1853 \times 100 \\
&= 18.53\%
\end{aligned}$$

$$100\% - r^2 = 81.47\%$$

It means: The effect of using Peer Feedback Technique on students’ achievement in writing recount text is 18.53% was influenced by another factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that by using peer feedback technique the students got higher score than those who were taught by using the conventional method. It was proved from the result of t-test which was 13.07 and t-table which was 1.99 ($t\text{-test} > t\text{-table}$, $13.07 > 1.99$). So, the fact showed that the students' achievement in recount text was more significant than those by using conventional method. Total of significant effect was 81.47% was influenced by other factors and the test of hypothesis was found that $t_{observe} > t_{table}$ ($13.07 > 1.99$).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that using Peer Feedback Technique significantly affects on the students' achievement writing. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 164251 and the mean score was 75.5, while in the control group were 148337 and the mean score was 70.2. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 13.07 was higher than t-table 1.99, it means that the alternative hypothesis (H_a) was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by using Peer Feedback technique and after they were taught by using Peer Feedback technique. Therefore, the writer tries to give some suggestion as follow:

1. The Headmaster, the headmaster should be attention of teaching method in the school, could increase awareness of teacher in order to give an effective technique for students so that the students do not get bored.
2. The English teacher, especially for the English teacher of SMA PAB 6 Helvetia. They can try Peer Feedback technique in teaching English to increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use Peer Feedback technique as an active technique to teach in the class.
3. The students, the students should be active in the classroom because in this technique the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.
4. For the reader, it is suggested to use an effective technique in teaching learning process, to make the students more interested in studying English.
5. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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