USING FEEDBACK IN TEACHING WRITING DESCRIPTIVE TEXT

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ABSTRACT, *This study is to see the improvement of student's writing skill on descriptive text for seventh grade students of SMP 14 Kota Serang by using peer feedback technique. The subject of this research is the students of seventh grade of SMP 14 Kota Serang which consist of 30 students.*

This research is applied by a quasi-experimental design and quantitative research method. The instrument used in this research was tests (pre-test and post-test) which is conducted based on the main problems: 1) How is the students writing ability on descriptive text at the seventh grade of SMP 14 Kota serang? 2) How is the effectiveness of peer feedback in teaching writing descriptive text at the seventh grade of SMP 14 Kota serang?

The research finding of the last result showed that "t_o" from the calculation is higher than t table both at significance level 5% and 1%. Significance 5% t observation= 7.14 and t table= 1.67 or 7.14 >1.67 which its significance 1% t observation=7.14 and t table= 2.39 or 7.14 >2.39. In addition, the result of observations showed that the students more motivated in learning English, especially for writing subject. Based on the result above, it can be concluded that peer feedback can be used in teaching writing descriptive text. The result of this research shows that the students' writing on descriptive text who use peer feedback achieve better performance than those who do not use it.

Key words: *writing, descriptive text and peer feedback.*

INTRODUCTION

Writing is one aspect of language skill. Where the ability to speak consist of 4 aspects; listening, speaking, reading and writing. Writing skill should be learned by student after listening, speaking and reading. Writing is the most difficult skill of others because writing has many important components to analyze such as content, use of language, organization, vocabulary, spelling, punctuation, and mechanics. In addition, the ability to set the framework for ideas in written communication should also be mastered so we can conclude that writing is not easy. Everyone has trouble learning to write, especially with many complicated component processes. Actually, writing can be a great tool to help students know more about how they think. In short writing is a complex skill that must be mastered by students. Writing is also one of the language skill that can be used to express ideas, thoughts, or to send a message to the reader. It means the writer can express meaning full writing. Then, the reader can receive the messages from the writer. In SMP 14 Kota Serang, there are many student's writing and one of them is descriptive writing. Descriptive writing is a type of text that is widely use in everyday life on describing object, places, people, animal, etc. Descriptive is also an English text to describe objects of living things that we describe either the appearance or texture of it.

However, in fact it is difficult to deny that students have weakness in writing, like in vocabulary, punctuation, structure, etc. English is a foreign language so that teachers attempt to overcome those weakness. In this research, the writer eager to discuss that teachers have to make the effectiveness of teaching writing in the class and help their students improve their writing skill by a different process by using peer feedback. Hopefully, this technique not only can improve students understanding and motivation, but also it can develop students ideas about the topic discussed. Hence, students can produce a good composition, organize the ideas, choose the words, form good sentence and combine them into coherent.

Therefore, the writer formatted the technique to improve and develop students' writing skill.

Actually, peer feedback has many different names such us; peer review, peer response, peer editing and peer evaluation. Indeed, all of it has one goal and purpose. The clear definition of *Peer feedback* is a strategy to improve the quality of written assignments and foster discussion. While, *Peer Review* is evaluation student's by assessing other student's performance. *Peer Response* is a form of collaborative learning which writers to respond to one another's work to develop their writing. And the last is *Peer Editing* that can give the impression to students on their job is simply copyedit and proofread only.

When students have finished their writing, teacher will instruct one student to read and respond the drafts of written assignments. Students then have the opportunity to make prior revisions to submit the assignment to the instructor. Peer feedback also is a practice in language education which is given by one student to others. Peer feedback is used in writing classes of both first language and second language to provide students more opportunities to learn from each other. The instructor has two or more than two students work together to check each other's work and give comment to the peer partner.

Sayyed states that peer feedback is considered as an important dominant tool in enhancing the process of learning English writing. It also is regarded as a social activity. The writer chooses peer feedback to correct language learning because according to this research it is a good and relevant technique to make the writing more efficient, interesting, and give a positive impact on the English language proficiency.

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1. Definition of Writing

One of language skill in English is writing. Writing is important to be studied because it is considered as the productive skill with the process of using symbols (alphabet, punctuation, and spaces) to communicate the thoughts to be a good sentences on a paragraph. In

simple way, Byrne in Agus Imran Mashadi states that "Writing is the act of forming the graphic symbols such as letter and number, which are arranged in certain rules into meaningful words, sentences, and paragraphs and so on.

However, writing is not only about process of using symbols, yet it is also about using them to show and communicate an ideas of the writer's own to a readers. Based on Caroline T. Linse that writing is a combination of process and product. The process refers to the act of gathering ideas and working that is presented in a manner which is polished and comprehensible to a readers. Moreover, Gordon Taylor also stated that most people define writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways, so it become an agonizing experience for them which doesn't necessarily get easier with the passages of the time and accumulation of experience.

Therefore, writing is complex activity, which it is also how to write correctly in the term of spelling, diction of vocabulary selection, and grammar, then a purpose of the messages will be delivered to a reader. Penny Mckay stated that "Writing is a complex activity requiring children to think about a number of factors simultaneously, for example, the formation of letters or characters, vocabulary, grammar and punctuation, layout, organization and selection of appropriate content for the intended audience.

2. Teaching Writing

Brown states that as the member of literate community, people need to learn how to write. In writing learning, the teachers need to give special treatment in order to facilitate the students in learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as a discovering process. The guidance from the teacher is necessary for students on several steps in the writing process.

Teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and

most importantly in a skill on their own. When teaching writing, the teacher guided students to give their ideas on their own so that they can write it and develop their language so teacher used peer feedback correction to give reinforcement to students from the other students.

Often, even the most fluent writers in their own language need time to generate ideas and to plan what they are going to write. If teacher going to ask them anything more substantial, he has to give them opportunities to think and express their ideas.

3. Process of Writing

Caroline T. Linse said that the process of teaching writing consist of five basic stages and added one by Harmer they are prewriting, writing, responding, revising, editing and publishing. For each stage, various learning activities can support the learning specific writing skill are suggested.

a. Prewriting

For every piece of writing there is always a preview activity. Since its function is to stimulate students' ideas and give an opportunities to think what they are going to write.

b. Writing

After have done prewriting, the next stage is to get thoughts and ideas down on paper. The students need to know that at this point in the writing processes, they can write down any idea related to the topic. The ideas can be rearranged, added to, and edited later on. Some students may get silly and write things that they think are funny but completely unrelated to the topic. They needed to be reminded that what they write must be related to the chosen topic.

c. Responding

Peer students are respond other's writing which has a purpose in the successful implementation of using peer feedback on writing process. Responding intervenes between writing and revising, it can be oral or in writing.

d. Revising

At this stage, the students review their writing on the basis of feedback in responding stage. They revise their writing which is corrected from their peer to see how effectively they have to communicate their meaning to the reader.

e. Editing

Students have a hard time accepting that editing is necessary. Editing is a final process of writing before publish it whereby students must be check their writing.

f. Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for students.

In addition, teacher will implies peer feedback in teaching process, that teacher suggests one student to correct and respond other students writing so that students may to revise and edit their writings. Using this process, peer students will help them to be better writers. Like Harmer said that peer response may provide a welcome alternative to the teacher's feedback, as well as offering a fresh perspective on the writing.

4. Writing Assessment

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

Based on Longman Dictionary of Language Teaching, assessment can be defined as the systemic approach in collecting information of the learners or the learning process. This information is used as the source to see whether the students have developed or

succeeded their learning or not. Besides that, this information can also show whether the learning process is successful or not.

Assessment can be conducted through several sources. Test, questionnaires, interview, observation, are the common sources for the assessment. Through those things, information can be gained as to control and to evaluate the learning process.

Brown defines assessment by revealing the difference between the test and the assessment. Although to test and to assess are usually misunderstood as the same term, they are technically different. Test is used to measure a person's knowledge, ability, or performance in a given domain. Meanwhile, assessment is an ongoing process which encompasses a wider domain. Hence, test is subset of assessment. Assessment allows the teachers or the learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. Hence, assessment helps the teachers and the learners to improve their learning process so that the learners can develop their language ability.

5. Definition of Descriptive Writing

Descriptive or description writing is a type of text that is widely use in everyday life on describing object, places, people, animal, etc. Descriptive is also an English text to describe objects of living things that we describe either the appearance or texture of it. Based on John Schacter, Ph. D states that descriptive writing describes a person, places, or thing in a way that enables the reader to visualize it. This type of writing is characterized by a sensory details, precise language, comparison, strong verbs, and hyperbola.

Furthermore, in a book Students' Writer it states that "Description adds an important dimension to our lives because it moves our emotional and expands our experience by taking us to place we might not otherwise known much about". Sometime, we did not notice that we always find descriptions in our everyday lives. For instance, in mass media, we can easily read an article or news that describes about popular issues or when we had a bad experience

and we tell about it to our friends in much detail, they will feel it too. But, if we slightly talked about our vacation to someone, perhaps he or she would not get the whole picture.

6. Definition of Peer Feedback

According to Richards and Schmidt "Peer feedback is also peer review or peer editing, that can be defined as an activity of the students receiving feedback from other students". Peer feedback is usually conducted in pairs. The students receive their friends' work and then review it and give comment on it.

Moreover, Hossein Kashef states that peer feedback is referred to under different names such as peer response, peer review, peer editing, and peer evaluation. Peer feedback is viewed as an important aspect of writing instruction. Several studies indicated that peer feedback is effective. Peer feedback use in writing classes to provide students more opportunities to learn from each other's. However, Hogeveen adds that sometimes the studies did not focus on the specific of peer feedback that made it effective.

Meanwhile, peer feedback is cardinal to the improvement of student's learning because it allows students to construct knowledge through social sharing and interaction.

7. Implementing peer feedback on writing

According to Ferris there are several steps in the implementation of peer feedback. They are:

a. Utilize peer feedback consistently.

In utilizing peer feedback consistently, the teachers should determine that peer feedback will be used in the class.

b. Explain the benefits of peer feedback to students.

Students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent though they love peer feedback technique. Hence, the teacher should assure them with this technique. Besides that, the teacher can give the students freedom to say how this technique can match

their interests, and then they will get more enthusiastic toward the technique.

c. Prepare students carefully for peer response.
   In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.

8. Procedure of Peer Feedback

Writing with peer response is assumed to be beneficial for the teaching of writing. The readers commenting on text that supposed to help writers to go through the complex writing process. Young writers become aware of the needs of their readers and develop goal and audience orientation when writing texts. And the reader also gives the motivation to write meaningful text and discussing it with peers to help the writer develops and realizes the purpose of their text.

a. Identifying the text.
   The peer review should be identifies the text and gives positive feedback on it.

b. Describing the text.
   The writer explains the main ideas of the text and how it is organized. How are the lead, the body, and the end related.

c. Asking question about the text.
   Asking question about the text wording. How be explicit about what seen to be problems.

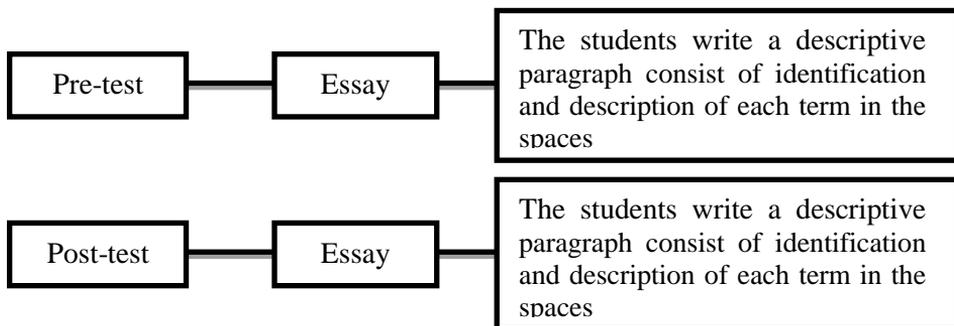d. Suggesting points to revise.
   Giving suggestion to improve the text and discussing what wish the text had said or what it might have said, even the information or the structure sentence.
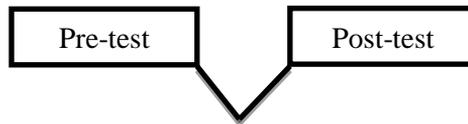
METHOD

This research is concerned with writing activity by peer feedback. The research method utilize in this study is an experimental method.

Experimental method is a procedure of testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tested.

The writer uses quasi experiment research (pre-test and post-test non-equivalent group design) to conduct the study. It has two group the first group obtain treatment, while the second group is control. This research took place at SMP 14 serang. The location is on Jl. Kagungan No. 7, Serang, Banten. This research carried out on January 2018, about one month. The first week is for pre-test, the second until third is for treatment and the last week is for post-test. The writer chose two classes as a sample from the second grade class. Class VIII E consist of 30 students as experimental class and class VIII F consist of 30 students as a controlled class. The writer used two kinds of instruments to collect the data. The instruments divided into two types: test and non-test. While the non-test consisted of observation sheet, interview, and document. The test consisted of:

Pre-test	—	Essay	—	The students write a descriptive paragraph consist of identification and description of each term in the spaces
Post-test	—	Essay	—	The students write a descriptive paragraph consist of identification and description of each term in the spaces

The writer observed around January 2018 of the first grade at SMP 14 Serang and the writer observed about the learning process of class VIII E and VIII F. Test is a method of measuring person's ability or knowledge in a given domain. To get data of students' writing comprehension, the researcher carries out pre-test before giving treatment and post-test after treatment. The forms of the test are:

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┌──────────────┐    ┌──────────────┐
│   Pre-test   │    │  Post-test   │
└──────────┐   │    │   ┌──────────┘
           │   │    │   │
           └───┐└────┘┌──┘
               └──────┘
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| Item	Score
Organization: Introduction And Description	20
Logical development of ideas: Content	20
Grammar	20
Punctuation, spelling and mechanics	20
Style and Quality of expression	20
Total	100

The research needed documentation to know about the school situation and students. Documentation includes observation sheet, work plans, and answer sheet of pre-test and post-test. The data were analyzed by using T-test formula. This formula is used to determine the significance difference between pre-test and post-test. Then the result of calculation of the t-test value consulted to value table. If the obtained value is lower than t-table of 0.05 alpha levels, it means there is significance achievement in writing descriptive text by applying Peer Feedback. To analyze the data the researcher will apply the following steps;

    a. Collecting the score of pre-test and post-test by using table
    b. The writer look for the average of students Pre-test and Post-test score to know the influence of Peer Feedback in teaching writing descriptive text.
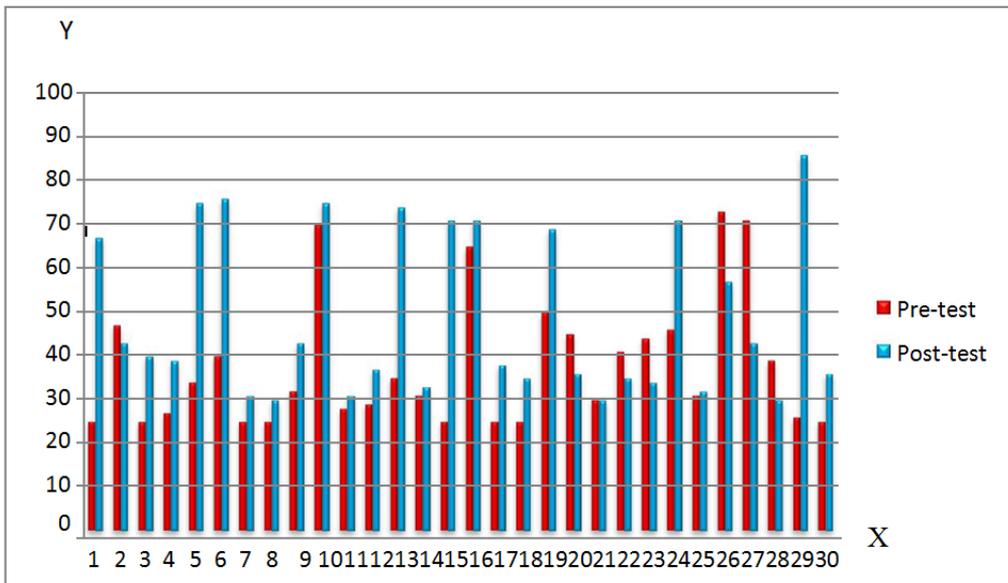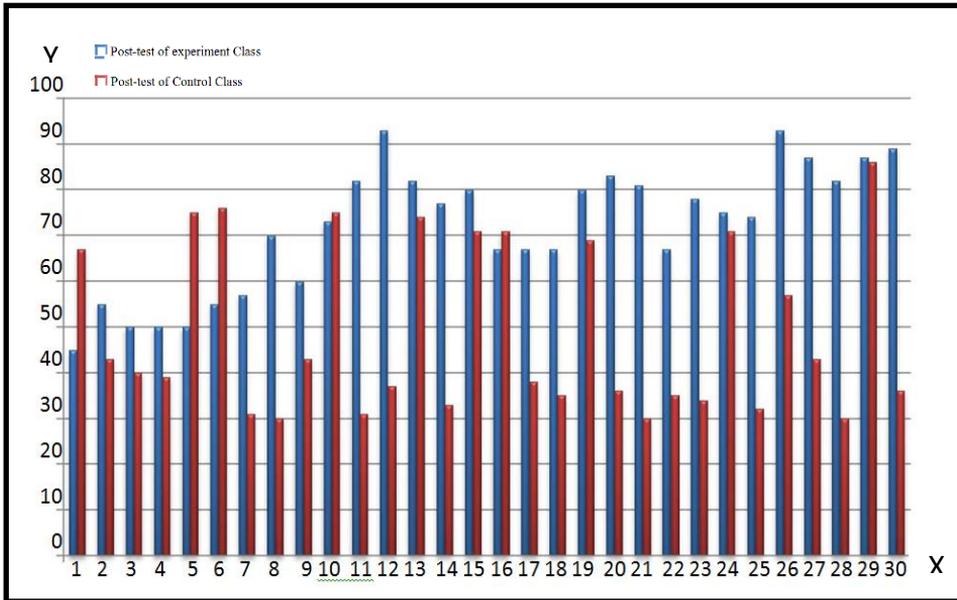
FINDINGS

The result is presented in the following graphics:

Graphic 1
Graphic of Experimental Class
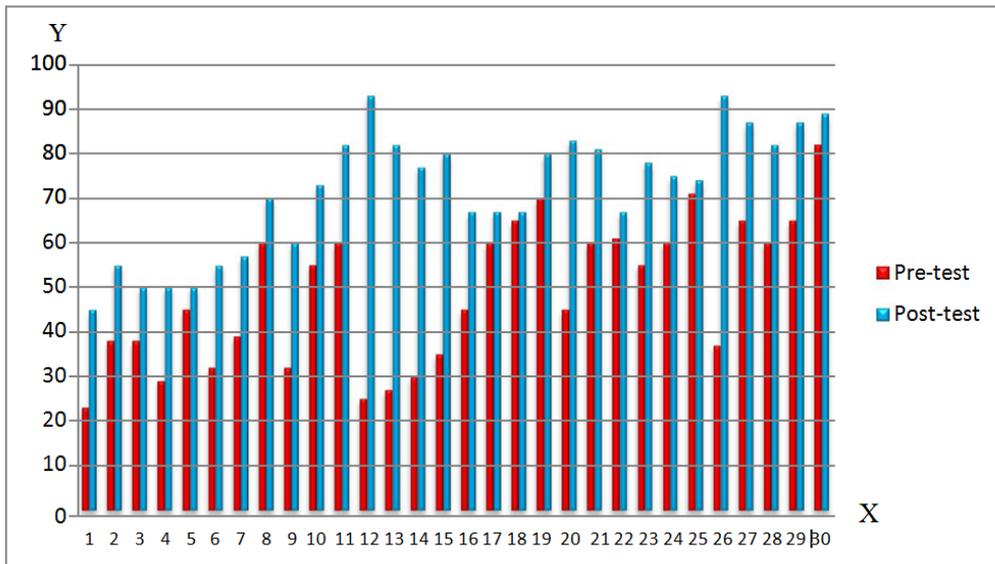
Graphic of Control Class

After got the data, the writer compared it with tt both in degree of significance 5% and 1%; therefore based on "t" table that there is 58. With df as number 58 is got "t" table as follow: At significance level 5%: = 1.67 and at significance level 1%: = 2.39. The writer compared to that if > ; is accepted and is rejected. If < , it means that is accepted and is rejected.

Based on the data, the value of (t observation) is higher than (t tabel) from significance 5% t observation= 7.14 t table= 1.67 or t observation 7.14 >1.67 and significance 1% t observation=7.14 t table= 2.39 or t observation 7.14 >2.39, because "t_o" that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative ( ) is accepted and ( ) is rejected.

From the interpretation above, the writer said the use of peer feedback in teaching writing descriptive text could be better and more effective to make easy for students writing descriptive text rather than direct instruction or traditional method. This could be seen after comparing the score of pre-test (before using peer feedback) and post-test (after using peer feedback).

Based on the data obtained from experiment and control class among the average scores, and t observation, the writer summarizes that

teaching writing using peer feedback has significant influence toward students' descriptive text.

DISCUSSION

The Advantages and Disadvantages of Peer Feedback

Every technique, strategy or method in the learning process must have advantages and disadvantages. The teacher must know the advantages and disadvantages of the technique in order to choose which one fits and matches the material to be taught.

According to many expert that peer feedback has many advantages. Peer feedback encourages student to participate in the classroom activity and make them less passively teacher-dependent. It is 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, modelling, and reinforcement". Moreover, Peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. More importantly, the practice of this technique allows student to receive more individual comment as well as giving reviewers the opportunity to practice and develop different language skills.

The writer has previously discussed the advantages of using peer feedback in teaching writing activity. However, it also has many disadvantages.

According to Mariette that peer feedback only focused on product rather than the processes of writing. Many students in L2 contexts focused on sentence-level errors (local errors) rather than on the comment and ideas (global errors).

The researcher still uses this technique although has some disadvantages because the advantages more role in improving students' writing skill.

CONCLUSSIONS

From all of paper statement above, the writer can take the conclusion as follows:

a. From the result of pre-test and post-test between experiment and control class, the writer knows that students' writing ability on descriptive text by using peer feedback is better than who does not use it. It can be seen from the average score. The lowest score of experiment class in pre-test is 23 and the highest score is 82. So in post-test the lowest score is 45 and the highest score is 93. The lowest score of control class in pre-test is 25 and the highest is 73. While, in the post-test the lowest score is 30 and the highest score is 86.

b. From the result of analysis above, the writer showed that there is a significance difference between the pre-test and post-test when the study is conducted either using peer feedback or not. The writer compared it with t_t, the value of (t observation) is higher than (t tabel). From significance 5% t observation= 7.14 t table= 1.67 or t observation 7.14 >1.67 and significance 1% t observation=7.14 t table= 2.39 or t observation 7.14 > 2.39. The writer go that "t_o" from the calculation is higher than t table both at significance level 5% and 1% so the hypothesis alternative ( ) is accepted and ( ) is rejected.

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