THE EFFECT OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE SECOND YEAR OF MAN 1 TELUK KUANTAN KUANTAN SINGINGI REGENCY

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PEKANBARU
1434 H/2013 M

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A Thesis

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for Getting Bachelor Degree of Education

(S.Pd.)

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SUPERVISOR APPROVAL

The thesis entitles "*The Effect of Peer Feedback Technique toward Students' Ability in Writing Analytical Exposition Text at the Second Year of MAN 1 Teluk Kuantan Kuantan Singingi Regency*" written by Endri Capri NIM. 10714000813. It has been accepted to be examined in the final examination by The Examination Comittee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic Unversity Sultan Syarif Kasim Riau.

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The Chairperson of English   Supervisor
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EXAMINER APPROVAL

This thesis entitled "*The Effect of Peer Feedback Technique toward Students' Ability in Writing Analytical Exposition Text at the Second Year of MAN 1 Taluk Kuantan Kuantan Singingi Regency*", written by Endri Capri NIM. 10714000813. It has been accepted and approved by the Final Examination Committe of Undergraduate Degree of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau on Rabi'ul Awal 27, 1434 H/February 8, 2013 M. It is submitted as partial requirements for bachelor degree award (S.Pd.) in English Education Department.

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Endri Capri
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ABSTRACT

Endri Capri   (2012) :   The Effect of Peer Feedback Technique toward Students' Ability in Writing Analytical Exposition Text at the Second Year of MAN 1 Taluk Kuantan Kuantan Singingi Regency

Based on the writer's preliminary study, itwas found thatthe researcher found that some of the students were not able to write analytical exposition text. This problem was caused by some factors. For example,Some of the students are not able to define a topic in writing analytical exposition text. Some of the students are not able to conclude their opinions clearly in writing analytical exposition text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Man 1 Taluk Kuantan Kuantan Singingi Regency. The subject of the research was the second year students of Man 1 Taluk Kuantan Kuantan Singingi Regency, and the object of this research was the Effect of Peer Feedback Technique. The design of this research was quasi- experimental design.

The population of this research was all of the second year students. The total number of population was 120 students. Because the number of population was large, the researcher used random sampling by taking two classes only as sample, XI IPA1 consisted of 30 students as experimental group, and XI IPA2 consisted of 30 students as control group, so the number of sample from two classes was 60 students. To analyze the data, the researcher used Independent t-test formula by using SPSS.

After analyzing the data, the researcher found that there was Significant Effect of Peer Feedback Technique toward Students' Ability in Writing Analytical Exposition Text at the Second Year of MAN 1 Taluk Kuantan Kuantan Singingi Regency, where $t_{obsevred}$ shows 6.921 at significant level of 5%, t_{table} shows 2.00, and at level of 1%, t_{table} shows 2.65. Thus, Null Hypothesis (H_o) is Rejected, and Alternative Hypothesis (H_a) is Accepted, which shows 2.00<6.921>2.65

In conclusion, using Peer Feedback Technique has given a better effect for Students' Ability in Writing Analytical Exposition Text at the Second Year of MAN 1 Taluk Kuantan Kuantan Singingi Regency

(2012): تأثير تقنية تعليقات الزملاء إلى قدرة الطلاب على كتابة النصوص الإنشائية التحليلية لطلاب الصف الثاني بالمدرسة المتوسطة العالية 1 تيلوك كونتان منطقة كونتان سيغيغي.

بالأساس على كشف الباحث في الدراسة الأولية فإن الطلاب لا يقدرون على كتابة النصوص الإنشائية. تأتي هذه المشكلة بسبب عدة العوامل منها: بعض الطلاب لا يقدرون على تعيين الموضوع في كتابة النصوص التحليلية، بعض الطلاب لا يقدرون على استنباط أفكارهم في كتابة النصوص التحليلية، لذلك رغب الباحث في حل المشكلات السابقة.

المتوسطة العالية 1 تيلوك كونتان منطقة كونتان سيغيغي.

الموضوع في هذه الدراسة طلاب الصف الثاني   المتوسطة العالية 1 تيلوك منطقة كونتان سيغيغي بينما لهدف في هذه الدراسة ثير تقنية تعليقات الزملاء. الدراسة على شبه التجربة.

الأفراد في هذه الدراسة جميع طلاب الصف الثاني بقدر 120 العينات بطريقة عينة عشوائية في الفصلين هما طلاب الصف الثاني للعلوم الكونية الواحدة فيه 30 طالبا للفصل التجربة و طلاب الصف الثاني للعلوم الكونية الثانية فيه 30 للفصل الضبط و العينات جميعها نحو 60   . في تحليل البيانات استخدم الباحث ت-
.

بعد تمام تحليل البيانات كشف الباحث أن هناك تأثيرا هاما في تأثير تقنية تعليقات الزملاء إلى قدرة الطلاب على كتابة النصوص الإنشائية التحليلية لطلاب الصف الثاني المتوسطة العالية 1 تيلوك كونتان منطقة كونتان سيغيغي

5   6.921

.265   1   2.00

الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة ما نستدل   00 2>921 6 65<2 .2

الاستنباط في هذا البحث أن استخدام تقنية تعليقات الزملاء على كتابة النصوص الإنشائية التحليلية لطلاب الصف الثاني بالمدرسة المتوسطة العالية 1 تيلوك كونتان منطقة كونتان سيغيغي.

ABSTRAK

Endri Capri (2012): Pengaruh Tehnik Peer Feedback terhadap Kemampuan Siswa Dalam Menulis Analytical Exposition Text Pada Kelas Dua MAN 1 Teluk Kuantan Kabupaten Kuantan Singingi.

Berdasarkan pengamatan awal penulis, ditemukan bahwa beberapa siswa tidak mampu dalam menulis Analytical Exposition Text. Masalah ini disebabkan oleh beberapa factor antara lain, beberapa siswa tidak mampu mendifiniskan sebuah topik dalam menulis Analytical Exposition Text, beberapa siswa tidak mampu menyimpulkan pemikiran mereka dengan jelas dalam menulis Analytical Exposition Text. Oleh karena itu penulis tertarik dalam mengatasi masalah ini.

Penelitian ini dilaksanakan MAN 1 Teluk Kuantan Kabupaten Kuantan Singingi. Subjek dalam penelitian ini adalah kelas 2 MAN 1 Teluk Kuantan Kabupaten Kuantan Singingi dan objeknya adalah Pengaruh Tehnik Peer Feedback. Rancangan penelitian ini adalah quasi-experiment.

Populasi dalam penelitian ini adalah seluruh kelas 2 yang berjumlah 120 siswa. Karena jumlah populasinya banyak maka penulis mengambil sampel dua kelas dengan menggunakan random sampling yaitu kelas XI IPA 1 terdiri dari 30 siswa sebagai kelas experiment dan kelas XI IPA 2 terdiri dari 30 siswa sebagai kelas control, jadi jumlah sampel dari dua kelas tersebut adalah 60 siswa. Dalam menganalisa data penulis menggunakan rumus independedent t- test dengan bantuan SPSS.

Setelah analisa data, penulis menemukan bahwa adalah pengaruh yang signifikan dari Tehnik Peer Feedback terhadap Kemampuan Siswa Dalam Menulis Analytical Exposition Text Pada Kelas Dua MAN 1 Teluk Kuantan Kabupaten Kuantan Singingi, yang mana t observed menunjukkan 6.921 pada tarap 5%, t table menunjukkan 2.00 pada tarap 1%, t table menunjukkan 2.65. Jadi Ho ditolak dan Ha diterima yang menunjukkan $2.00<6.921>2.65$.

Sebagai kesimpulan, penggunaan Tehnik Peer Feedback sangat berpengaruh terhadap Kemampuan Siswa Dalam Menulis Analytical Exposition Text Pada Kelas Dua MAN 1 Teluk Kuantan Kabupaten Kuantan Singingi.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the most important skills expected by students is writing. The ability to write well is not a naturally acquired skill. It is usually learned in formal instructional settings or other environments as a set of practices on what students have learned in mastering English. Writing skills must be learned and practiced through experience. Writing involves formulating new ideas and composing process. Both formulating new ideas and composing process cannot be separated from one to each other. Formulating new ideas involves identifying, analyzing, and developing information. Composing process needs the ability to deliver the information in the form of text such as narratives, descriptive, expository, analytical exposition and the like. Because of that, almost everyday life of students is carried out in writing text. Writing text helps students to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills in English mastery that must be taught and learned in senior high school. Based on KTSP[1], the purposes of teaching English are as follows:

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[1]Depdiknas.*Kurikulum Tingkat SatuanPendidikan (KTSP) 2006.* (Jakarta: Unpublished, 2006), p. 307

1. Developing communicative competence in oral and written form to achieve informational level

2. Having awareness about the sense and the significance of English in order to increase national competence in global society

3. Developing understanding of students about the relationship between language and culture

MAN 1 Teluk Kuantan is one of schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In MAN 1 Teluk Kuantan, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes[2]. According to syllabus 2010/2011[3] at the second grade, for the first semester, the basic competence of writing English refers to capability of students in expressing the meaning in monologue texts or essays which use various written language accurately, fluently and contextually in the forms of texts such as *report, narration*, and *analytical exposition.*

The mastery of writing is integrated with the mastery of genre, one of genre taught for the first semester is analytical exposition text. In understanding an analytical exposition text, students must accomplish some indicators of an analytical exposition text. The students must be able to define the topic, to expose the issues by explaining the positive and negative sides of the issues, to express

[2]Tim Penyusun. *Kurikulum Tingkat SatuanPendidikan MAN 1 Teluk Kuantan*. (Teluk Kuantan: Unpublished, 2010), p.15
[3]Tim Penyusun.*Silabus MAN 1 Teluk Kuantan 2010/2011*. (Teluk Kuantan: Unpublished, 2009), pp. 6-13

their opinions and to respond other opinions by giving supporting facts, and to conclude the opinions either in the spoken or written form.

To develop students' ability in writing analytical exposition text, writing has been taught by using some techniques such as discussion, games, brainstorming, etc. Generally, teacher reviewed the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, teacher asked students to write a simple essay individually based on the time given. After writing a simple essay, the teacher would give feedback toward students' writing. In order to increase students' writing ability, teachers also support it by providing other programs such as writing English articles and poems published on the bulletin board, and English day on every Saturday. Based on the description above, students have been taught writing maximally. Ideally, students in MAN 1 Teluk Kuantan are able to write a text. In short, students in MAN 1 Teluk Kuantan have no problem with their abilities in writing a text.

However, based on preliminary observation done on Mei 25, 2011, the researcher found that some of the students were not able to write analitycal exposition text. It can be seen from the following phenomena:

1. Some of the students are not able to define a topic in writing analytical exposition text.
2. Some of the students are not able to construct the relationship between their opinions and facts clearly in writing analytical exposition text.

3. Some of the students are not able to conclude their opinions clearly in writing analytical exposition text.

4. Some of the students are not able to use good grammatical order in writing analytical exposition text.

5. Some of the students are not able to choose vocabulary appropriately in writing analytical exposition text.

To improve the students' ability in writing analytical exposition text needsappropriate strategies and techniques helping them as solution for their problems. Actually, there are some techniques. One of them is Peer Feedback Technique.The basic idea of this technique is that students not only compose their own text but also read the texts written by other students by adopting the role of interested readers and commentators, and help each other in the elaboration of better texts.According to Richard, et al[4], peer feedback technique is an activity in the revising stage of writing in which students receive feedback about their writings from other students - their peers. Furthermore, Falchikov states[5],

> In peer feedback, students engage in reflective criticism of the
> work or performance of other students using previously
> identified criteria and supply feedback to them. This may be a
> 'one-off' activity or involve a series of meetings during which

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[4]Richard, Jack C, et al. *Longman Dictionary of Language Teaching and Aplied Linguistics.* (London: Pearson Educatiom Limited, 2002), p. 390.
[5]Nancy Falchikov. *Learning Together: Peer Tutoring in Higher Education.* (London: Taylor and Francis e-Library, 2002), p. 2

students supply feedback to peers on increasingly polished versions of a piece of written work.

In addition, Gokce Kurt and Derin Atay explained[6], since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence. Responding to peer work involves students in each other's writing, thus, they can see similar problems and weaknesses in their own writing. Dealing with their idea, experiencing peer feedback helps writers understand the importance of meeting readers' needs and develop audience awareness. The fact that writers revise their essays based on their peer's comments suggests that peer feedback activities develop in students the crucial ability to review their writing with their eyes of another. It has been claimed that the writer can and do revise effectively on the basis of feedback from peer[7] by reading others' writing as critical readers and revisers of their own writing[8].

Furthermore, Zhang pointed out that peer feedback fits well with the prewriting, multiple drafts, and emphazise on revision[9]. Peer feedback highlights the value of students-students collaboration, recognizing the negotiation and

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[6]Gokce Kurt and Derin Atay. "The Effects of Peef Feedback on the Writing Anxiety of Prospective Turkish Teacers of EFL". (Journal of Theory and Practice in Education, 2007), p.15. (Retrieved on April 08, 2011),http://eku.comu.tr/index/3/1/gkurt_datay.pdf

[7]Mendonca and Johnson. *Peer Review Negotiationsl Revision Activities in ESL Writing Instruction*. Vol.4. TESOL Quarterly, 1994.pp.69-745

[8]Paul Rollinson. Using Peer Feedback in the ESL Writing Class. 2005 *ELT Journal* Vol.1, pp. 23-30

[9]Zhang S. 1995. "Re-examining the Affective Advantage of Peer Feedback in the ESL Writing Class". J. Second Language Writing. (Retrieved on 22 February, 2013), http://www.advantagesofpeerfeedbackinESLwritingclass.pdf

collaborator aid the internalization of cognitive skills, thus leading to improved writing ability[10]. The suggestion and explanation offered during peer feedback activities allows students to show what they know about writing and to use the information in their revision.[11]

In sum, peer feedback activities give students more ways to discover and explore ideas, to find the right words to express their ideas, and to meet audience needs. In addition, they provide opportunities for negotiating meaning, developing critical reading and anlyzing writing skills and practicing social interaction skills such as turn taking and collaboration.

Based on the description of phenomena above, the researcher assumes that the students still get difficulties in writing analytical exposition text. In order that, the researcher is interested in observing these phenomena in a research entitled"The Effect of Peer Feedback Technique toward Students' Ability in Writing Analytical Exposition Text at The Second Year of Man 1 Teluk Kuantan Kuantan Singingi Regency".

B. Definition of the Term

1. Peer Feedback Technique

According to Richard, et al[12], peer feedback technique is an activity in the revising stage of writing in which students receive feedback about their writings

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[10]Charles Lockhart and Peggy, Ng. 1995,*Analyzing Talk in ESL Peer Response Groups, Stances, Function, and Content.* Language Learning. Vol. 45. Issue 4, p.606. (Retrieved on 22 February, 2013), http://onlinelibrary.wiley.com/doi/10.1111/j.1467-1770.1995.tb00456.x/

[11]Mendonca and Johnson. *Peer Review Negotiations: Revision Activities in ESL Writing Instruction.* TESOL Quarterly. Vol.28 No.4, 1994, p.745-769.

[12]Richard, Jack C, et al.*Longman Dictionary of Language Teaching and Aplied Linguistics.* (London: Pearson Educatiom Limited, 2002), p. 390.

from other students - their peers. In this research, peer feedback technique is a technique used in order to find out its effect toward students' ability in writing analytical exposition text at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency.

2. Writing Ability

Writing ability is a specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.[13] In this research, it refers to students' ability in writing analytical exposition text at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency by giving full consideration toward the types of the text, the purpose of the text, the text organization, the language features used and the mechanics of the text.

3. Analytical Exposition Text

According to Cahyono[14], analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. In this research, the analytical exposition text means a text used in order to develop students' writing ability by using peer feedback technique by considering some indicators of the text in which the students must be able to define the topic, to expose the issues by explaining the positive and negative sides of the issues, to express their opinions and to respond other opinions by giving supporting facts, and to conclude the opinions either in the spoken or written form.

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[13]SIL International. "What are writing skills?" Version 4. 1999. p.1 (Retrieved on Mei 20, 2010) *www.sil.org/lingualinks/literacy/.../whatare**writingskills**.htm*
[14]Cahyono. 2009. "Type of Text for Senior High School". (Retrieved on July 22, 2011) Http://www.typeoftext.blogspot.com/2009/analyticalexposition.html

C. Problem

1. Identification of the Problem

Based on the phenomena mentioned, the researcher identified the problems as follows:

1. Some of the students are not able to define a topic in writing analytical exposition text.

2. Some of the students are not able to construct the relationship between their opinions and facts clearly in writing analytical exposition text.

3. Some of the students are not able to conclude their opinions clearly in writing analytical exposition text.

4. Some of the students are not able to use good grammatical order in writing analytical exposition text.

5. Some of the students are not able to choose vocabulary appropriately in writing analytical exposition text.

6. The techniques used by the teacher are not appropriate for teaching writing analytical exposition text.

2. Limitation of the Problem

Based on the limitation of the problems, it was found that there are so many problems. So the writer limits the problems on strategies used by the teacher which do not optimize the students writing ability. Therefore, the writer tried a

new strategy is Peer Feedback technique. Which can help the students write the text and to find out the effectof peer feedback technique toward students' ability in writing analytical exposition text at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency..

3. Formulation of the Problem

Based on the limitation of the problem above, these research questions are formulated as follows:

a. How is students' ability in writing analytical exposition text whichis taught by peer feedback technique at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency?

b. How is students' ability in writing analytical exposition text whichis not taught by peer feedback technique at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency?

c. Is there any significant difference of students' ability in writing analytical exposition text between the students who are taught by peer feedback technique and those who are not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency?

D. Objectives and Significance of the Research

1. Objectives of the Research

a. To find out students' ability in writing analytical exposition text which is taught by peer feedback technique at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency

b. To find out students' ability in writing analytical exposition text which is not taught by peer feedback technique at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency

c. To find out whether there is a significant difference of students' ability in writing analytical exposition text between the students who are taught by peer feedback technique and those who are not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency

2. Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

a. The research findings are expected to give the valuable input either to the English teachers at MAN 1 Taluk Kuantanor other English teachers who concern in attempting to improve students' writing ability.

b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Writing

Writing is an activity that can cover the range of uses that students will perform in their daily lives that include filling forms, making lists, writing friendly letters and bussiness letters, note-taking and academic writing. Those activities of writing have to be prepared carefully in order to get productive use. To gain it, it needs a complete process of learning about the whole aspects of writing itself. That is also stated by Troyka[15] that writing is a way of discovering. It involves a series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writer's thoughts that tries to make unexpected connections among ideas and language. In addition, Langan stated[16] that writing needs a series of steps in which those steps are very often zigzag journey. Furthermore, Troyka states[17] that in writing, you also need to focus on the purpose and audience of writing. The purposes of writing are as follows:

a. Writing to inform a reader

By writing, the readers will be offered some information with a minimum of bias in order to educate them. In writing, the information needs to be presented completely, clearly and accurately. The material should be various by additional

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[15] Lynn Quitman Troyka. Simon and Schuster: *Handbook for Writers*. Third Ed. (New Jersey: Prentice Hall, 1993), p. 1

[16] John Langan. *College Writing Skills with Readings*. Fifth Ed. (New York: The McGraw-Hill Companies, Inc, 2001), pp. 13-14

[17] Lynn Quitman Troyka. Op.cit, p. 3

reading, talking with others, or personal experiences. In other word, informative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.

b. Writing to persuade a reader

Persuasive writing seeks to convince the reader about the matter of opinion. It focuses mainly on the reader, whom the writer wants to influence. When the students write to persuade, they deal with the debatable, that which has other sides to it. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writer's.

Before writing, the students have to consider who their audience is. According to Baygell[18], audience means people who would get the most from the writers' ideas. By thinking of the audience, they can focus on the entire of the contents of writing. In other words, audience will help the students to focus on what types of materials they need to include. There are several questions used to determine the audience of your writing.

1) Are you readers professional/technical in the designated topic or they laymen? Are they familiar or unfamiliar with the topic?

2) Do you know their aproximate age? Are they fellow students or they older individuals with more life experience?

3) Will readers need research and statistics to be convinced of your position?

4) Is the reader in a position of formal authority?

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[18] Ruth Baygell. *Education Program Newsweek:Essay Writing Step-by-Step*. (New York: Simon and Schuster, 2003), pp. 14-15

According toElbow[19], there are four kinds of audience as follows:

1) Audience with the Authority, e.g., teachers,editors, supervisors, employers

2) Audience of peer

3) Audience of allies-who particularly care for the writer

4) Audience of self alone-private writing

More specifically, knowing the audience will help the students to determine the following: How formal or informal to be, how much technical language they should include, how much detail to include, and how many statistical facts to include.

Besides purpose and audience, the students need five components to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective writing.

a. Content

Content is one of writing components that discusses about knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.[20]

b. Organization

Organization is one of component in writing that tells about the systematic of ideas or flow of ideas. According to Alice Oshima and Ann Hoque[21], there are

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[19]Peter Elbow. *Everyone Can Write: Essays toward a Hopeful Theory of Writing Teaching Writing*. (Oxford: Oxford University Press, 2000), pp. 28-29

[20] Jane B.Hughey, et al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, Inc, 1983), pp. 141-142

[21] Alice Oshima and Ann Hoque. *Writing Academic English*. Third Ed. (New York: Addison Wesley Longman, 1991), p. 122

four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.

c. Vocabulary

According to Richard, et al[22], vocabulary is a set of lexemes, including single words, compound words and idioms.

d. Language Use

Shiach[23] discussed that writing essays in a structured and clear way so that the reader/assessor can follow what the writers are trying to say is a very important factor in the assessment grade of which writers' achieve. Another important factor is the accuracy of what the writers' write. By accuracy, we mean not only the clarity of the expression but the correctness of usage in terms of grammar. If the writers make too many grammatical errors in their writing, this will create the wrong impression.

e. Mechanics

In the component of mechanics, there are two common terms are used, that is, spelling and punctuation. In writing, the correct usage of spelling is needed in order to get the right meaning of the essay. Besides spelling, punctuations are also important in writing. One of the most important functions of the punctuation

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[22]Jack C. Richards, et al. *Longman Dictionary of Language Teaching and Aplied Linguistics*. (London: Pearson Education Limited, 2002), p. 580

[23] Don Shiach. *Essay A Step-by-Step Guide for All Levels, with Sample Essays.*(Oxford: How To Content Ltd, 2009), p. 133

system is to reveal structure[24]. Both for the reader and the writer, it is an important aid in grasping the organization and the function of a text.

Furthermore, what students need to know in order to develop their writing ability is 5 stages in writing process; planning, drafting, revising, editing, and final product, as follows:

a. Planning

Planning is the earliest stage in writing. The aim of this stage is helping students in exploring topics and approaching to topic by making notes, starting lists, generating outlines, writing journal entries, and composing rough drafts.

b. Drafting

In this stage, the students develop and form their ideas from their thoughts into a concrete form.

c. Revising

This stage aims to let the students analyze the weaknesses from their initial draft with a minimum of recopying, and allows the students to cut out and add other thing into their text. Thesis, organization, and support should be thought first.

d. Editing

To finish well, the students have to edit their writing. The students edit in the later stages of writing to recheck their whole text, to make sure what they

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[24] Sofía A. Vernon, et al."Rewriting to Introduce Punctuation in the Second Grade: A Didactic Approach". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education.* Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 48

want to write same as what they intend to say. They have to check from the clarity of ideas to the sequence of the paragraphs, the choice of words, and the correctness and accuracy of text, and spelling and punctuation. Mostly, in editing stage, the students will improve their writing based on their weaknesses or mistakes made at the draft stage.

e. Final Product

Before producing finished product, the students need to improve their writing, because writing is continuously product,

From the explanation above, writing can be defined as the complete process of how the writer constructs the ideas and deliver it into written communication by considering audience, purpose and components involved. Besides considering those aspects, students also need to recognize the role of writing stages in developing their writing products.

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message[25]. Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If students have mastered these skills, they will be able to write so that not only theycan read what they have written, but also other speakers of that language can read and understand it.

Here are some kinds of writing skills:

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[25]SIL International. "What are writing skills?" Version 4. 1999. p.1 (Retrieved on Mei 20, 2010) *www.sil.org/lingualinks/literacy/.../whatare**writingskills**.htm*

a. Comprehensibility skills for writing include understanding that writing

is communicating messages or information.

b. Fluency skills for writing include

1) Recognizing the linear sequence of sounds

2) Mastering writing motions and letter shapes

3) Recognizing the chunking of words

4) Recognizing the need for space between words

5) Writing Quickly

c. Creativity skills for writing include the ability to write freely anything

the student wants to write.

According to Pinto[26], it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.

According to Brown[27], there are two kinds of writing skills as follows:

a. Micro Skills

1) Produce graphemes and orthographic patterns of English

2) Produce writing at an efficient rate of speed to suit the purpose

3) Produce an acceptable core of wrods and use apropriate word order

patterns

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[26] Maria Da Graça L. C. Pinto. "Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 45

[27] H. Douglas Brown. *Language Assesment: Principles and Classroom Practices*. (New York: Pearson Education, Inc, 2007), pp. 220-221

4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), pattern, and rules.

5) Express a particular meaning in different grammatical forms

6) Use cohesive devices in written discourse

b. Macro Skills

1) Use the rhetorical forms and conventions of writing discourse

2) Apropriately accomplish the communicative functions of written texts according to form and purpose

3) Convey links an connections between events, and communicate such relations as main idea, suporting idea, new information, given information, generalization, and exemplifications.

4) Distinguish between literal and implied meanings when writing

5) Correctly convey culturally specific references in the context of the written text

6) Develop and use a battery of writing strategies, such as accurately assessing the audience' intepretation, using prewriting devices, writing with fluenvy in the first drafts, using paraphrases and synonim, solicition peer and instructor feedback and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students can be able to write. Generally, the microskills aply mire apropriately to imitative and intensive writing. While the macro skills are essentials for the succesful mastery of responsive ans extensive writing (composition or essay). In

other word, in writing essay text, what the students' need is the macroskills of writing. This ability cannot be acquired easily, it takes long and complete process. According toRijlaarsdam and Bergh[28], there are two principles in maximizing the acquirement of writing ability. First, practices makes perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write an essay, they must write an essay. It should be similar.

There are several factors influencing ability in writing a text, as follows:

a.   Fear Factors of Writing

According to Burckardt[29], there are kinds of factors that make someone afraid to write, as follows:

1)   Have poor graphmotor skills

2)   Poor expressive skills

3)   Cannot seem to organize their thought

4)   They are afraid to spell word correctly

5)   Have trouble with syntax

6)   Trouble retrieving vocabulary word

Those factors can be accumulated to be a big barriers for students' ability to write even more in writing essay text that is known as writer's block. Based on the

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[28]Gert Rijlaarsdam and Huub Van Den Bergh. "Effective Learning and Teaching of Writing: Student Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005) pp. 3-5

[29] Foley Gezane Burckardt. 2007. "Why People become Afraid to Write?", p.1 (Retrieved on February 3, 2011), http://www.whypeoplebecomeafraidtowrite?.pdf

ide above, it is clear that fear factors of wrting give influenve towards ability i writing especially in writing essay text.

b. Reading

Hirai, et al emphasizes[30] the importance of wide reading in imporving writing. Natural exposure to language through reading enhances out ability to communicate our ideas into word in meaningful form. Considering the statemnt above, reading becomes one of media for the writers to gain information that they will deliver it to the essay. Thus, the more they read, the more experienve they obtained to write text (essay).

c. Writing Environment

Another factor that can influence the ability in writing text is writing environment. According to Pinto[31], when the students are in the literacy environment in which people are accostumed to write and writing becomes daily activities such classroom settings, courses, workshops, etc. The students will be often to write. The habitual of students to write becomes useful for improving students' ability in writing.

d. Teaching Technique

Typically writing is taught based on a prescribed textbook in primay schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher the class a sample of

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[30]Debra L. Cook Hirai, et al. *Academic Literacy/Literacy Strategies for Adolescents a "How to" Manual for Educators.* (New York: Routledge, 2010), pp. 100-102

[31] Maria da Graca L.C. Pinto. " Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education.* Second Edition. Vol. 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publisher, 2005), pp. 31-35.

writing in the unit, which usually consists of several sentences decribing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parapllel writing, which means to write a similar text by changing simply the names, prnouns, numbers or some details of the orignial text, finally the students copy the answers to guide questions in their exercise books, and submit their composition.

According to Rijlaarsdam and Bergh[32], there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the idea above, the abilty of students in writing can be improved if the teacher can inspire the students in teaching writing. In other words, the technique used by the teacher takes important role in developing students' ability in writing analytical exposition text.

3. Teaching Writing

Writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. According to Christina and Mary[33], writing tends to increase retention and makes available a source for later

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[32] Rijlaarsdam and Van Den Bergh. "Effective learning and Teaching of Writing: Students Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 2-3

[33] Christina Bratt Jaulston and Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures.* (Massachusetts: Winthrop Publishers, Inc, 1976), p. 205

reference. It provides students with physical evidence of his achievements and becomes a source whereby he can measure his improvement. Additionally, writing was seen as a language skill which served as reinforcement *of* learning grammatical and vocabulary knowledge, which in turn served to achieve oral correctness. Given this simple view, it is not surprising that most language programs deal with the teaching of writing by focusing on the development of language skills, which were reflected in an emphasis on formal correctness of students' writing. Instruction typically involved imitation of what were thought to be appropriate sentences as well as their manipulation, that is to say, sentence combination or rework of problematic sentences.

Generally, there are three major teaching points in the writing of compositions. (1) Correct language form in the sentence level, (2) mechanics of punctuation, and (3) content organization. On the intermediate and advanced levels, the purpose of teaching writing is mainly teach the writing of research papers, reports, essay, and the like – objectives no different from the teaching of writing to native speakers. But writing also serves as reinforcement for reading. At this level, the teaching points of composition include some work on syntax and vocabulary, but the major emphasis is on rhetorical organization on the paragraph level as on the overall composition level.

According to Nation[34], there are several principles should be considered in teaching writing. These principles can beused to evaluate a writing course or the

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[34] I. S. P. Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), pp. 93-95

writing section of a languagecourse to make sure that learners are getting a good range of opportunitiesfor learning.

a.   Meaning-focused Input

Learners should bring experience and knowledge to their writing.Writing is most likely to be successful and meaningful for the learnersif they are well prepared for what they are going to write. This preparationcan be done through the choice of topic, or through previouswork done on the topic either in the first or second language.

b.   Meaning-focused Output

Learners should do lots of writing and lots of different kinds ofwriting. There are many elements of the writing skill which are peculiarto writing and so time spent writing provides useful practice forthese elements. This is a very robust principle for each of the fourskills. Different genres use different writing conventions and draw on different language features and so it is useful to makesure that learners are getting writing practice in the range of genresthat they will have to write in. Learners should write with a message-focused purpose. Most writingshould be done with the aim of communicating a message to thereader and the writer should have a reader in mind when writing.

c.   Language-focused Learning

Learners should know about the parts of the writing process andshould be able to discuss them in relation to their own and others'writing. Learners should have conscious strategies for dealing with parts ofthe writing process.Where the L1 uses a different script or where learners are notliterate in their L1, the learners

should give attention to clarity andfluency in producing the form of the written script. Such activitiescan include careful writing, copying models, and doing repetitivewriting movements.Spelling should be given an appropriate amount of deliberate attentionlargely separated from feedback on writing. Teachers should provide and arrange for feedback that encourages and improves writing. Learners should be aware of the ethical issues involved in writing.

d.   Fluency Development

Learners should increase their writing speed so that they can writevery simple material at a reasonable speed. Fluency development canoccur through repetitive activities and through working with easy, familiar material. The following section looks at how tasks can bedesigned.

Basically, in teaching writing, teachers should consider what students' need toward that is also relevent with the basic competence of writing include in the syllabus taught in the school. In other word, when the teachers have considered the students' need, teachers have already implied those principles in teaching writing.

4.   Peer Feedback Technique

The peer feedback technique is sometimes called peer editing, peer review or peer evaluation. The word 'feedback' is used because the students are doing more than simply edition and evaluation another students' essay. They are also responding to what the essay says. The basic idea of this technique is that students

not only compose their own text but read the texts written by other students by adopting the role of interested readers and commentators, and help each other in the elaboration of better texts. According to Rollinson[35], peer feedback can increase a range of social, communication skills, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively. In addition, Gokce Kurt and Derin Atay explained[36], since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence. Responding to peer work involves students in each other's writing, so that they can see similar problems and weaknesses in their own writing.

Furthermore, Falchikov states[37],

> In peer feedback, students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them. This may be a 'one-off' activity or involve a series of meetings during which students supply feedback to peers on increasingly polished versions of a piece of written work.

From the explanation above, it can be understood that peer feedback is not only given in the form of correction but also constructive suggestion. There are a number of ways in using peer feedback, depending on the requirements of the teacher. Teacher should understand that in peer feedback, the students needs to act as collaborator rather than correctors. The ammount of time to be spent on the

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[35] Paul Rollinson. 2005. Using Peer Feedback in the ESL Writing Class. (Retrieved on April 08, 2011), http://www.UsingPeerFeedback2005.pdf

[36] Gokce Kurt and Derin Atay. "The Effects of Peef Feedback on the Writing Anxiety of Prospective Turkish Teacers of EFL". *Journal of Theory and Practice in Education*, 2007, p.15. (Retrieved on April 08, 2011), http://eku.comu.tr/index/3/1/gkurt_datay.pdf

[37] Nancy Falchikov. *Learning Together: Peer Tutoring in Higher Education*. (London: Taylor and Francis e-Library, 2002), p. 2

different phases of writing-responding-rewriting will evidently depend on a number of factors: the level of the students, their experience in group work, and the length of the essays.

5. Procedures of Peer Feedback Technique

According to Mangelsdorf[38], the procedure of peer feedback technique is developed based on students' level, as follows:

a. For the beginning students

Peer feedback is used by dividing students into some groups that consists of three or four. Students are listening or reading to peers' draft and commenting on what they find most interesting, what they want to know more about, where they are confused, etc. Then, the writers use these comments to decide how to revise their writing.

b. For the advanced students

Students can work by using worksheet to answer questions through concerning the drafts' thesis, generic structures, language features, unity, etc – whatever the teacher wants to emphasize for the particular lesson. After the students complete the worksheet for the draft, they then discuss with their peers the suggestion made for the revision.

Furthermore, she suggests to use modelling step of this technique before giving the peer feedback task. The modelling consists of two steps.

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[38] Kate Mangeldorf. 1992. Peer Reviews in the ESL Composition Classroom**:** What Do the Students Think?.*ELT Journal* Volume 46/3 July 1992, Oxford University Press. (Retrieved on August 12, 2011) http://www.PeerreviewsintheESLcompositionclassroom.pdf

a. Teacher together with the students, reads a couple of sample drafts (used with the students' permission) and discusses the strengths and weaknesses of the drafts-what the students need to do to revise them. Teacher and students look primarily at the content and organization, then style or grammar.

b. Teacher together with the students, practices how to make suggestions for revision. Sometimes, teacher can provide hand out a peer feedback workshet that teacher have already completed before to show the students how to be polite, clear and specific in giving response or revision.

Feedback on writing is most valuable to students' writing development when ittakes place at the beginning and middle stages of the writing process. This isthe time when students can use the feedback to revise and edit their writing.

a. Allot a small percentage of the final grade to handing in a draft by a certain date or at particular intervals.

1) Automatically give the grade to students who hand in the drafts.

2) Write comments on the drafts, which the students may use when makingrevisions.

3) Mark the final copies by assigning a grade and writing a few comments,noting how the students have improved their writing subsequent to handingin the initial drafts.

b. Give feedback on the content, organization and style features of the writing in early drafts.

1) If students focus on writing conventions early in the writing process, theirflow of ideas may be curtailed.

2) In addition, students may edit sentences that will later be cut during revisions.

c. Give feedback on adherence to writing conventions when the writing is almost complete[39].

1) Focus on one or two features of the writing that could be improved[40].

2) Identify patterns of convention errors, rather than every error in the paper.

3) Students are more likely to learn how to use a convention correctly if they

4) attend exclusively to that type of error when editing their writing[41].

Furthermore, Sami designed[42] the procedure of implementing peer feedback, as follows:

a. Deciding (1) size of groups (larger groups are unwieldy); (2) arrangement of classroom furniture to foster discussion; (3) number of drafts to be written per essay (often three); (4)evaluation of feedback effectiveness by the teacher.

b. Determining whether readers should provide feedback independently, or should they form consensus groups in which they have to reach agreements about what feedback to present tothe reader (fruitful but time-consuming).

c. Planning when peer feedback should be introduced in the writing process. While peer feedback activities are typically introduced in the revision stages,

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[39]Peterson, S.S *Writing Accross the Curriculum ; All Teachers Teach Writing*. Second Ed. (Winniped: Portage and Main Press, 2008), p.26

[40]Haswell. "The Complexities of Responding to Students Writing' or Looking for Shortcuts via the Road Excess. Accross the Discipline."p.4 (Retrieved on 22 February, 2008), http://wac.colostate.edu/atd/articles/haswell2006.cfm

[41] Ibid, p. 26

[42] Sami Berbache. *Improving EFL Students' Writing through Trained Peer Review"*. A Dissertation. (Constantine: Unpublished, 2007), pp.72-77

when students have alreadyproduced a written text, they can be utilized effectively across all stages of writing process.

d. Discussion of students' prior experiences with peer feedback and group work, in order tounderstand students' concerns or attitudes towards these activities.

e. Creating a comfortable environment for students to establish peer trust. This can be done via warm-up activities. reducing the pressure is for the teacher to affirm students' accomplishments in peer conferences. The workshop displays cases of students who enjoytheir experience in writing.

f. Selecting the mode of peer feedback: (1) oral (read the paper and then orally give suggestions); (2) written (read the paper and write comments to give back the writer); (3) written plus oral (write comments and then orally discuss the comments with the writer); or (4) computer-mediated (CMC) [read papers on-line and respond either asynchronously, i.e. delayed-time frame; or synchronously, i.e. real-time mode].

g. Creating purposeful and appropriate peer feedback sheets for a given task, genre, and purpose. For example, a peer feedback sheet for a comparison/ contrast paper will differ from a sheet for a process paper.

h. Modeling the peer feedback process: (1) teacher can show students their own work, and how peer commentary has helped them make revisions (especially useful if teachers can show their own drafts); (2) with the guidance of the teacher, students can work together to revise a paper; specific revisions can be generated from students, and these comments can then be incorporated into the paper; (3) students can work together in groups to make revisions on a

paper, and the whole class can discuss different revisions suggested by each group, and the results of these comments on revision. These tasks can be done sequentially.

i. Peer conferences can be organized in different ways: (a) whole-class response to a peer; (b) small-group response (three to four students); (c) response between writing partners; and (f) teacher-mentored small-group response. Partners or groups may work together for a relatively long period of time, or the teacher may change the groups to help students.

j. Give students enough time to become familiar with peer feedback procedures. Students should be encouraged to ask questions about the process.

k. Letting students decide on grouping and group rules. If appropriate, students can decide (a) how groups should be formed (self-or teacher-selected); (b) how groups should be managed (e.g. a rotating group manager may be assigned); and (c) what turn-taking strategies each group wants to establish.

l. Use response guidelines to help students in the initial stages to focus their commenting (e.g. global level concerns on first drafts, surface issues on second drafts). The teacher will have to consider how to explain the heuristics (e.g. with teacher-group discussion, or teacher student conferences).

m. Teachers' explanations should focus on strategies and skills that students can apply when writing other pieces; the discussion indirectly helps the other students as they apply ideas to their own writing.

n. Provide students with communicative strategies, i.e. how to use the necessary expressions to communicate their opinions clearly. Asking clarification

questions ('I'am not sure what this means. Can you clarify this?), or elaboration questions (Could you explain this point in more detail?), will be more likely to lead to a meaningful discussion, negotiation of meaning, and revision, than making evaluation statements (This is not a clear thesis statement).

Second, during peer feedback, teachers should:

a. Encourage students to negotiate meaning. Students may be given a list of the types of questions to ask and to refer to during the task. The activity of giving feedback may proceed in a number of ways, depending on the requirements of the teacher. More commonly, readers will proceed with the guidance of heuristics appropriate to the essay type and draft, reminding the students to focus on particular aspects of the writing rather than others.

b. Schedule regular times for students to share their writing with each other. Routines may vary, but a typical approach is for the student author to read the draft aloud and raise specific questions. Students may record their responses on a feedback sheet or sticky note and refer to these notes as they discuss the work with the author. To preserve the writer's ownership of his or her work, classmates phrase their responses in terms of possibilities for change. As peers discuss a piece, the writer often takes notes to help with revision. The writer may end the exchange by explaining plans for change.

c. Monitor student and group progress. This can be done in several ways: (a) the teacher can serve as a peer in the activity (especially useful in the initial peer feedback sessions), though he/she has to be careful to remain in a 'peer' rather than a teacher role; (b) the teacher can sit in with each group for part of the session in order to provide support, and to remind students of appropriate linguistic expressions and sociocultural communication patterns; or (c) a group manager (a rotating position) can be appointed to monitor group progress and raise issues with the teacher.

d. Circulate, ask questions, offer suggestions, and listen, as students work together on their writing. Sometimes, the teacher calls attention to a student's work and asks the student to read and talk about changes and the advice offered by classmates. Mini-lessons often are based upon what teachers observe in peer conferences.

e. Peer feedback may involve: (a) reader discussion preceding the reader-writer conference, to give readers time to formulate their thoughts, and how best to convey them; (b) alternatively, readers may simply give their spontaneous reaction to the essay (which might be read aloud by the writer). This latter has the advantage of taking less time and leading to lively debates, though the response itself might be less than thorough.

f. During written feedback, readers can explore how to locate comments (interlineal, annotated, introductory/end), and which techniques to use (such as colors to represent different levels, types, or priority of comments) for best effect.

g. Readers can shape their feedback to fit the writer's preferences, not only about the nature of the comments (location, detail, supportiveness, and so on), but also about the aspects of the next focused on. It is likely that different writers will have different needs.

Finally, after peer feedback conferences, teachers are encouraged to:

a. 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.

b. Link peer feedback to other classroom activities, through a number of ways: (a) 'language logs', in which students keep track of wording difficulties; (b) grading rubrics for each writing assignment (thereby also serving as a review) at the same time, and with similar content as the peer feedback sheets; (c) self-and peer-assessment, by having students use their peer feedback sheets as well as their own assessments of their work in light of the grading rubrics, and discuss the strengths and weaknesses of the paper.

c. Re-group students at the end of peer feedback sessions to read each other's final draft. The purpose of this is to show students how their comments helped their peers' papers become more effective, thereby reinforcing the process of writing and the value of peer review.

d. Students can give a summary of the changes they made in their papers based on their peers' comments.

e. Set aside time to help students reflect on conferences, discuss the peer feedback activity, and what they would do differently for the next activity.

It should be noted that the amount of time to be spent on the different phases of writingresponding-rewriting will evidently depend on a number of factors: (1) the level of thestudents; (2) their experience in group work; (3) the length of the essay written; (4) whetherfeedback is oral or written; (5) the number of drafts required; (6) but above all, on how muchtime the teacher is willing to make available for the process. It is important also to mentionthat not all of the steps mentioned above would need to be undertaken, since good resultshave been found even without being subjected to extensive training.

Based on the explanation about the procedures of peer feedback and considering all aspects promoted by Sami and Mangeldorf in implementing peer feedback technique in teaching writing, thus, the researcher designed the procedures of peer feedback, as follows:

a. Teacher divides the students into 6 groups in which each group consists of 5 students.

b. Teacher asks students to write a simple analytical exposition text for aproximately 20 minutes.

c. Teacher, together with the students, reads a couple of sample drafts (used with the students' permission) and discusses the strengths and weaknesses of the drafts-what the students need to do to revise them, and practices how to make suggestions for revision.

d. Teacher asks students to readpeers' draft and commenton what they find most interesting, what they want to know more about, where they are

confused, etc and make suggestion to peer drafts for aproximately 15-20 minutes.

e. Teacher asks students to return back the draft to peer.

f. Teacher asks students to revise their drafts based on suggestion given for aproximately 10 minutes. Then submit it to the teacher.

6. Advantages of Peer Feedback Technique

According to Rollinson[43], peer feedback can increase a range of social, communication skills, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively. In addition, Gokce Kurt and Derin Atay explained[44], since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer aprehension and an increase in writer confidence. Responding to peer work involves students in each other's writing, so that they can see similar problems and weaknesses in their own writing. Furthermore, Falchikov states[45],

> In peer feedback, students engage in reflective criticism of the work or performance of other students using previously identified criteria and suply feedback to them. This may be a 'one-off' activity or involve a series of meetings during which students suply feedback to peers on increasingly polished versions of a piece of written work.

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[43] Paul Rollinson. 2005. Using Peer Feedback in the ESL Writing Class. (Retrieved on April 08, 2011), http://www.UsingPeerFeedback2005.pdf

[44] Gokce Kurt and Derin Atay. "The Effects of Peef Feedback on the Writing Anxiety of Prospective Turkish Teacers of EFL". *Journal of Theory and Practice in Education*, 2007, p.15. (Retrieved on April 08, 2011), http://eku.comu.tr/index/3/1/gkurt_datay.pdf

[45] Nancy Falchikov. *Learning Together: Peer Tutoring in Higher Education*. (London: Taylor and Francis e-Library, 2002), p. 2

From the explanation above, it can be understood that peer feedback is not only given in the form of correction but also constructive suggestion. There are a number of ways in using peer feedback, depending on the requirements of the teacher. Teacher should understand that in peer feedback, the students need to act as collaborator rather than correctors. The amount of time to be spent on the different phases of writing-responding-rewriting will evidently depend on a number of factors: the level of the students, their experience in group work, and the length of the essays.

According to Nancy[46], peer feedback, at the most of the research, has been shown to have positive effects on students' writing process and product. While research has indicated that teacher's feedback tends to generate more comments at the grammatical level, peer feedback can generate more comments on the content, organization and vocabulary. Furthermore, she adds that the practice of peer feedback gives beneficial effects on the quality of writing because it gives advantages to students such as developing critical thinking, learner autonomy and social interaction among tudents.

According to Rollinson[47], there are several reasons why teachers have chosen to use peer feedback in teaching and learning of writing:

a. Respon and Revision

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[46] Nancy Shzh-chen LEE. 2010. Written Peer Feedback by EFL Students: Praise, Criticism and Suggestion. (Retireved on August 12, 2011), http://www.WrittenPeerFeedbackbyEFLStudents.pdf

[47] Paul Rollinson. 2005. Using Peer Feedback in the ESL Writing Class. (Retrieved on April 08, 2011), http://www.UsingPeerFeedback2005.pdf

Peer readers can provide useful feedback to peer writers so that peer writers can do effectively on the basis of comments from peer readers. Peer feedback also tends to be a different kind from that of the teacher in which teacher feedback is rather general where as students responses are more specific. Peer feedback may be becoming a critical reader of others' writing that make students more critical readers and revisers of their own writing.

b. Audience

Writers need to consider audiences. A responsive 'real' audience will let the writer know if her message is effective and it will encourage the writer to create writing based on the characteristics and demands of readers.

c. Collaboration and Communication

Peer feedback, with its potentially high level of response and interaction between reader and writer can encourage a colaborative dialoque in which two way feedback is established, and meaning is negotiated between the two parties.

d. Peer Response vs Teacher Response

Peer response operates on a more informal level than teacher response. This may encourage or motivate writers, or at least provide a change from the more than one way interaction between the teacher and studentsm where the students may end up making revisions without necessarily agreeing with or even understanding the teacher's authoritative comments.

e. Student Attitudes

Students themselves may not only find peer response beneficial but also its social dimension which can also enhance the participant's attitudes towards writing.

Research shows that peers can also make helpful contributions to students'writing development[48]. They provide reader-based feedback that shows studentwriters the effect that the writing is having on a peer audience (often theintended audience for elementary students' writing).Peer feedback helps to develop student writers' sense of audience – theirrecognition of the perspectives, language, sentence structure, voice and otherelements of writing that provoke, entertain or satisfy their audience[49].In classrooms, where desks are arranged so that students can easily talk to each other,students may ask peers for feedback spontaneously, as they feel it is needed.

In sum, student writers learn about the power of writing when peers provide reader-based feedback about what they learned, what engaged themand what evoked strong emotions. Criterion-based feedback, particularly fromteachers, allows students to see how closely specific features of their writingmatch the expectations for that writing. Responsive to students' immediateneeds, verbal and written feedback provided on drafts of students' writing isa powerful tool to support students writing development.

7.   Analytical Exposition Text

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[48]Harrison, Black. P, et al. *Assessment for Learning; Putting It into Practice*. (Berskshire: Open University Press, 2003), p. 216

[49]Tang, G.M and Tithecott, J. "Peer Response in ESL Writing". *TESL Canada Journal,* Vol. 16. No.2, pp. 20-28. http://www.PeerResponsiveinESLWriting.pdf

Analytical exposition is one classified type as hortatory exposition in text genre in which analytical exposition text try to influence the reader by presenting some arguments to prove that writer's idea is important. According to Cahyono[50], analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer give some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journal, magazines, newspaper articles, academic speech or lectures, research report, etc. Analytical exposition are poplar among science, academic community and educational people. The generic structure of analytical exposition usually has three components; thesis,arguments,reiteration or conclusion.

a. Generic Structure of Analytical Exposition

1) Thesis: introduces the topic and shows speaker or writer's position. Outlines of the argument are presented.

2) Arguments: it consists about point an elaboration. Poits, states the main argument, elaboration, develops and suport each point of argument.

3) Conclusion: reiteration (resttement), restate speaker or writer's position.

b. Generic Features of Analytical Exposition

1) An analytical exposition focuses on on generic human and non human participants.

2) It uses mental processes. It is useful to state what the writer or speaker think or feels about something. For example realize, feel, etc.

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[50] Cahyono. 2009. "Type of Text for Senior High School". (Retrieved on July 22, 2011) Http://www.typeoftext.blogspot.com/2009/analyticalexposition.html

3) It uses emotive and evaluative word.

4) It often needs material processes. It is used to state what hapend, e.g poluted, etc.

5) It usually use simple present tense and presnet perfect tense.

6) Enumeration is sometimes necessary to show list of given arguments. Firstly, secondly, finally, etc.

c. Purpose of Analytical Exposition

The purpose of analytical exposition is to analyze or explain "how" and "why".

In understanding an analytical exposition text, students must accomplish some indicators of writing an analytical exposition text listed in the syllabus 2010/2011, for the second grade, at the first semester[51]. The students must be able to define the topic, to expose the issues by explaining the positive and negative sides of the issues, to express their opinions and to respond other opinions by giving supporting facts, and to conclude the opinions either in the spoken or written form.

In sum, students need to learn about the definition, purpose, generic structure (text organization), and generic features (language use) of analytical exposition text. In addition, the students also need to analyze how to define a thesis statement, how to state their position on the contradictive issues, how to

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[51]Tim Penyusun.*Silabus MAN 1 Teluk Kuantan 2010/2011*. (Teluk Kuantan: Unpublished, 2009), pp. 6-13

relate the facts and their opinion, and how to conclude their opinion in the form of analytical exposition text.

B. Relevant Research

There were two relevant researches provided; first, the research conducted by Saovapa Wichadee and Pornrapee Nopakun in 2012, entitled "The Effects of Peer Feedback on Students' Writing Ability"[52]. The aim of this research were to determine the effect of two types of peer feedback on students' writing ability and examine their attitudes toward peer feedback activity. The quasi-experimental research design was employed in this research. There writing assignments were given to both group, but one group received feedback from peers on Facebook in contrast to the other group getting feedback from peers in class. From the research, it was found thatstudents in the Facebook group had more positive attitudes than those in the face-to-face group (X =4.40, 3.98) with a statistically significant difference (p < .001). It is noted that students in the Facebookgroup had more positive attitudes toward peer feedback in all items. However, differences were foundstatistically significant in 4 out of 10 items

The results revealed that although the students in both group significantly improved their writing ability, those in the Facebook group showed better writing performance. Their research had different focus from this research in which their research used feedback technique for both group, in which one group received feedback from peers in class and another group received feedback from Facebook.

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[52]Saovape Wichadee and Pornrapee Nopakun. The Effects of Peer Feedback on Students' Writing Ability. *European Journal of Social Sciences*. ISSN 1450-2267 Vol. 33 No. 3 September 2012, Euro Journals Publishing, Inc, 2012, p.1. Http://www.europeanjournalofsocialsciences.com

In contrast, this research used peer feedback for experimental group, and another did not. The ultimate goal of this research was to find out the difference of students' ability in writing analytical exposition between the students who were taught by using peer feedback technique and those who were not taught.

Second, ther research entitled an Investigation into effectiveness of peer feedback was conducted by Grace Hui Chin Lin and Paul Shih Chien Chien in 2009[53]. This study focused on investigation effectiveness of peer feedback from communal, cognitive, cooperative, and pedagogical perspectives. This was a quantitative study through survey containing ten questions. From this research, it was found that two volunteers (28.6%) in this studyexpressed that they "strongly" agreed with their classmate's feedback to be easier to readbecause they would feel much more relaxed. The rest of the five answerers (71.4%) indicated that they "agree" with this point as well.This study revealed that both trainer's and peer's correction are imperative and supportive to language learners when learning and teaching writing. This research was different from the study conducted by the researcher. This research used different concept, technique in collecting data, and also data analysis.

C. Operational Concept

The operational concept was the concepts used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. The indicators are

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[53]Grace Hui Chin Lin and Paul Shih Chien Chien. An Investigation into Effectiveness of Peer Feedback.*Journal of Applied Foreign Language of Fortune Institute of Technology*, June 2009, Vol. 3, p.1. Http://aninvestigationintoeffectivenessofpeerfeedback.com

clue and strategies aplied in the implementation of various methods. The indicators are:

1. The using of Peer Feedback Technique in teaching writing as the independent variable, symbolized by "x". The indicators are:

   g. Teacher divides the students into 6 groups in which each group consists of 5 students.

   h. Teacher asks students to write a simple analytical exposition text for aproximately 20 minutes.

   i. Teacher, together with the students, reads a couple of sample drafts (used with the students' permission) and discusses the strengths and weaknesses of the drafts-what the students need to do to revise them, and practices how to make suggestions for revision.

   j. Teacher asks students to readpeers' draft and commenton what they find most interesting, what they want to know more about, where they are confused, etc and make suggestion to peer drafts for aproximately 15-20 minutes.

   k. Teacher asks students to return back the draft to peer.

   l. Teacher asks students to revise their drafts based on suggestion given for aproximately 10 minutes. Then submit it to the teacher.

2. The students' ability in writing analytical exposition text as the dependent variable, symbolized by "y". The indicatorsare:

   a. Students are able to define a topic in writing analytical exposition text.

b. Students are able to construct the relationship of their opinions and facts clearly in writing analytical exposition text.

c. Students are able to conclude their opinions clearly in writing analytical exposition text.

d. Students are able to use good grammatical order in writing analytical exposition text.

e. Students are able to choose vocabulary apropriately in writing analytical exposition text.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that (1) students' ability in writing analytical exposition text is various, and (2) teaching technique can influence students' ability in writing analytical exposition text.

2. Hypothesis

H_o: There is no significant difference of students' ability in writing analytical exposition text between the students who are taught by peer feedback technique and those who are not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency.

H_a: There is a significant difference of students' ability in writing analytical exposition text between the students who are taught by peer feedback technique and those who are not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was quasi-experimental research. According to Gay and Airasian,[54] in order to receive permission to use schoolchildren in a research, a researcher often had to agree to keep students in existing classrooms intact. Thus, entire classrooms, not individual students, were assigned to treatments. This design was referred to as quasi experimental design. In this research, the researcher used pre- and posttest design. In conducting this research, two classes of second year students of MAN 1 Teluk Kuantan were participated. The researcher assigned the experimental and control treatments, administered a pretest to both groups, conducted experimental treatment activities with the experimental group only and then administered a posttest in order to assess the differences between the two groups. According to Creswell[55], the research design can be illustrated as follows:

Table III.1
RESEARCH DESIGN

Pre- and Posttest Design		Time	
Selext Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatmet	Posttest

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[54]L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th Edition*. (New Jersey: Prentice Hall, Inc, 2000), p. 394

[55]Jhon. W Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research.*(New Jersey: Prentice Hall, 2008),p. 314

B.   Location and Time of the Research

This research was conducted at MAN 1 Teluk Kuantan which was located in Kuantan Tengah District Kuantan Singingi Regency. It was held on November to December, 2011.

C.   Subject and Object of the Research

The subject of this research was the second year students of MAN 1 Teluk Kuantan registered in 2011/2012 academic year. The object of this research was the effect of Peer Feedback Technique toward students' ability in writing analytical exposition text.

D.   Population and Sample of the Research

The population of this research was the second year students of MAN 1 Teluk Kuantan in 2011/2012 academic year. They were 4 classes which consisted of 2 classes for science department and 2 classes for social department. The number of the second year students of MAN 1 Teluk Kuantanwas 124 students.

Table III.2
**THE TOTAL POPULATION OF THE SECOND YEAR STUDENTS OF
MAN 1 TELUK KUANTAN 2011-2012**

No	Class	Total
1	XI IPA I	30
2	XI IPA 2	30
3	XI IPS 1	32
4	XI IPS 2	32
Total		124

Based on the research design, the researcher took only two classes for the samples taken by using cluster technique. One class was control group that was XI IPA 2 and another was experimental group that XI IPA 1. Each class consisted of 30 students. The researcher took the same department for all samples in order to control some other variables.

E. Technique of Collecting Data

The technique of collecting data was composition test. This test was used to find out the students' ability in writing analytical exposition text. Composition text are divided into two:

    a. Pre-Test

    Pre- Test was used to collect data about students' ability in writing analytical exposition text. The test was administered to experimental and control group.

    b. Post-Test

    Post- Test was used to collect data about student's ability in writing analytical exposition text. The test was administered to experimental and control group.

Both pretest and posttest either from experimental or control group were assessed by two raters.

The students' ability in writing analytical exposition text can be measured by using writing assessment used by the English teacher of MAN 1 Teluk Kuantan.

Table III.3
ASSESSMENT ASPECTS OF WRITING
ANALYTICAL EXPOSITION TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Thesis b. Arguments c. Reiteration				
3	Vocabulary				
4	Grammatical Features a. Simple Present Tense b. Causal Conjunction c. Internal Conjunction d. Relational Process				
5	Spelling & Punctuation				
	Total				
	Maximum Score	20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{TotalScore}{MaximumScore} \, x \, 90$$

F. Technique of Data Analysis

In order to analyze students' ability in writing analytical exposition text, the data could be categorized from the high score until the low score or vice versa. It can be seen from the following formula.

Table III.4
Students' Writing Ability

Values	Score	Category
80-100	A	Very good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

Furthermore, the researcher used gain scores analysis in order to see the improvement obtained from both control and experimental group. The improvement (gain) from pretest to posttest can be computed for each participant by subtracting each person's pretest score from his or her posttest score by considering the following formula[56]:

$$\boxed{\textbf{Gain = posttest - pretest}}$$

When a gain score is computed in this manner, a positive gain score indicates that theposttest score is greater than the pretest score, a negative gain score indicates that theposttest score is less than the pretest score.

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[56]Lee A Becker. 2000. "Analysis of Pretest and Posttest Scores with Gain Scores and Repeated Measureshttp" (Retrieved on April 10, 2012), p. 1, http://web.uccs.edu/lbecker/Psy590/gainscore.htm

In order to see the global gain from both experimental and control group, the data are also analyzed by Hake's formula[57], as follows:

$$< g > = \frac{< \bar{S}_{post} > - < \bar{S}_{pre} >}{100\% - < S_{pre} >}$$

By considering the following criteria:

a. "High-g" courses as thoses with (<g>) > 0.7;

b. "Medium-g" courses as those with 0.7 > (<g>) > 0.3;

c. "Low-g" courses as those with (<g>) < 0.3.

In addition, to find out whether there was a significant difference of students' ability in writing analytical exposition text between the students who were taught by Peer Feedback Technique and those who were not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency. The data were analyzed statistically. In analyzing the data, the writer used score of post-test from experimental and control groups. The different mean is analyzed by using T-Test[58] formula through using SPSS 16 Version.

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o =   The value of t – obtained

M_x =   Mean score of post- test

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[57]Richard R. Hake. 1999. "Analyzing Change/Gain Scores". (Retrieved on April 10, 2012), p.1 Http://AnalyzingChange-Gain.pdf

[58]Hartono. 2008. *Statistik untuk Penelitian*. Jogjakarta: Pustaka Pelajar.

M_y = Mean score of pre-test

SD_x = Standard deviation of post-test

SD_y = Standard deviation of post-test

The t-test was obtained by considering the degree of freedom (df) as follows:

df = $(N_1 + N_2)$-2.

Statistically the hypotheses are:

H_o: t_o < t-table

H_a: t_o > t-table

H_o is accepted if t_o < t table or there is no significant difference of students' ability in writing analytical exposition text between the students who are taught by Peer Feedback technique and those who are not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency.

H_a is accepted if t_o > t-table or there is significant difference of students' ability in writing analytical exposition text between the students who are taught by Peer Feedback technique and those who are not taught at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency.

CHAPTER IV

PRESENTATION OF DATA ANALYSIS

A. Data Description

The data of the research were the score of the students' pre-test and post-test from experimental and control group. Before treatment, the researcher gave pre-test for both groups and post-test after that. The writing test was about writing analytical exposition text and was evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. Each component had its score. In the research, the total score of post test from both groups were significantly different. The total score of post test from control group was 1448.75 while the highest score was 65 and the lowest score was 27. The total score of post-test from experimental group was 1946.20 while the highest score was 85.50 and the lowest score was 47.25.

B. Data Presentation

The data of the research were the score of the students' pre-test and post-test from experimental and control group. The data were collected through the following procedure:

a. At pre-test and post-test, students were asked to write an analytical exposition text.

b. The writing was written in the blank sheets. Then, it was collected in order to evaluate the appropriate of content, vocabulary, language use, organization, and mechanics.

    c. The researcher used two raters to evaluate the students' writings.

    d. The researcher added the scores from the raters and divided it.

1. Description of Students' Pre-test Scores from Control Group

The following table was the description of students' pre-test scores from control group.

Table IV.1
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES FROM CONTROL GROUP

Score	Frequency	Percentage (%)
22.5	2	6.7
24.75	1	3.3
27	1	3.3
29.5	3	10.0
31.5	2	6.7
33.75	3	10.0
36	3	10.0
38.25	3	10.0
40.5	1	3.3
42.75	4	13.3
45	3	10.0
47.25	1	3.3
51.75	1	3.3
54	1	3.3
58.5	1	3.3
Total	30	100.0

Based on the table above, it can be seen that there were2 students obtained score 22.5 (6.7%), 1 student obtained score 24.75 (3.3%), 1 student obtained score 27 (3.3%), 3 studentsobtained score 29.5 (10.0%), 2 students obtained score 31.5(6.7%), 3 students obtained score 33.75 (10.0%), 3 students obtained score 36 (10.0%), 3 studentsobtained score 38.25 (10.0%), 1 student obtained score 40.5 (3.3%), 4 students obtained score 42.75 (13.3%), 3 students obtained score

45(10.0%), 1 student obtained score 47.25 (3.3%), 1 student obtained score 51.75 (3.3%), 1 student obtained score 54 (3.3%) and 1 student obtained score 58.5 (3.3%). The highest frequency was 4 at the score of 42.75. The total frequency was 30.

Table IV. 2
DATA ANALYSIS OF STUDENTS' PRE-TEST SCORES
FROM CONTROL GROUP

N	Valid	30
	Missing	0
Mean		37.6750
Std. Error of Mean		1.63858
Median		37.1250
Mode		42.75
Std. Deviation		8.97486
Variance		80.548
Range		36.00
Minimum		22.50
Maximum		58.50
Sum		1130.25

From the table above, it showed that mean of the data was 37.68, standard error of mean was 1.64, median was 37.13, mode was 42.75, standard deviation was 8.98, variance was 80.55, range was 36.00, minimum score was 22.50, maximum score was 58.50 and the total score was 1130.25. Thus, the data can be figured out as follows:
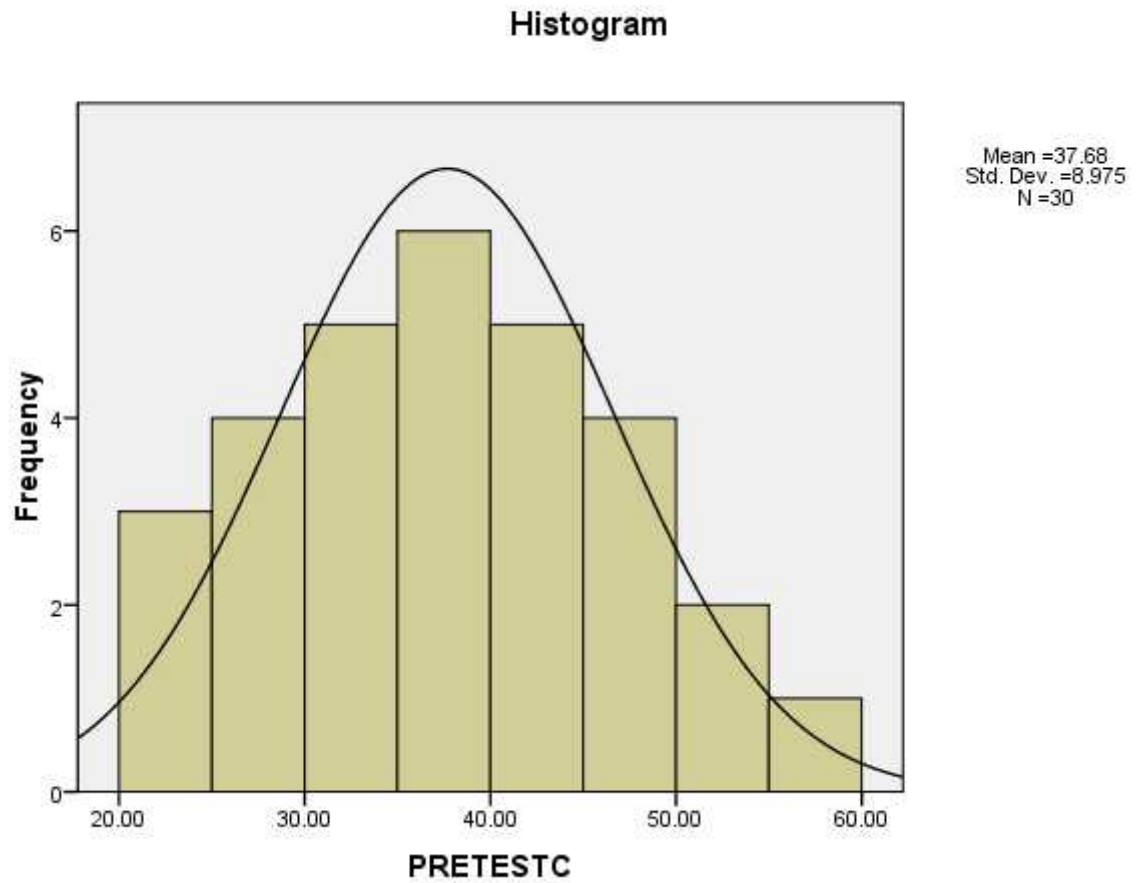
Histogram

Figure 4.1 Pretest Scores of Control Group

From the histogram above, it can be seen that the data was normal. Mean of the scores was 37.68 and the standard deviation was 8.975.

2. **Description of students' Post-test Scores from Control Group**

The following table was the description of students' post-test scores from control group.

Table IV. 3
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES FROM CONTROL GROUP

Score	Frequency	Percent
27	1	3.3
29.25	1	3.3
33.75	1	3.3
38.25	3	10.0
40.5	1	3.3
42.75	3	10.0
45	2	6.7
47.25	2	6.7
49.5	2	6.7
51.75	4	13.3
54	2	6.7
56.25	3	10.0
58.5	1	3.3
60.75	2	6.7
63	1	3.3
65.25	1	3.3
Total	30	100.0

Based on the table above, it can be seen that there were 1 student obtained score 27 (3.3%), 1 student obtained score 29.5 (3.3%), 1 student obtained score 33.75 (3.3%), 3 students obtained score 38.25 (10.0%), 1 student obtained score 40.5 (3.3%), 3 students obtained score 42.75 (10.0%), 2 students obtained score 45 (6.7%), 2 students obtained score 47.25 (6.7%), 2 studentsobtained score 49.5 (6.7%), 4 students obtained score 51.75 (13.3%), 2 students obtained score 54 (6.7%), 3 students obtained score 56.25 (10.0%), 1 student obtained score 58.5 (3.3%), 2 students obtained score 60.75 (6.7%), 1 student obtained score 63

(3.3%), 1 student obtained score 65.25 (3.3%). The highest frequency was 4 at the

score of 51.75. The total frequency was 30.

Table IV. 4
DATA ANALYSIS OF STUDENTS' POST TEST SCORES
FROM CONTROL GROUP

N	Valid	30
	Missing	0
Mean		48.3000
Std. Error of Mean		1.77176
Median		49.5000
Mode		51.75
Std. Deviation		9.70434
Variance		94.174
Range		38.25
Minimum		27.00
Maximum		65.25
Sum		1449.00

From the table above, it showed that mean of the data was 48.30, standard

error of mean was 1.77, median was 49.50, mode was 51.75, standard deviation

was 9.70, variance was 94.17, range was 38.25, minimum score was 27.00,

maximum score was 65.25 and the total score was 1449.00. Thus, the data can be
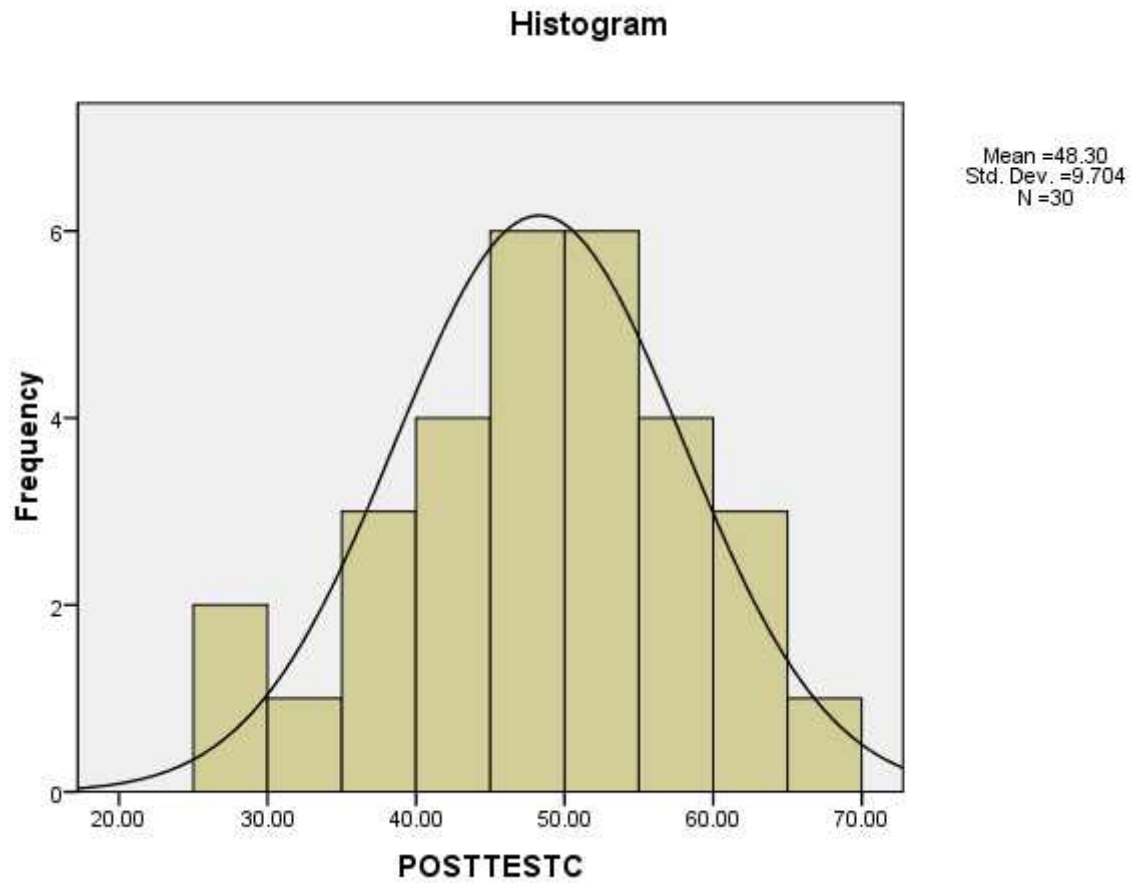
figured out as follows:

Histogram

Figure 4.2 Posttest Scores of Control Group

From the histogram above, it can be seen that the data were normal. Mean

of the scores was 48.30 and the standard deviation was 9.70

3. Description of Students' Pre-test Scores from Experimental Group

The following table was the description of students' pre-test scores from experimental group.

Table IV. 5
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES FROM EXPERIMENTAL GROUP

Score	Frequency	Percent
27	1	3.3
31.5	1	3.3
33.75	3	10.0
36	2	6.7
38.25	3	10.0
40.5	5	16.7
42.75	1	3.3
45	2	6.7
47.25	1	3.3
49.5	3	10.0
51.75	2	6.7
54	2	6.7
56.25	2	6.7
60.75	1	3.3
69.75	1	3.3
Total	30	100.0

Based on the table above, it showed that1 student obtained score 27 (3.3%), 1 student obtained score 31.5 (3.3%), 3 students got score 33.75 (10.0%), 2 studentsobtained score 36.0 (6.7%), 3 students obtained score 38.25 (10.0%), 1 student obtained score 42.75 (3.3%), 2 students obtained score 45 (6.7%), 1 student obtained score 47.25 (3.3%), 3 studentsobtained score 49.5 (10.0%), 2 students obtained score 51.75 (6.7%), 2 students obtained score 54 (6.7%), 2 studentsobtained score 56.25 (6.7%), 1 student obtained score 60.75 (3.3%),

1student obtained score 69.75 (3.3%). The highest frequency was 5 at the score of

40.5. The total frequency was 30.

Table IV. 6
DATA ANALYSIS OF STUDENTS' PRE-TEST SCORES
FROM EXPERIMENTAL GROUP

N	Valid	30
	Missing	0
Mean		44.4000
Std. Error of Mean		1.76584
Median		41.6250
Mode		40.50
Std. Deviation		9.67190
Variance		93.546
Range		42.75
Minimum		27.00
Maximum		69.75
Sum		1332.00

From the table above, it showed that mean of the data was 44.40, standard

error of mean was 1.77, median 41.63, mode was 40.50, standard deviation was

9.67, variance was 93.55, range was 42.75, minimum score was 27.00, maximum

score was 69.75 and the total score was 1332.00. thus, the data can be figured out
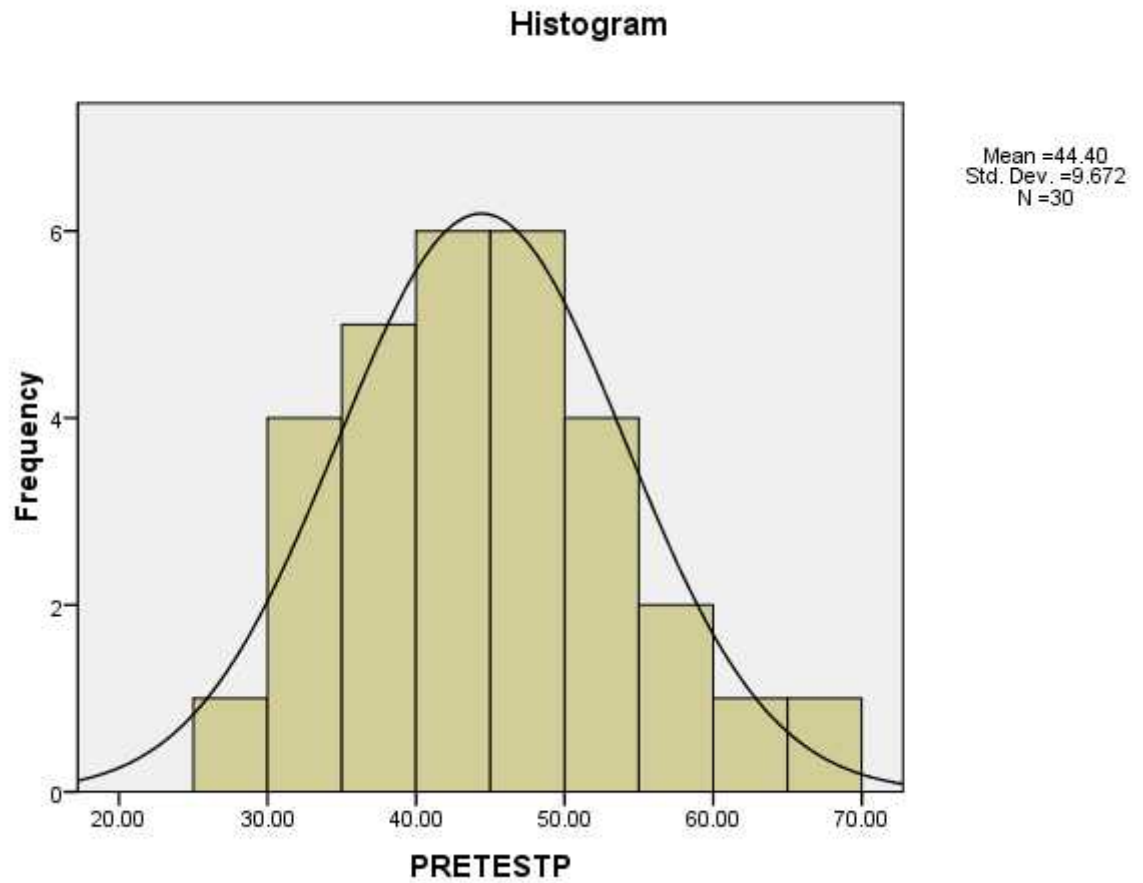
as follows:

Figure 4.3 Pretest Scores of Experimental Group

From the histogram above, it can be seen that the data was normal. Mean

of the scores was 44.40 and the standard deviation was 9.70

4. Description of Students' Post-test Scores from Experimental Group

The following table was the description of students' pre-test scores from experimental group.

Table IV. 7
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES FROM EXPERIMENTAL GROUP

Score	Frequency	Percent
47.25	1	3.3
49.5	1	3.3
51.75	2	6.7
54	1	3.3
56.25	1	3.3
58.5	2	6.7
60.75	3	10.0
63	2	6.7
65.25	3	10.0
67.5	3	10.0
72	1	3.3
74.25	4	13.3
76.5	3	10.0
81	2	6.7
85.5	1	3.3
Total	30	100.0

Based on the table above, it showed that there were1 student obtaineds score 47.25 (3.3%), 1 student obtained score 49.5 (3.3%), 2 studentsobtained score 51.75 (6.7%), 1 student obtained score 54 (3.3%), 1 student obtained score 56.25 (3.3%), 2 students obtained score 58.5 (6.7%), 3 students obtained score 60.75 (10.0%), 2 students obtained score 63 (6.7%), 3 studentsobtained score 65.25 (10.0%), 3 students obtained score 67.5 (10.0%), 1 student obtained score 72 (3.3%), 4 studentsobtained score 74.25 (13.3%), 3 studentsobtained score 76.5

(10.0%), 2 studentsobtained score 81 (6.7%), 1 student obtained score 85.5 (3.3%),. The highest frequency was 4 at the score of 74.25. The total frequency was 30.

Table IV. 8
DATA ANALYSIS OF STUDENTS' POST-TEST SCORES
FROM EXPERIMENTAL GROUP

N	Valid	30
	Missing	0
Mean		66.0000
Std. Error of Mean		1.84449
Median		65.2500
Mode		74.25
Std. Deviation		1.01027E1
Variance		102.065
Range		38.25
Minimum		47.25
Maximum		85.50
Sum		1980.00

From the table above, it showed that mean of the data was 66.00, standard error of mean was 1.85, median 65.25, mode was 74.25, standard deviation was 1.01027E1, variance was 102.07, range was 38.25, minimum score was 47.25, maximum score was 85.50 and the total score was 1980.00. Thus, the data can be figured out as follows:
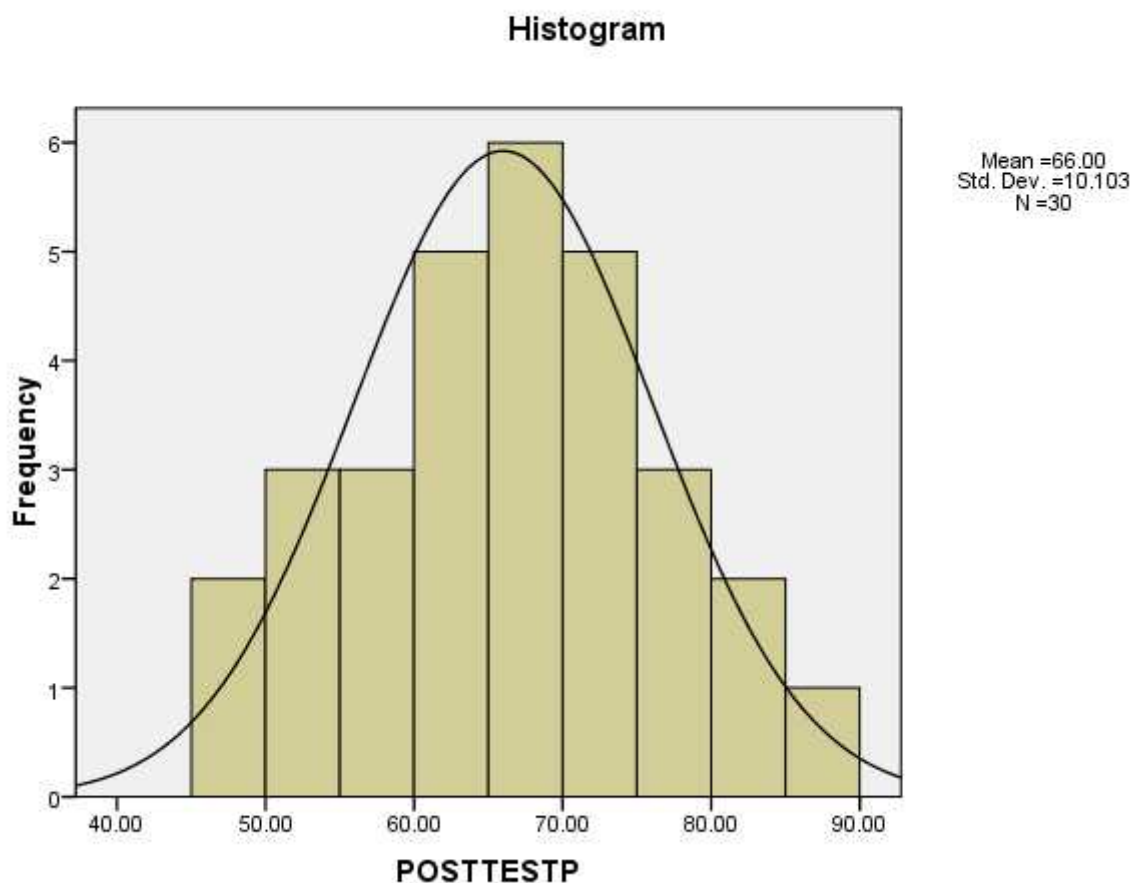
Histogram

Figure 4.4 Post Test of Experimental Group

From the histogram above, it can be seen that the data was normal. Mean of the scores was 66.00 and the standard deviation was 10.103

D. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of peer feedback technique toward students' ability in writing analytical exposition text at the second year of MAN 1 Teluk Kuantan. The data were divided into two groups; they werecontrol and experimental groups. To analyze the data in the chapter III, the scores either from control or experimental

group were analyzed by using t-test formula and it was analyzed through using SPSS.

1. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test scores were obtained from the result of their writing analytical exposition text. The data can be described as follows:

Table IV. 9
DATA ANALYSIS OF STUDENTS' PRETEST SCORES
FROM CONTROL AND EXPERIMENTAL GROUP

		PretestC	PretestE
N	Valid	30	30
	Missing	0	0
Mean		37.6750	44.4000
Std. Error of Mean		1.63858	1.76584
Median		37.1250	41.6250
Mode		42.75	40.50
Std. Deviation		8.97486	9.67190
Variance		80.548	93.546
Range		36.00	42.75
Minimum		22.50	27.00
Maximum		58.50	69.75
Sum		1130.25	1332.00

From the table above, it showed that both control and experimental group have barely same scores. It can be seen from mean of the data, in which mean of pretest of control group was 37.68, while mean of pretest of experimental group was 44.40. It also can be seen from median and mode of pretest of both groups, in which from control group, the median was 37.13 and mode was 42.75, while from experimental group, the median was 41.63 and mode was 40.50.

In addition, the result of pre test of control group, the distance between Mean (M_x)= 37.68and Standard Deviation (δ) = 8.98was far enough. In other words, the scores obtained were normal. While, in the result of pre test of experimental group, the distance between Mean (M_x)= 44.40and Standard Deviation (δ) = 9.67was far enough. In other words, the scores obtained were normal.

2. Data Analysis of Students' Post-Test Scores

The data of students' post-test scores were obtained from the result of their writing analytical exposition text. The data could be described as follows:

Table IV. 10
DATA ANALYSIS OF STUDENTS' POST TEST SCORES
FROM CONTROL AND EXPERIMENTAL GROUP

		PosttestC	PosttestE
N	Valid	30	30
	Missing	0	0
Mean		48.3000	66.0000
Std. Error of Mean		1.77176	1.84449
Median		49.5000	65.2500
Mode		51.75	74.25
Std. Deviation		9.70434	10.10271
Variance		94.174	102.065
Range		38.25	38.25
Minimum		27.00	47.25
Maximum		65.25	85.50
Sum		1449.00	1980.00

From the table above, it showed that both control and experimental group have significantly different scores. It can be seen from mean of the data, in which

mean of post test of control group was 48.30, while mean of post test of experimental group was 66.00. It also can be seen from median and mode of post test of both groups, in which from control group, the median was 49.50 and mode was 51.75, while from experimental group, the median was 65.25 and mode was 74.25.

In addition, in the result of post test of control group, the distance between Mean (M_x)= 48.30and Standard Deviation (δ) = 9.70was far enough. In other word, the scores obtained were normal. While, in the result of post test of experimental group, the distance between Mean (M_x)= 66.00and Standard Deviation (δ) = 10.10was far enough. In other word, the scores obtained were normal.

3. Gain Scores Analysis

The improvement (gain) from pretest to posttest can be computed for each participant by subtracting each person's pretest score from his or her posttest score by considering the following formula[59]:

$$\boxed{\textbf{Gain = posttest - pretest}}$$

When a gain score was computed in this manner, a positive gain score indicated that theposttest score was greater than the pretest score, a negative gain score indicated that theposttest score was less than the pretest score.

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[59]Lee A Becker. 2000. "Analyswas of Pretest and Posttest Scores with Gain Scores and Repeated Measureshttp" (Retrieved on April 10, 2012), p. 1, http://web.uccs.edu/lbecker/Psy590/gainscore.htm

The improvement (gain) from both experimental and control group can be drawn in the following table:

Table IV. 11
GAIN SCORES ANALYSIS
EXPERIMENTAL AND CONTROL GROUP I

EXPERIMENTAL			CONTROL		
PRETEST	POSTTEST	GAIN	PRETEST	POSTTEST	GAIN
54,00	67,50	13,50	22,50	33,75	11,25
40,50	60,75	20,25	33,75	38,25	4,50
47,25	74,25	27,00	45,00	42,75	-2,25
40,50	47,25	6,75	38,25	27,00	-11,25
31,50	81,00	49,50	54,00	51,75	-2,25
49,50	63,00	13,50	47,25	65,25	18,00
69,75	85,00	15,25	42,75	60,75	18,00
33,75	74,25	40,50	22,50	56,25	33,75
38,25	81,00	42,75	29,50	58,50	29,00
45,00	60,75	15,75	31,50	60,75	29,25
40,50	65,25	24,75	33,75	56,25	22,50
38,25	72,00	33,75	51,75	45,00	-6,75
54,00	76,50	22,50	45,00	51,75	6,75
56,25	67,50	11,25	29,50	38,25	8,75
42,75	65,25	22,50	33,75	29,25	-4,50
36,00	54,00	18,00	36,00	54,00	18,00
49,50	58,50	9,00	38,25	47,25	9,00
56,25	76,50	20,25	29,50	63,00	33,50
51,75	67,50	15,75	40,50	54,00	13,50
60,75	74,25	13,50	42,75	51,75	9,00
45,00	76,50	31,50	27,00	47,25	20,25
38,25	65,25	27,00	31,50	38,25	6,75
33,75	63,00	29,25	38,25	56,25	18,00
49,50	74,25	24,75	24,75	42,75	18,00
40,50	58,50	18,00	36,00	45,00	9,00
36,00	56,25	20,25	42,75	51,75	9,00
33,75	51,75	18,00	58,50	49,50	-9,00
27,00	49,50	22,50	45,00	49,50	4,50
40,50	51,75	11,25	36,00	42,75	6,75
51,75	60,75	9,00	42,75	40,50	-2,25

Based on the table above, it can be seen from from experimental group, there was no negative gain scores obtained, all of them obtained positive gain scores. It indicated that the post test scores were greater than pre test scores. In contrast, from control group, there were 7 negatives gain scores obtained. Thus, there were 7 posttest scores from control group were lower than pretest scores.

In order to see the global gain from both experimental and control group, the data were also analyzed by Hake's formula[60], as follows:

$$< \ g \ > \ = \ \frac{< \ \bar{\bar{S}}_{post} > \ - \ < \ \bar{\bar{S}}_{pre} >}{100\% \ - \ < \ S_{pre} >}$$

By considering the following criteria:

d. "High-g" courses as thoses with ($<g>$) > 0.7;

e. "Medium-g" courses as those with 0.7 > ($<g>$) > 0.3;

f. "Low-g" courses as those with ($<g>$) < 0.3.

The gain from both experimental and control group globally can be drawn in the following table:

Table IV. 12
GAIN SCORES ANALYSIS
EXPERIMENTAL AND CONTROL GROUP II

Group	Average		Gain	Criteria
	Pretest	Posttest		
Control	37.6750	48.3000	0.2897	Low-g
Experimental	44.4000	66.0000	0.4977	Medium-g

[60]Richard R. Hake. 1999. "Analyzing Change/Gain Scores". (Retrieved on April 10, 2012), pp.1 Http://AnalyzingChange-Gain.pdf

Based on the table above, it can be analyzed that gain score from control group was 0.2897. Thus, the gain score was low. Contrary with experimental group, the gain score was 0.4977. Thus, it indicated that the gain score was medium. Both groups showed improvement in students' ability in writing analytical exposition text. However, students who were taught by using peer feedback technique showed better writing performance.

4. Data Analysis of Independent T-Test Formula (SPSS Vs. 16.0)

The data of post test scores from control and experimental group were analyzed through using independent t test formula by using SPSS vs. 16.0.

Table IV. 13
DATA ANALYSIS OF POST TEST SCORES
FROM CONTROL AND EXPERIMENTAL GROUP

Group Statwastics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	1	30	48.3000	9.70434	1.77176
	2	30	66.0000	10.10271	1.84449

Group 1 = Post test scores from control group
2 = Post test scores from experimental group

From the table above, it can be analyzed that mean from both group were significantly different, in which mean of post test of control group was 48.30 and mean of post test of experimental group was 66.00. Besides, standard deviation from both groups were also different, in which standard deviation of post test of control group was 9.70 and standard deviation of post test of experimental group was 10.10.

Table IV. 14
DATA ANALYSIS OF INDEPENDENT SAMPLES TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SCORE	Equal variances assumed	.087	.769	-6.921	58	.000	-17.70000	2.55760	-22.81958	-12.58042
	Equal variances not assumed			-6.921	57.906	.000	-17.70000	2.55760	-22.81976	-12.58024

From the table above, it can be seen that mean differencewas17.7, standard error difference was 2.558, lower difference was 22.820, and upper difference was 12.58. Sig. (2-tailed) was 0.000 that was smaller than 0.05. It means that H_0 was rejected and H_a was accepted. That was also proved by t test = 6.921 with df = 58 that was bigger than $t_0 = 2.00$ (at level 5%) and $t_0 = 2.65$ (at the level 1%). It means H_a was accepted. It can be concluded that there was significant difference of students' ability in writing analytical exposition between students who were taught by peer feedback technique and those who were not taught at the second year students of MAN 1 Teluk Kuantan Kuantan SingingiRegency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, finally the research about the effect of peer feedback technique toward students' ability in writing analytical exposition text at the second year of MAN 1 Teluk Kuantan Kuantan Singingi Regency comes to the conclusion, as follows:

1. The students' ability in writing analytical exposition text which is taught by using peer feedback technique is categorized enough.

2. The students' ability in writing analytical exposition text which is taught without using peer feedback technique is categorized as fail.

3. There is significant difference of students' ability in writing analytical exposition between students who are taught by peer feedback technique and those who are not taught at the second year students of MAN 1 Teluk Kuantan Kuantan Singingi Regency.

In conclusion, there is difference between students' ability in writing analytical exposition between students who were taught by using peer feedback technique and students who were not taught by using peer feedback technique. Thus, peer feedback technique plays an important role in developing students' ability in writing analytical exposition. Therefore, it can be concluded that there is effect of using peer feedback technique toward students' ability in writing analytical exposition text at the second year of MAN 1 Taluk Kuantan.

B. Suggestion

Based on the conclusion of the research above, it is known that using peer feedback technique in teaching writing can affect the writing ability of students. So that, peer feedback technique is one of choices by English teacher in order to increase students' ability in writing analytical exposition text. English teacher should know how to teach writing by using peer feedback technique. Besides that, teacher should use many ways to encourage the students' writing ability as in the following:

a. Teacher trains students to write a text during teaching and learning process.

b. Teachers can encourage students' awareness about the importance of writing for their life.

c. Teachers should construct creative and enjoyable learning for students.

d. Teacher should support their technigues by using interesting media.

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