

**THE IMPLEMENTATION OF PEER FEEDBACK TECHNIQUE
TO IMPROVE STUDENTS' WRITING ABILITY AT THE SECOND
GRADE OF MTSN 1 SUKOHARJO FILIAL KARTASURA
THESIS**

Submitted as A Partial Requirments

for the degree of *Sarjana*



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FACULTY OF CULTURES AND LANGUAGES
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2023

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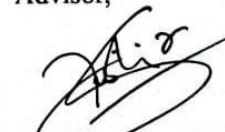
The thesis has already fulfilled as the requirements to be presented before the board of examiners (*Munaqosyah*) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

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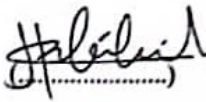

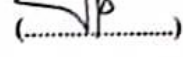
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RATIFICATION

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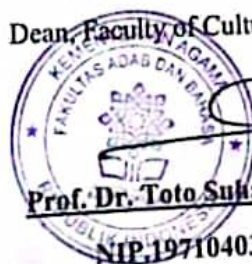
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DEDICATION

I dedicate this thesis to:

1. My beloved parents, Mr. Sarijan and Mrs. Trinem, who always give pray, support, advice and boundless love for me.
2. The researcher's friends of class "A" English Language Education 2018 for the togetherness and friendship for the researcher.
3. Everyone at kos putra yafi for their togetherness and friendship.
4. Everyone who has given many valuable lessons throughout my life journey to this day.
5. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

“Barang siapa keluar untuk mencari sebuah ilmu, maka ia akan berada di jalan Allah hingga ia kembali.”

HR. Tirmidzi

“The object of education is to prepare the young to educate themselves throughout their lives.”

Robert Maynard Hutchins

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**The Implementation Of Peer Feedback Technique to Improve Students’ Writing Ability at The Second Grade at MTsN 1 Sukoharjo Filial Kartasura**” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 2023

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Implementation Of Peer Feedback Technique to Improve Students’ Writing Ability at The Second Grade at MTsN 1 Sukoharjo Filial Kartasura”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 20 June 2023

The reseacher



Wahyu Aji Maulana

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ABSTRACT

Wahyu Aji Maulana. 2023. *The Implementation of Peer Feedback Technique to Improve Students' Writing Ability at The Second Grade of MTsN 1 Sukoharjo Filial Kartasura*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

The eighth grade of students MTsN 1 Sukoharjo Filial Kartasura have problems with the writing ability. Some of these problems are word mastery, related to writing ideas and grammar mastery. The teacher from VIII class said there are some students' who show a lack of interest in writing. Because of that they have problems with writing ability. The objective studives study of this research is to find out whether the implementation of Peer-feedback Technique can improve the students writing ability at the eighth grade of students MTsN 1 Sukoharjo Filial Kartasura Academic Year 2022/2023

Related to the purpose of the study, the research design used in this research was classroom action research. Classroom action research is action research in the education sector about what to do in the class and a goal to repair and or to increase the quality of learning. It means classroom action research is the study to improve the quality of teaching and learning. The classroom action research was conducted in two cycles. The subject of the research was VIII i students of MTsN 1 Sukoharjo Filial Kartasura. They were 17 students. The action research conducted in may 2023. In this research the researcher taught writing by using peer feedback. Peer feedback is technique to improve students writing ability. The data were collected from result of observation, interview, and writing test. The data were compared and analyzed to get conclusion as the result of this research.

The result of the action are: (1) the implementation of peer feedback technique in teaching writing through procedure: opening, main activity, and closing. Opening was conducted to give motivation to students. Main activity consisted of material explanation, and exercise. Closing was carried out by giving review of the student. (2) the use of peer feedback technique could improve students writing ability. It was progress of students mean score. The mean of pre test was 62.88 and the post test 2 was 67.00. The last result was the strenghts and weaknesses of the technique. The strenghts peer feedback technique helps the students collaborating with their friends in group work meanwhile, the weaknesses were peer feedback time consumption triggers the teacher allocating much time.

Keywords: Peer Feedback Technique; Students' Writing Ability

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning to write and using writing for communication and learning are not natural activities, such as learning to speak. They require a great deal of schooling. The kind of schooling that teachers offer novices or more advanced writers has changed over time. The history of writing education starts in ancient Greece at about 500 BC, where writing was a part of both rhetoric education and of more elementary schooling for clerks and other craftsmen who needed a certain technical writing ability to record information for trade and administrative purposes (Murphy, 2001). It was not until the installation of the public school system in the 19th century that writing education started to gain mass. Utensils such as blackboard and chalk, stylus, slate, and pencil or pen then gained popularity in classrooms. Until the second half of the 20th century, the purpose of writing instruction was mainly to teach mechanics and conventions: handwriting, sentence construction (grammar), spelling, and punctuation. In the past half century, writing teachers began to pay more attention to text, content, style, and creativity (Rijlaarsdam et al., 2013).

In the learning task of second language students learning, learners not only listen, speak, read but also write. In writing, we can talk about people, remember facts and ideas. In general, writers express their thoughts,

ideas and feel through the article. With text, allow us offer our mind to everyone. Writing is an activity can be usefully prepared by working with other skills of listen, speak and read. This preparation can maybe for words that have been used receptively used for production purposes. According to Jeremy Harmer, The written word is used for many different purposes, it is produced in different forms(Taylor et al., 2009).

Writing is often neglected in English Second as Language (ESL) teaching and learning. At the initial level, this can be seen as a task for the intermediate and advanced stages. Students will also stay away from writing because of its many complex rules, structures, and quirks. However, placing importance on English writing skills is very important and has long term benefits.

Writing is one of the four English macro skills. Similar to reading skills, writing skills require written texts in the process. The written texts have the role as the main component in reading and writing skills as they deal with the literacy, the ability to read and write. Literacy facilitates people to understand the written symbols and use them to communicate with each other such as to deliver message, to greet each other, and to give information as well. Moreover, as the world and the technology are growing up and up, the ability to read and write becomes crucial in order to live properly.

Writing is considering as an active creation of text involves on the one hand lower-order transcript skills such as handwriting, punctuation and spelling, and the other hand, high-order self-regulated thinking process such

as planning, sequencing and expressing the content. It requires the writer to express the content of writing in good composition by considering the writing aspects of the readers.

However, the junior high school students seem to always have bad perception on writing. Their intention to write in English is very low although there are so many recent technologies that they can use as the media of writing. Besides, the students usually find difficulties in writing in English. Their problem usually comes from their lack of finding ideas and writing correctly in English.

There are some methods in using for assessing students writing task. First is The Six Traits of writing are Voice, Ideas, Presentation, Conventions, Organization, Word Choice, and Sentence Fluency. It creates a common vocabulary and guidelines for teachers to use with students so that they become familiar with the terms used in writing. Second is Writing Rubric. Develop unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion. Develop ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Third is peer-feedback. Students can work together in pairs or small groups during the editing and revising stages of the writing process. This peer-feedback can help students learn about parts of their writing that was unclear, discover which parts an audience found exciting, and get some suggestions for other things to add.

Based on the results of an interview with an English teacher at MTsN 1 Sukoharjo Filial Kartasura in teaching English so far, she explained that on average students lacked mastery of the four competencies in English lessons. The writing competence to be achieved in the curriculum used in schools is that students are able to understand related to writing skills. Some of these problems are word mastery, related to writing ideas and grammar mastery. The teacher from VIII class said there are some students who show a lack of interest in writing. Because of that they have problems with writing ability.

Based on pre-observation that researcher did before, the class climate category experienced by students in MTsN 1 Sukoharjo Filial Kartasura the indicators were: (a) there is still lack of writing english interest; (b) the teacher used traditionaly method so the students were bored with learning activities ; (c) there are some students nosisy when the teacher gave explanation; (d) some students were pasively when the teacher gave question to know students' understand or not with the learning process.

In this research the researcher used Peer-feedback Technique to improve students writing ability because in the past, feedback has been increasingly used in English as a second/ foreign language (ESL/EFL) writing instruction (Zhao, 2010). Some researchers in prevoius resech profess that peer-feedback has a pivotal role in improving student writing skills and learning achievement (Topping et al., 2000; Plutsky & Wilson, 2004). The effects two kinds of feedback, peer directed and teacher

feedback, on first year college students' writing proficiency in an experimental study with 87 participants compared by Richer (1992). The result indicated that using peer-feedback provides a feasible method college student to enhance their writing skills and improve their learning achievement. Study found that specific peer-feedback and critical peer-feedback may greatly facilitate students improving their writing skills Lin et al., (2001). In addition, in their quasi-experimental study comparing three methods for teaching student writing, Plutsky and Wilson found that peer-feedback helped students become proficient writers. More importantly, most students view peer-feedback as effective as the instructors(Bijami et al., 2013).

Although numerous studies have demonstrated the effectiveness of peer feedback, there are still significant research gaps related to student motivation when using this approach. Therefore, the researcher aims to investigate the extent to which students' motivation to learn writing can be improved through peer feedback. This study aims to demonstrate that peer feedback is a valuable tool for enhancing students' writing skills

In addition, using peer-feedback can reduce fear of writing and increase self-confidence and establish a social context for writing. (Yang et al., 2006) also added that peer-feedback is useful in developing critical thinking, learner autonomy and social interaction between students. More importantly, peer-feedback practices allow students to receive more

individual comments as well as provide reviewers with opportunities to practice and develop different language skills (Lundstrom and Baker, 2009).

Many students struggle with writing, including spelling and grammar as well as audience and purpose. Consequently, there is a need for more research to understand how writing outcomes may be improved, especially since written tasks are often how students communicate their knowledge about a particular topic or discipline within both formative and summative assessment tasks. In particular, motivation and engagement have been identified as key factors important for improving writing outcomes. (Martin & Collie, 2022) Conclude that writing motivation refers to students' inclination, energy, and interest in writing and writing tasks – including essays, stories, short answers, and reports. Engagement refers to the writing behaviours and writing strategies that follow from their writing motivation.

While students may take part in very different writing tasks depending on the subject area, their ability to craft a creative story in English and to produce a detailed report in science (for example) are in part dependent upon the attitudes, behaviours, and emotions relevant to writing and writing tasks. Most writing motivation and engagement research has focused on individual aspects of motivation and engagement – for example, only on self-belief or confidence in writing, or on students' valuing of writing, or on writing fear and anxiety. To best understand writing motivation and engagement, it is important to look at a wide range of writing motivation and engagement factors (Andrew J. Martin & Collie, 2016).

Based on observation that researcher did before in MTsN 1 Sukoharjo Filial Kartasura. In class VIII the students have some problems related to writing ability. Some of the problems are word mastery, related to writing ideas and grammar mastery. The teacher form VIII class said there are some students who show a lack of interest in writing. Because of that they have problems with writing ability. Therefore, researchers feel it is important to apply the Peer-feedback Technique in the writing learning process so that students' writing skills and motivation can increase.

B. Identification of the Problems

Based on observation in MTsN 1 Sukoharjo Filial Kartasura, the researcher found several problems related teaching writing in English learning activity the problems were follows:

1. Students have difficulty improving their writing skills because the material provided by the teacher to students cannot be conveyed properly.
2. Some of the problems are word mastery, related to writing ideas and grammar mastery.
3. There are some students who show a lack of interest in writing.

C. Limitation of Problems

The research limited the discussion of the study on the implementation of peer-feedback technique to improve students' writing ability. The research limited object into two i.e. peer-feedback technique and students' writing ability. The researcher uses peer feedback techniques

for teaching writing to improve students' writing ability at VIII Students' of MTsN 1 Sukoharjo Filial Kartasura Academic Year 2022/2023.

Based on further observation done by the researcher, it showed that the students in class VIII were quite heterogenic. Their intelligence and ability in learning were various. Some of the students were dominant in the class, some of them were average in their level, and few of them were slow learners. However, most of the students of class VIII were very active, cheerful, having good excitement in learning. Besides that, the students of class VIII showed some interest when they are learning in group or pair. They liked to do the exercises with their peer in the group.

D. Formulation of the Problems

Based on the background of study the research formulated the statement of this study. Can the implementation of peer-feedback technique improve the eight grade of students' writing ability at MTsN 1 Sukoharjo Filial Kartasura Academic Year 2022/2023?

E. The Objectives of the Study

Based on the formulation of the problem, the objective of the research. To find out whether the implementation of Peer-feedback Technique can improve the students' writing ability at the eighth grade of students MTsN 1 Sukoharjo Filial Kartasura Academic Year 2022/2023.

F. Benefits of the Study

1. Theoretical

This thesis would help to find the way peer-feedback technique improving students writing ability.

2. Practical

Practical benefit of this research are:

a. For the other researcher

This research result may help them in finding references for further research

b. For the headmaster of MTsN 1 Sukoharjo Filial Kartasura

It is able to develop understanding about peer-feedback and able to improve students' writing skill

c. For the teacher

it is able to enrich the treasury of the knowledge

G. Definition of Key Terms

To make the topic easy to understand, the researcher classifies some entitled some key terms based on the thesis: "Implementation Peer-feedback Technique to Improve Student Writing Ability at the Second Grade of MTsN 1 Sukoharjo Filial Kartasura". These key terms presented to give explanation about several terms or concept on this research. And they are:

1. Peer-feedback

Peer-feedback is a collaborative two-way exercise in which students give and receive constructive and respectful feedback during the writing process. It provides information to support learning so that students may

gather insight about their writing, take feedback into account and make improvements to their texts. A successful peer-feedback session is well-planned, explicitly teaches students how to give and receive feedback, and offers teacher guidance and support throughout (Recherche, 2015).

2. Writing

(Nunan et al., 2003) State that students writing is an intellectual activity of finding the idea and thinking about the way to express and arrange the into a statement and pharagraph that is clear to be demanded to show the though and organize them into good composition. In addition, writing present the writers concept in understanding the issue which is shown inthe public. It requires the integration of idea systematically written.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of Writing and Writing Ability

a. Definition of Writing

Nunan (Nunan et al., 2003) states that writing that students is an intellectual activity of finding the idea and thinking about the way to express and arrange the into a statement and pharagraph that is clear to be demanded to show the though and organize them into good composition. In addition, writing present the writers concept in understanding the issue which is shown inthe public. It requires the integration of idea systematically written.

Writing consider as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling on the other hand, higher-order self-regulated thinking process such as planning, sequence and expresing the content (Beaerninger *at al*, 2002). It requires the writers to express the content of writing into a good composition by considering the aspect of writing to be undertood by the readers

According (hammad, 2013), writing is a thingking proces which demans intellectual effort, and involves generating ideas, planing, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expresing exact meaning. It means

that writing consist of some stages that should be done by the writer in covering the messages of writing(Iftanti, 2016).

Writing is the process that students express themselves in a comprehensible. That process established a connection between writing, thinking, and reading. Writing is a recursive process in that students may go back and forth between the phases—preparing to write, writing, revising, editing—depending on the topic, purpose and type of written text chosen. A writing process relies on collaboration and discussion involving the student, peers and the teacher. Reflecting occurs throughout the writing process as well as after the product has been completed(Recherche, 2015).

Based on e explanation above, it can be conclude that writing is an effort to express the writers thinking, felling, or ideas in written form by considering writing aspect and writing stages to be clear understood by the readers.

b. Writing Abilities

It is believed that writing is important and frequently used in people daily lives either as individual such as writing application letter, messages, and dissemination of the research results or member of society such as in workplace issues. Writing is also taught in formal education considering the importance of having ability and good skills of writing. Yet, it is not easy to define the ability of writing. There is various definition of writing ability according to different approach of teaching writing. As mentioned in (Yi,

2009), there are three approaches namely product/text Oriented Approach, Process/Cognitive-Oriented Approach, and genre-based approach.

According to text-oriented approach, writing ability is viewed as the capacity to produce "contextually" correct forms of language; following prescribed patterns at either sentence or discourse level. Meanwhile, on the basis of process/cognitive approach which is focused on what writer does during the process of writing (Nunan in Yi, 2009), writing ability is defined to initiate and evolve ideas and the use certain revising and editing practices to develop them to maturity in given context. A teacher who believes this view encourages students to develop power over their own writing without being directive, assuming that writing is a creative act and that process is important as a discovery of the true self. As Grabe and Kaplan in (Yi, 2009) note that learners are encouraged to look for their own authentic voice and freely express them. Accordingly, the writing activities are like the personal essays and journal writing which are suitable for self-discovery. Indeed, from this point of view, the writing ability is defined as the ability to express one self freely. Finally, in accordance to genre-based approach which stresses on awareness of the readers, regards successful writers as those who are able to make reasonable assumptions about what the reader knows and express, to seek and balance between their writing purpose, and to satisfy a given discourse community with regard to the structure and content of the discourse and communicate functionally. In short there are several theoretical definitions of writing ability from different pedagogical

approach with which english teacher can consider establishing definition appropriate with their own pedagogical needs.

2. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case the teacher have to know how to teach. (Graham & Perin, 2017) state that there are eleven elements that effective to improve teaching writing.

a. Writing Strategies

Which involves teaching students strategies for planning, revising, and editing their compositions.

b. Summarization

Which involves explicitly and systematically teaching students how to summarize texts.

c. Collaborative Writing

Which uses instructional arrangements in which adolescents work together to plan,draft,revise,and edit their compositions

d. Specific Product Goals

Which assigns students specific,reachable goals for the writing they are to complete

e. Word Processing

Which uses computers and word processors as instructional supports for writing assignments

f. Sentence Combining

Which involves teaching students to construct more complex, sophisticated sentences

g. Prewriting

Which engages students in activities designed to help them generate or organize ideas for their composition.

h. Inquiry Activities

Which engages students in analyzing immediate,concrete data to help them develop ideas and content for a particular writing task.

i. Process Writing Approach

Which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities,writing for authentic audiences,personalized instruction,and cycles of writing.

j. Study of Models

Which provides students with opportunities to read, analyze, and emulate models of good writing.

k. Writing for Content Learning

Which uses writing as a tool for learning content material.

The Writing Next elements do not constitute a full writing curriculum, any more than the Reading Next elements did for reading. However, all of the Writing Next instructional elements have shown clear results for improving students' writing. They can be combined in flexible ways to strengthen adolescents' literacy development. Graham & Perin hope that besides providing research-supported information about effective writing instruction for classroom teachers, this report will stimulate discussion and action at policy and research levels, leading to solid improvements in writing instruction in grades 4 to 12 nationwide.

From the explanation above, it can be concluded that there are eleven elements that are effective in improving students' writing ability. Each element has their own role in improving students' writing ability.

3. Process of Writing

Writing process is about writer applied the stages of writing process. As the essence of writing says, there are 4 steps in the writing process. Planning, drafting, editing and final version. The writer should think about the subject he wants to write on the paper. Harmer describes several steps in

the writing process. (Taylor et al., 2009) State that four steps in proces of writing

a. Planning

In this step, students create a list of ideas related to the topic. They plan what to write on the first draft. Three main questions should be considered at this stage. The problem is the purpose of the letter, the audience to whom it is written, and the structure of the content to organize the facts, ideas, or arguments.

b. Draft

After students have compiled a list of ideas related to the topic, they begin to draft the first. They ignore mistakes and write ideas to write.

c. Editing

At this stage, students must complete their first draft and then rewrite it. His goal is to see where he works and where he doesn't. The editorial process can be based on oral or written feedback from colleagues and teachers. Feedback will help students refine their writing. The revision shows what was written. This means that this step is important to ensure the consistency of the text and stimulate further ideas. Not only that, it encourages students to find and correct their own mistakes in their writing.

d. Final Version

In this last stage, the students rewrite their draft after revising with peers and teachers. The students have a good written text in the final

product since they do the editing process before. Furthermore, Brown describes that writing

process tend to be framed in three stages of writing. Those are pre writing, drafting and revising. The prewriting is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and prewriting. Then the composing and editing phases are the main writing process in traditional approaches to teaching writing.

4. Writing Assessment

Over the past few years language testing specialists have called for performance assessment in EFL contexts. Advocates of performance assessments maintain that every task must have performance criteria for at least two reasons. On the one hand, the criteria define for students and others the type of behavior or attributes of a product which are expected. On the other hand, a well-defined scoring system allows the teacher, the students, and others to evaluate a performance or product as objectively as possible. If performance criteria are well defined, another person acting independently will award a student essentially the same score. Furthermore, well-written performance criteria will allow the teacher to be consistent in scoring over time. If a teacher fails to have a clear sense of the full dimensions of performance, ranging from poor or unacceptable to

exemplary, he or she will not be able to teach students to perform at the highest levels or help students to evaluate their own performance (Hyland, 2003).

In developing performance criteria, one must both define the attribute(s) being evaluated and also develop a performance continuum. For example, one attribute in the evaluation of writing might be writing mechanics, defined as the extent to which the student correctly uses proper grammar, punctuation, and spelling (Birjandi, Alavi & Salmani Nodoushan, 2004). As for the performance dimension, it can range from high quality (well-organized, good transitions with few errors) to low quality (so many errors that the paper is difficult to read and understand). Testers and teachers should keep in mind that the key to developing performance criteria is to place oneself in the hypothetical situation of having to give feedback to a student who has performed poorly on a task. Advocates of performance assessment suggest that a teacher should be able to tell the student exactly what must be done to receive a higher score. If performance criteria are well defined, the student then will understand what he or she must do to improve. It is possible, of course, to develop performance criteria for almost any of the characteristics or attributes of a performance or product. However, experts in developing performance criteria warn against evaluating those aspects of a performance or product which are easily measured. Ultimately, performances and products must be judged on those attributes which are most crucial (Hyland, 2003).

Developing performance tasks or performance assessments seems reasonably straightforward, for the process consists of only three steps. According to Hyland (2003), the reality, however, is that quality performance tasks are difficult to develop. With this caveat in mind, the three steps include:

- a. Listing the skills and knowledge the teacher wishes to have students learn as a result of completing a task. As tasks are designed, one should begin by identifying the types of knowledge and skills students are expected to learn and practice. These should be of high value, worth teaching to students and worth learning. In order to be authentic, they should be similar to those which are faced by adults in their daily lives and work.
- b. Designing a performance task which requires the students to demonstrate these skills and knowledge. The performance tasks should motivate students. They also should be challenging, yet achievable. That is, they must be designed so that students are able to complete them successfully. In addition, one should seek to design tasks with sufficient depth and breadth so that valid generalizations about overall student competence can be made.
- c. Developing explicit performance criteria which measure the extent to which students have mastered the skills and knowledge. It is recommended that there be a scoring system for each performance task. The performance criteria consist of a set of score points which define in

explicit terms the range of student performance. Well-defined performance criteria will indicate to students what sorts of processes and products are required to show mastery and also will provide the teacher with an objective scoring guide for evaluating student work. The performance criteria should be based on those attributes of a product or performance which are most critical to attaining mastery. It also is recommended that students be provided with examples of high quality work, so they can see what is expected of them.

To assess the writing ability of students researchers use from (brown, 2003).

a. Assessment of content

Assesing content: descriptive, thesis,statement,development ideas through experience, ilustration, fact, opinion, cause and effect, consistency focus.

b. Assessing organization

Description: effectiveness of introduction, logical and chronological order of ideas, suitability, and conclusion.

c. Assing syntax

Description: how words are arranged into sentences

d. Assessing vocabulary

Description: selection the right word to shows the ideas

e. Assessment meccachics

Description: spelling, punctuiation, references citation if any,
neatness, and neatness, and appearance.

5. Concepts of Peer-feedback Technique

a. The Definition of Peer-feedback to Improve Students Writing Ability

Peer-feedback is a collaborative two-way exercise in which students give and receive constructive and respectful feedback during the writing process. It provides information to support learning so that students may gather insight about their writing, take feedback into account and make improvements to their texts. A successful peer-feedback session is well-planned, explicitly teaches students how to give and receive feedback, and offers teacher guidance and support throughout. Peer-feedback can be used to complement teacher feedback. An effective peer-feedback session can help students communicate more effectively in writing and develop a better understanding of the writing process.

This collaboration allows students to consider the comments received and make adjustments to their text before writing the final version. During peer-feedback sessions, students should provide each other with both written and verbal feedback. Research suggests that written feedback is more effective when combined with face-to-face discussions. Written feedback allows student writers to keep track of suggestions and comments. Discussions serve to shed light on the information received. Students talk about the written comments orally to explain their thinking, clarify meaning, work together to find

solutions and have a better understanding of the information that they are being asked to consider(Recherche, 2015).

b. Advantages of Peer Feedback

Peer-feedback has been advocated in several studies for a number of benefits. For example, Hyland (2000) mentions that peer-feedback encourages student to participate in the classroom activity and make them less passively teacher dependent. Yarrow and Topping (2001:262) claim that peer-feedback plays a pivotal role in "increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Moreover, using peer-feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. Yang et al., (2006) also add that peer-feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer-feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009) in (Bijami et al., 2013).

c. Disadvantages of Peer Feedback

Despite its perceived benefits, some researchers found that peer-feedback were viewed with skepticism and produced few benefits. A number of studies challenged the strong positive comments about peer

review and cautioned that some peers are likely to comment on surface errors and give advice that does not help revision. In doing research on the impact of peer and teacher feedback on writing of secondary school EFL students in Hong Kong, Tsui and Ng(2000) discovered that all students prefer teacher feedback than peer-feedback. The main reason is that they assume teacher is the one who is qualified to provide them with useful comments. So the teacher is defined as the only source of authority for giving the suitable comments. Saito and Fujita (2004) report that a number of studies indicate that there are a number of biases associated with peer-feedback including friendship, reference, purpose(development vs. grading) feedback (effects of negative feedback on future performance), and collusive (lack of differentiation) bias. Another issue of concern is that most peer responses focused on product rather than the processes of writing, and many students in L2 contexts focused on sentence- level errors (local errors) rather than on the content and ideas (global errors) (Storch, 2004) in (Bijami et al., 2013).

- d. implementation peer-feedback on writing class to improve students' writing ability

according to ferris (2003:165) there are several steps in the implementation peer-feedback on writing class. They are

- 1) utilize peer-feedback consistently

in utilizing peer-feedback consistently, the teacher should determine that peer-feedback will be used in the class as regular method

2) explain the benefit of peer-feedback to students

students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent though they love peer-feedback technique. Hence, the teacher can give the students freedom to say how this technique can match their interest and then they get more enthusiastic toward the technique.

From the explanation above can be concluded that peer-feedback has advantages and disadvantages in implementation in writing skills on the students'. Some examples of advantages in peer-feedback are developing students' critical thinking, learner autonomy and social interaction among students, and the example of disadvantage of peer-feedback is some students prefer the teacher give feedback than peer-feedback. There are two steps in peer-feedback to implementation on the class the first is utilize peer-feedback consistently and second is explain the benefit of peer-feedback to students.

B. Previous Related Studies

This study uses previous research to make it easier to complete thesis. The researcher started with Using Peer-feedback Technique to Improve Student's Writing Skills : A Quasi-Experimental Study Among Secondary Students from Siti Fatimah and G. Suharto 2017. This study aims

to describe the students' writing skills before and after using peer-feedback technique and to reveal the difference between the students' writing skills before and after using peer-feedback technique. This study applied a quasi-experimental study design panel. 29 eleventh grade students of SMA N I Pundong class XI Science 2 (XI IPA 2) were involved in this study, serving as the sample group. A pre-test was given before the treatment, and three posttests were done after the treatment (peer-feedback technique) was implemented.

Second research is, The Effectiveness of Peer-feedback in Improving Student's Writing Skill in Writing Horatory Expositio Text. This researcher tried to find out whether or not peer-feedback is effective in improving students skill in writing horatory exposition text at the eleventh grade students of sma muhammadiyah 6 makasar from rizqi ramadhani 2019. Methode that the researcher used was quantitaive methode and research design was a quasi experiment. The sample of the research was the eleventh grade of sma muhammadiyah 6 surakarta that consisted of 57 students.

Third research is, Using Graded Peer Evaluation To Improve Students' Writing Skills, Critical Thinking Ability, And Comprehension Of Material In A Principles Of Public Relations Course from vicki todd and Jerry C. Hudson 2007. This peer-evaluation assignment encouraged students to think critically, synthesize information and write about public relations course material rather than incorporate surface information into

written assignments. Because peer reviewers can improve the grades on their final papers by offering concrete suggestions to the original authors, students tended to report that the peer- evaluation process improved their writing skills, critical thinking ability, and their understanding of public relations concepts and theories. This research demonstrates how peer evaluation can be a positive learning exercise that prompts students to develop higher-order cognitive skills and to improve their writing skills while learning discipline-specific course concepts.

The last is, Using Peer Correction Towards Students Writing Ability in Writing Analytical Exposition at Senior High School. This research discusses the use of Peer Correction Technique in teaching writing on analytical exposition text at Senior High School from Jonggoria Najogi and Aryuliva Adnan 2019. This technique is applied to help the students in organizing their ideas. In addition, it allows the students to share and exchange their ideas or information to be corrected by their peers in a pair group discussion. Thus by correcting each others' work, students can gain their critically and analytically thinking. Students also may gain their confidence and interested since their writing is corrected by their peers. Besides, the students can also take part actively. By applying the Peer Correction Technique in writing analytical exposition text, the teacher can reach the goal of teaching analytical exposition text to senior high school students. In other words, this technique can help teacher in teaching writing analytical exposition text to the students.

Based in previous study above there are similarity and differences

Table 2.1 Previous Study

No	Title	similarity	different
1	Using Peer-feedback Technique to Improve Student's Writing Skills : A Quasi-Experimental Study Among Secondary Studens.	In this metode the researcher used peer-feedback to imrove students writing skills	The researcher used quasi experimental study
2	The Effectiveness of Peer-feedback in Improving Student's Writing Skill in Writing Horatory Expositio Text.	In this metode the researcher used peer-feedback to imrove students writing skills	The reasecher used horatory exposition text as a object of the study
3	Using Graded Peer Evaluation To Improve Students' Writing Skills, Critical Thinking Ability, And Comprehension Of Material In A Principles Of Public Relations Course.	In this metode the researcher used peer-feedback to imrove students writing skills	The reseeaher tried to improve critical thinking ability
4	Using Peer Corretion Towards Students Writing Ability in Writing Analytical Exposition at Senior High School.	In this metode the researcher used peer-feedback to imrove students writing skills	The researcher trieed to improve students writing analitycal exposition

C. Rationale

peer-feedback technique allowed the students to be more involved in the learning process. Peer-feedback assisted the students in the writing process. It also boosted up their autonomy in learning since peer-feedback more focuses on the collaborative learning to assist the independent learning. This technique also enhanced the students' writing ability since

the students got not only various exposures of texts but also various inputs and suggestions from their peer. This technique was aimed to improve the students' cooperative and collaborative learning to enhance their individuals' writing ability. By using peer feed back the researcher expected that student writing ability will improve however the biggest problem is peer feed back is never us before in MTsN 1 Sukoharjo Filial Kartasura. The researcher should give information about peer-feedback and find way to peer-feedback is acceptable to student.

D. Action Hypothesis

Based on the description on the related theories about implementation of peer-feedback technique to improve studentss' writing ability. The hypotesis can formulated as follows.

1. Peer-feedback can help students to improve writing ability from the comment before the final version of their text.
2. Students can motivate learn to improve their writing ability through peer-feedback technique .

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed an action research method. The researcher used classroom action research as the method of research. (Hopkins, 2014) Proposed that classroom action research was action research in the education sector about what to do in the class and had a goal to repair and/or increase the quality of learning. It meant classroom action research was the study to improve the quality of teaching and learning. In addition, Cameron and Jones defined action research as research carried out by practitioners with a view to improving their professional practice and understanding it better.

Based on the explanation above, the researcher summarized action research as a procedure to solve classroom problems or students and improve the quality of learning process in the classroom. (Burns, 2022) stated that classroom action research had some characteristics:

1. Action research is contextually small-scale and localized. It identifies and investigates within a specific situation
2. It is evaluation and reflective as it aims to bring out the change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by team colleges, practitioners, and researcher.

4. Change in practice is based on the collection of information or data which provides the impetus of change

Based on the explanation above, the researcher concluded that classroom action research focused on specific situations or solved problems in class, and the researcher collaborated with the teacher. So, action research was important for the teaching-learning process, allowing the teacher to criticize his/her teaching. The reflection on the teaching process would develop the quality of education itself. In this study, the researcher used classroom action research to investigate the media to improve student writing ability. The details of the variables and definitions of the variables were explained below.

1. Variable

In research, (Bandhari, 2022) states that variables are any characteristics that can take on different values, such as height, age, temperature, or test scores. Researchers often manipulate or measure independent and dependent variables in studies to test cause-and-effect relationships.

- a. The independent variable is the cause. Its value is independent of other variables in research.
- b. The dependent variable is the effect. Its value depends on changes in the independent variable.

2. Operational Definition of Variable

- a. Peer-Feedback Technique

From the explanation above Peer-Feedback Technique as independent, it is a collaborative two-way exercise in which students give and receive constructive and respectful feedback during the writing process.

b. Students' Writing Ability

Students writing ability as dependent variable, it is an activity of finding the idea and thinking about the way to express and arrange the into a statement and paragraph that is clear to be demanded to show the through and organize them into good composition through peer-feedback technique.

B. Research Setting

1. Research location

Researchers have conducted this research in MTsN 1 Sukoharjo Filial Kartasura. MTsN 1 Sukoharjo Filial Kartasura is located on Jl. Slamet Riyadi No.142, Dusun IV, Kartasura, Kecamatan Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57169, Indonesia. MTsN 1 Sukoharjo Filial Kartasura has some classroom, an office, a head master room, a counseling room, a canteen, and a toilet. There is also parking area for teacher and students.

2. Time of the research

In this action, there will be implementation from title submission, preparation, and result, taking place from August to June. Furthermore, the action will follow the schedule of the English class.

Table 3.1 Research Schedule

No	Activities	2022-2023							
		aug	sep	oct	feb	mar	apr	may	jun
1	Pre-observation	■							
2	Pre-research	■							
3	Working on proposal	■	■	■					
4	Seminar proposal				■				
5	Research							■	
6	Working-result of the research							■	
7	Munaqosah								■

C. Subject and Object of the Research

The subject of this research is VIII Class student of MTsN 1 Sukoharjo Filial Kartasura Academic Year 2022/2023. MTsN 1 Sukoharjo Filial Kartasura has three grade of classes. There are seventh grade, eighth grade, ninth grade. Each grade of class consist of one or two classes they consist A until B class. The researcher chose the eighth grade that consist

17 students' in one class. The researcher take eighth grade based on the recommendation from the collaborators. The researcher decided to choose the VIII class of MTsN 1 Sukoharjo Filial Kartasura, a subject of the study by a researcher considering the result of observation and interviews with a teacher. The researcher take permission and information of VIII from Mrs. Windy Soraya Dewi, S.Pd. as the english teacher MTsN 1 Sukoharjo Filial Kartasura. The researcher chose all students of eight grade that consist only one class. The VIII class has 6 female and 11 male students as a sample and Mrs. Windy Soraya Dewi, S.Pd. the english teacher of MTsN 1 Sukoharjo Filial Kartasura as the collaborator.

The result of the observation and interview was that students MTsN 1 Sukoharjo Filial Kartasura showed that students are not interested in learning English writing, because they think writing is hard to learn. This can be seen from their behavior in the learning process. During the learning process, they look bored and do not carry out activities with enthusiasm. Sometimes, when the teacher gives them assignments about writing, they have problems with coming up with ideas for writing and limiting vocabulary.

D. Action plan

This research also used the collaboration of the researcher and the collaborator. This collaboration helped the researcher to conduct the research since it allowed the researcher to share and discuss all his ideas with the collaborator.

Action research, as (Burns, 2022) has four phases in a cycle of the research. The four broad of phases will be presented as follows:

1. Planning

During this phase, the researcher identified a problem after observing research subjects. Next, the researcher developed a plan to improve. The specific area is writing ability that needs to be improved.

2. Action

During this phase, the researcher acts by leading the teaching-learning process. This is for the purpose of teaching students as planned in the previous phase.

3. Observation

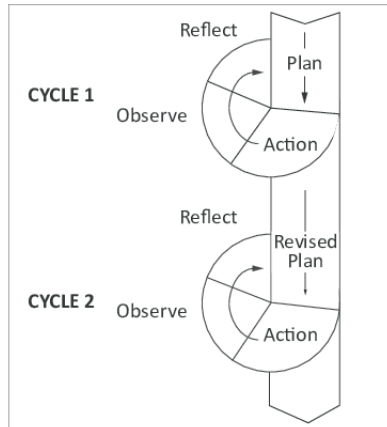
Every action causes a reaction. Thus, in the course of action, the researcher observes the treatments that have been taken to find certain weaknesses and alternative pathways, if possible, to improve teaching-learning treatment. In addition, the researcher also observed the students' reactions while performing the action to find out how students feel about the action.

4. Reflections

During this phase, the researcher reflects, evaluates, and describes impact of the action with the help of collaborators. This step helped the researcher understand the situation of what happened and detected in cycles.

The model of action research can be seen on the picture below.

Figure 3.1



E. Techniques of Collecting the Data

The data are collected in form of qualitative and quantitative data. The qualitative data are obtained by interviewing students and the teacher, doing observation during the teaching-learning process and the implementation of the action in the field. The data are in the form of field notes and interview transcript.

Meanwhile, the quantitative data are collected are in the form of students writing scores. The scores are collected though the writing process which conducted twice in this research. The first was pre-test. It was to know the students writing proficiency. The second was post-test. It was done to know there was a significant improvement of the students of the students writing skill or not after peer feedback applied.

Qualitative data were obtained through the interview with the english teacher, students teacher and the classroom observation during the learning teaching proces. Meanwhile the quantitative data were form

students result before the implementation of the action (pre-test) and after the implementation of the action (post-test).

In the collecting the data, the reasecher used three technique of the data collection. They are interview, the classroom observation, and the test of the students. The first through the interview. The researcher conducted the interview with the students and the teacher before, during, and after the implementation of the action. The second is the classroom observation. The classroom observation was used to record the activities happend in the class during the implementation. Meanwhile the test was used to see whether there is any difference between the students achievment in the pre-test and post-test.

There are three kind of technique used by the researcher to collect the data. They are interview, observation, the test. Each technique was followed by the instrument. Furthermore the detail instrument of the research are present on the following table.

F. Research Instrument

Table 3.2 Research Instrument

NO	TECNIQUE	INSTRUMENT	RESULT
1	Interview	Researcher as key instrument using guideline of interview	Transcript
2	Test	Test of writing skill	Score
3	Observation	Reseracher as key instrument using observation guideline	Fieldnote

G. Techniques of Analyzing the Data

In analyzing data, Burns (1999:157) suggests five steps to analyze the research data. Those five steps are: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes.

1. Writing assessment

To know the improving skills of students english writing it required tools stated by Browns (2003) to determine grade as follows :

a. Assessment of content

Assesing content: descriptive, thesis,statement,development ideas through experience, ilustration, fact, opinion, cause and effect, cosistency focus.

Rating scale 0 – 20

b. Assessing organization

Description: effectiveness of introduction, logical and chronological order of ideas, suitability, and conclusion.

Rating scale: 0 – 20

c. Assing syntax

Description: how words are arranged into sentences

Rating scale: 0 – 20

d. Assessing vocabulary

Description: selection the right word to shows the ideas

Rating scale: 0 – 20

e. Assessment meccachics

Description: spelling, punctuiation, references citation if any, neatness, and neatness, and appearance.

Rating scale: 0 – 20

The researcher find out the data form comparing students writing ability and post-test scores, its also describes the difference betwen before and afer cycles wheter changing or not when the researcher implementation peer-feedback technique. According to Suparno (2008) in qantitative analysing as follows

$$X=(\sum x)/N$$

$$Y=(\sum y)/N$$

X : mean socore before action

Y : mean score after action

$\sum x$: summary all students scores

N : the students number subject

H. Indicator of Success

As measured by their increase in their scores, the improvement in students writing ability is evidence of the research is effective. The KKM

for english subject MTsN 1 Sukoharjo Filial Kartasura is 75. As a result, if students who receive a score of 75 or higher is improve from before the treatment, the research goal has been finish.

I. Validity and Reliability

A research data must be valid and reliable. To make the data valid, the researcher used five kinds of validity proposes by (Burns, 1999) They are explained as follows :

1. Democratic Validity. Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple voices. The researcher fulfilled this validity by asking the English teacher, collaborator, and students to share their opinions and suggestions about the actions implemented to improve the next actions.
2. Outcome Validity. Outcome validity is related to the outcome of the research. In order to fulfill this validity, the researcher and the collaborator analyzed the outcome of the research to find out whether the actions implemented were successful or not.
3. Process Validity. Process validity is closely related to the dependability and competency of the research itself. In order to get this validity, the researcher observed the teaching and learning process by using observation sheet, vignettes/daily notes, recording, documentation or photograph and interviewing the students and the teacher.
4. Catalytic Validity. Catalytic validity is related to the extent in which the research could allow the participants to understand the social realities of

the context and how they can make changes within it. The researcher interviewed the teacher and the students regarding the implementation of the actions to fulfill the catalytic validity.

5. Dialogic Validity. Dialogic validity parallels the processes of peer review to monitor the value of the research. It is obtained by conducting dialogues with the English teacher and the collaborator. The dialogue is used to get the comments about the implementation of the technique in every meeting. The results of the dialogue is used to find out the strengths and weaknesses of the action to make a better action in the next meeting.

Meanwhile, it is important to enhance trustworthiness in research. There are techniques drawn from qualitative approaches for providing validity checks on action research data. The purpose of these techniques is to test out the reliability/trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis. One such technique is triangulation, which aims to gather multiple perspectives on the studied situation. Burns also proposes four forms of triangulations as follows:

1. Time Triangulation. It means that the data are collected over period of time. It is done to get a sense of what factors are involved in change processes. In order to fulfill the time triangulation, the researcher interviewed the students and the English teacher before the implementation of the cycles, during the implementation of the cycles,

and after the implementation of the cycles. In this research, the researcher collected the data at one point in time with seven meetings of writing lessons. Then, he compared and analyzed the data to develop the research question.

2. Space Triangulation. It means the data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.
3. Investigator Triangulation. Investigator triangulation means that more than one observer is used in the same research setting. To fulfill the investigator triangulation, the researcher asked the English teacher and the collaborator to help the researcher during the action in the classroom. The purpose of this triangulation is to avoid bias or subjective observations.
4. Theoretical Triangulation. It means that the data were analyzed from more than one perspective from some theoretical reviews. In this research the researcher used theoretical triangulation. The researcher was helped by a collaborator in analyzing the collected data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Implementation of peer-feedback

This research consists of two cycles. It was done from April until May. Before the cycle, the researcher conducted a pre-test to assess the students' writing abilities prior to implementation. After each cycle was completed, the researcher conducted a post-test to evaluate the students' writing abilities. The description of research implementation could be explained as follows :

a. The first cycles

1) Planning

After knowing the reality of the students based on the observation, the researcher made a preparation to conduct the research. From the discussion with Mrs. Windy Soraya as the collaborator, the researcher designed one meeting for pre-test, two meetings for first cycle, two meetings for second cycle, and one meeting for post test after each cycle. The researcher prepared everything needed for the first cycle, such as lesson plans and media of learning.

2) Implementation the action in cycles 1

In implementing action, the researcher was teacher. He did the teaching learning process in three phases: pre-activity, main

activity and post-activity. The pre-activity included all activities done as opening the teaching learning process, such as greeting checking students' attendance and giving motivation to the students.

a) First meeting

The second meeting was conducted on Monday, 8th may 2023. This meeting was held in classroom. The teaching learning process was conducted through procedure opening, main activity, and closing.

Opening

The class was opened with miss windy greeting the students and introducing researchers to the students

Main activity

Main activity was conducted through procedure: building knowledge of the field (bkof), modeling, and deconstructing the text. This main activity was to reach the basic competence (KD) Teaching learning process was conducted in an interactive, inspiring, fun and motivating the students to actively participate the teaching learning process.

In building field knowledge (bkof), students are introduced to what they will do: the activity is a pre-test. It is to measure the level of students' understanding in descriptive text material. In modeling, and deconstructing text. students were

asked to write descriptive texts without the help of friends or opening their books.

Closing

In closing the researcher collects all the pre-tests that have been done by the students and gives directions that they will study descriptive texts in the next meeting. At the end the researcher closes the class with greetings.

b) Second meeting

The second meeting was conducted on Tuesday, 9th may 2023. This meeting was held in classroom. The teaching learning process was conducted through procedure opening, main activity and closing.

Opening

There were 17 students followed the teaching learning process. The teaching learning process was begun by greeting the students, checking their attendance. Giving some motivation to the students was purposed the students involving the teaching learning process. Some of the students was interested with the researcher. It proved by some of the students was asked the researcher about the activity.

Main Activity

Main activity was conducted through procedure: building knowledge of the field (bkof), modeling, and deconstructing the

text. This main activity was to reach the basic competence (KD) Teaching learning process was conducted in an interactive, inspiring, fun and motivating the students to actively participate the teaching learning process.

In building knowledge of the field (bkof), the students were involved actively in teaching learning process: Those activities asked the student about descriptive text to check their understanding gave them some questions about the material and discussed it together. It was conducted after giving hand-out of descriptive text material included purpose, generic structures, and the tense used in the text. Uninvolving the students in learning process, they could not answer the teacher's question about the material Inability of the students to answer, some students answered concurrently for teacher's question. Hence, getting the attention of the students, teacher asked every student to answer the question.

In modeling and deconstructing the text the researcher together with the students identifies the text regarding the purpose, generic structures, and the tense used in the text. The researcher giving text about “agnes monica” to identifies together with the students. There is some students who show interest in learning process and not interest in learning process.

Closing

The researcher gave students opportunity to ask question related to the lesson material. It was done by giving review to the students about the material. There is no students ask about the lesson plan. The researcher ask again if there is students who dont understand about lesson material and want to ask. After none of the students wanted to ask the teacher closed the class.

c) Third meeting

Opening

This meeting was held on Wednesday, 10th May 2023 at classroom. The teaching learning process begun by greeting the students, checking their attendance. Giving some motivation to the students was purposed the students involving the teaching learning process. The teacher ask students' some question to remind with the learning material in previous meeting.

Main activity

Main activity was conducted through procedure: building knowledge of the field (bkof), modeling, and deconstructing the text. This main activity was to reach the basic competence (KD) Teaching learning process was conducted in an interactive, inspiring, fun and motivating the students to actively participate the teaching learning process

In building of the knowledge of the field the teacher giving students explanation about peer-feedback.

In modeling and deconstructing the text, the teacher giving students exercise to do. Before that, the teacher asked the students to form groups consisting of two members of each group. Then the teacher gives assignment papers for students to use. Before working on it, the students fill in the name of the class and the names of their friends of the group members. For the task this time, the teacher gave the theme, namely "my idol", then the students did the task. After doing their assignments, the teacher asked the students to exchange their assignments with each other. After that, they were asked to assess their friend's work according to the instructions on the workpaper and also the teacher's instructions.

Closing

The researcher gave students opportunity to ask question related to the lesson material. It was done by giving review to the students about the material. There is no students ask about the lesson plan. The researcher ask again if there is students who didn't understand about lesson material and want to ask. After none of the students wanted to ask the teacher close the class.

d) Fourth meeting

Opening

This meeting was held on Thursday, 11th May 2023 at classroom. The teaching learning process begun by greeting the students, checking their attendance. Giving some motivation to the students was purposed the students involving the teaching learning process.

Main activity

Main activity was conducted through procedure: building knowledge of the field (bkof), modeling, and deconstructing the text.

In building knowledge of the field The teacher ask students' some question to remind with the learning material in previous meeting.

In modeling and deconstructing the text, the researcher assess the students' understanding of descriptive text. The researcher conducted a post-test. The post-test took place in the classroom and had a format similar to the previous pre-test. Students were asked to create descriptive texts independently, without any assistance or access to their books.

Closing

In closing, the researcher collected all the post-tests that the students had completed. Before closing the class, the researcher reminded them to review what they had learned.

3) Observing the Action

a) First meeting

This meeting was held in the classroom. During the teaching-learning process, the teacher not only instructed the students but also observed what was happening. The observation took place simultaneously with the teaching-learning process. The process consisted of three phases: opening, main activity, and closing.

The opening proceeded as usual. The teacher entered the class accompanied by the researcher. Miss Windy, the teacher, introduced the researcher to the students and informed them that the researcher would be conducting research in the class for the next few days. However, the students' response indicated a lack of attention to Miss Windy's instructions. This was evident as Miss Windy had to repeat her instructions.

In the main activity, the researcher explained that they would be conducting a pre-test on descriptive text that day. Some students still appeared confused about the concept of descriptive text, as observed through their interactions with their closest

friends, seeking clarification. The students were then asked to write a descriptive text about someone close to them, such as a friend, family member, or neighbor. Once they received the sheets of paper for their written work, the students seemed to encounter difficulties, ranging from deciding what to write about to grappling with grammar.

Finally, during the closing, the researcher informed the students that they would continue studying descriptive text in the next meeting.

b) Second meeting

This meeting was held in classroom. In teaching learning process, the teacher not only taught the students but also observed what happening in the teaching learning process. The observation was done simultaneously when teaching learning process. The teaching learning process was conducted through procedure: opening, main activity and closing.

Opening, the students' responded normally when the teacher greeted and checked their attendance. In the beginning of main activity, the students' were not interested and less attention in teaching learning process. It was showed their uninvolved in learning descriptive text however they talked with their friends. The students involved in this activity, when the

teacher gave example about descriptive text. The example of the text make students got context of descriptive text. The students more understood and could answer the question from the teacher after discussing material using the text. In closing the teacher gave review of material and ask to pre-prepare themselves to the next meeting.

c) Third meeting

This meeting was conducted in classroom. This meeting was divided into three phase: opening, main activity and closing. In opening, the teacher began the teaching learning process by greeting the students, checking their attendance and motivating the students.

The students were asked to remind to the material and exercise project by answering teacher question. During this phase students looked enthusiastic to answer teacher question. Main activity was conduct to held students peer-feedback. In this phase students divided in to a group that consist two students' in one group. The first activity is doing exercise. After that students reviewing their friends work with some instruction in their paper. During peer feedback activity, the students looked hard because this was the first time they reviewing their friends work. There was some students looked confident with their review and some of the looked not really confident.

However, the students could practice peer-feedback correctly. The last activity, the teacher discussed the result of peer-feedback. In closing, the students were given review about the material.

d) Fourth meeting

This meeting was conducted in classroom. This meeting was divided into three phase: opening, main activity and closing. In opening, the teacher began the teaching learning process by greeting the students, checking their attendance and motivating the students.

In the main activity the students were told to do the post test 1. They were told that the post test was held to measure their level of understanding of descriptive text. Some of the responses from the students were: some asked the theme whether they understood descriptive text, some were ready with the post test 1, and also some were not too concerned about whether there was a post test. In the post test students are asked to write a descriptive text about the places they have visited.

The last activity was closing the researcher closed the class by asking them to collect the post test they had done.

b. Second Cycle

1) Revising the plan

The result of reflection demanded the reasecher to do better effort in improving the students' writing ability. In this cycle, the researcher tried to do more action in order to overcome the problems in cycle 1. The researcher tried to create activities for stimulating some students who have problem in confidences, and they could encourage themselves to perform in front of the class.

From the discussion with the collaborator, the researcher designed two meetings in cycle 2. The researcher prepared everything needed for the first cycle, such as materials, lesson plan and media of learning.

2) Implementation of action Cycle 2

In implementing action, the researcher was teacher. She did the teaching learning process in three phases: pre-activity, main activity and post-activity. The pre-activity included all activity done as opening the teaching learning process, such as greeting, checking students' attendance and giving motivation to the students. Further, the researcher did brainstorming or gave some questions that related to the material of descriptive text, to the students to stimulate their participation in the lesson.

a) First meeting

This meeting was held on Friday, 12th May 2023 in classroom. The teaching learning process was conducted through procedure: opening, main activity, and closing.

Opening

The teaching learning process was begun by greeting the students, checking their attendance and giving motivation to get involve the teaching learning process actively. The teacher reminded the material in previous meeting about descriptive text with the theme “my friend”.

Main activity

Main activity was conducted through procedure: building knowledge of the field (bkof), modeling, and deconstructing the text.

In building knowledge of the field the researcher asked the students about difficulties of descriptive text. In modeling and deconstructing the text, the teacher conducted exercise. The exercise is to write students descriptive text about their fiend. During this activity there is not big problem to related to students writing process. The students could write their descriptive text fluently. During the writing process the teacher checked if there is something to ask. At the end of meeting the teacher and students conducted

discussing related the material. The students can understand easier than the first cycle.

Closing

In closing the teacher collected students exercise had done before. Lastly the teacher were asked the students is there any question before close the class

b) Second Meeting

This meeting was held on Saturday, 13th 2023 in classroom. The teaching learning process was conducted through procedure: opening, main activity and closing.

Opening

The teaching learning process was begun by greeting the students, checking their attendance and giving motivation to get involve the teaching learning process actively, The teacher reminded the material in previous meeting.

Main activity

This activity was divided into two phase: building knowledge of the field and modeling and deconstructing the text. In building of the field the student were divided into some group each group consist of two students. After that the teacher asked students to do exercise about descriptive. During this activity, the students follow all teacher instruction.

In modeling and deconstructing the text, the students asked to give feedback toward their friends work. The feedback is to fill all questions in exercise paper in their friends work. There is some students ask the teacher related the activity.

Closing

Closing was conducted the researcher summarizes the activities that the students have been through.

c) Third meeting

This meeting was held on Monday, 15th 2023 in classroom. The teaching learning process was conducted through procedure: opening, main activity and closing.

Opening

The teaching learning process was begun by greeting the students, checking their attendance and giving motivation to get involve the teaching learning process actively, The teacher reminded the material in previous meeting..

Main activity

This activity was divided into two phase: building knowledge of the field and modeling and deconstructing the text. In building knowledge of the field the teacher told students that he would conduct post-test 2.

In modeling and deconstructing the text, the teacher held a post test 2 to measure the level of improvement the students got after going through cycle 2. For the second post test it was the same as the pre-test and also post test 1. The students were asked to make a descriptive text without anyone's help and also without opening the book.

Closing

In closing the researcher asked the students to collect all the post tests they had done. The last researcher also at the same time to close the meeting on that day.

3) Observing the action

a) First meeting

This meeting was held in classroom. In teaching learning process, the teacher not only taught the students but also observed what happening in the teaching learning process. The observation was done simultaneously when teaching learning process. The teaching learning process was conducted through procedure: opening, main activity and closing.

Opening, the students looked interested when the teacher greeted and checked their attendance. In reminding the material, the students were enthusiastic to discuss it. In main activity, the students involved the teaching learning process. Directive text was

interesting for them; the students very enthusiastic to join this learning process. The students could describe their idol in writing. They were more attention in vocabulary. In discussing the result of descriptive text, the teacher checked students descriptive text work.

b) Second Meeting

This meeting was held in classroom. The teaching learning process was conducted through procedure opening, main activity and closing. In opening, the students were divided into some groups. Each group consisted of 2 students. The teacher recalled the descriptive text by giving students exercise to make descriptive text.

In main activity, the students were asked to make descriptive text to performing the writing, the students looked enthusiastic to involve the cycle. Although there were students asked vocabulary of some words; the students were more attention in their works. In performing students' text, almost the students write the words correctly. The students performed more confident before, especially unconfidence students. The result of cycle showed that the students understood the descriptive text. They could pronounce the words correctly and had little problem in grammar and vocabulary. This technique could overcome the writing problem of the students. In closing the students asked to review the material and result of cycle.

c) Third meeting

This meeting was held in classroom. The teaching learning process was conducted through procedure opening, main activity and closing. In the opening the researcher checked the attendance of the students.

In the main activity the students were informed that they would be taking a post test 2. The students' responses were more prepared than before because they had already gone through the pre test and also the post test 1. For the 2nd post test the students were asked to come back to make descriptive texts but with the theme of events they have done before, such as birthday parties or music concerts. The students did not have too much difficulty in the process of making descriptive texts. Only a few of them seemed to have difficulty writing down the ideas they were going to make because they admitted that they rarely attended events.

Finally the researcher checked whether the students had done all the post tests. And the researcher collected all the post tests that had been done as well as closed the class that day.

2. The improvement of students writing ability

After implementating the peer feedback technique for teaching learning writing, there was improvement of students writing ability. The clear description as follows.

a. First cycle

After analyzing the observation result in the cycle 1, the researcher made reflection in order to evaluate the teaching and learning process he did so far. Based on the observation result, there were improvements on students' behavior.

- 1) The students involved the writing activity.
- 2) The students were enthusiastic in the peer feedback technique because they easier understand the writing material.

After completing the cycle 1 of this research, the researcher also conducted post-test 1. This post-test 1 was held on Thursday, 11th May 2023. The result post test 1: the writing test form pre test was 62.88 and the post test 1 was 65.76. The minimum kkm of english score in the second garde of MTsN 1 Sukoharjo Filial Kartasura was 75.

Second Cycle

After completing the cycle 2, the researcher made reflection. The reflection was done after analyzing the observation in cycle 2. Based on the observation result, there were improvements on students' behavior.

- 1) The students involved in writing activity
- 2) The students were very enthusiastic and more active in writing using peer-feedback
- 3) The students have motivation to pay attention in writing material.

Meanwhile, the improvement of students' score in writing the mean score of post test 1 was 65.76 and post test 2 was 67.00. The more detail of pre test, post test 1 the post test 2 result could be seen from the table below:

Table 4.1 Students Score

no	Name	Pre-test	Post test I	Post test II
1.	AE	68	71	72
2.	DPP	66	66	66
3.	FAN	65	67	69
4.	JEJ	72	75	75
5.	KZKE	70	74	75

6.	KSW	55	60	63
7.	MDS	65	73	75
8.	MKAS	57	60	62
9.	MKH	62	63	66
10.	NMR	55	60	60
11.	Q	60	61	63
12.	QAA	68	70	70
13.	RTA	66	67	67
14.	RDS	55	58	60
15.	SF	55	59	60
16.	VAP	68	69	70
17.	ZHPP	62	65	66
Mean Score		62.88	65.76	67.00

From table above can be seen that there was an improvement in the students' scores from the pre-test to the post-tests. The scores increased from 62.88 in the pre-test to 65.76 in post-test 1 and further to 67.00 in post-test 2. Although the mean score did not reach the minimum score, the improvement in scores from the pre-test to both post-tests indicates

progress. It's positive to see an upward trend in the students' performance over time.

B. Discussion

After analyzing the data which were gathered from several sources such as observation, interview, and writing test, the researcher presented the answer of the problem statements as follows:

Based on research findings, it could be explained that after the researcher implementing peer feedback technique, the mean score of pre-test was 62.88, post-test 1 was 65.76, and in post-test 2 was 67.00. It showed that there were improvements of the writing ability of the students.

However, from the improvement of the students in writing ability, there was a student did not reach the passing score. It means that his score was under the passing score. It was because he just got 65 in post-test 1 which the passing score was 75. His score improved in post-test 2 to 67, but it still fell below the passing score. To determine the reason why his score did not meet the passing requirement, the researcher interviewed the student. The researcher obtained some reasons, they were: (1) students had never practiced writing descriptive texts before. (2) The students have difficulty imagining who their idol character is so they find it difficult to describe it. (3) Last the students have limited vocabulary. The effectiveness of implementation peer feedback technique support by previous study of researcher.

In (Fatimah, 2017) The use of peer feedback in the teaching-learning process of writing made a significant improvement in the students' score. Therefore, it could be stated that the use of peer feedback in teaching writing could be used to solve the students' writing problem and increased the students' writing ability.

In addition (Ramadhani, 2019) After using peer feedback on students' skill in writing hortatory exposition text, the mean score of the experimental class was increased. It means the use of peer feedback was effective in improving students' skill in writing hortatory exposition text.

In (Todd & Hudson, 2007) Peer reviews of student assignments can create a positive learning experience. The key to the peer review process is dependent on the students' interest in participating in the peer review assignments. The quality of the peer reviews is dependent on their knowledge of the material and in the depth of their reviews. In this peer review exercise, students indicated they were motivated to learn the material because they were graded on the quality of their peer review. This supports previous research that suggests that students must perceive a personal benefit for participating in the peer review.

(Najogi et al., 2019) State that Peer Feedback Technique can be implemented as one of the techniques in improving students' writing ability. This is an effective technique to develop students' self-confidence to be able

to write a short analytical exposition text. It can be implemented since it could solve the students' problems in writing analytical exposition text.

Based on research findings related to the previous studies, it can be concluded that the implementation of peer feedback technique can be recommended to improve students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion in previous chapter, the researcher draws conclusions in this chapter. The conclusion is the improvement of students writing ability using peer feedback technique. After post test 1&2 there was improvement of the score students writing score. The mean score of post 1 is 65.76 and post test 2 is 67.00. However, from the improvement of the students in writing ability, there was a student did not reach the passing score. It means that his score was under the passing score. It was because he just got score under 75 and the passing score is 75.

B. Suggestion

Based on the result of the research and conclusion, the researcher would like to give some suggestion to english teacher, students, school and other teacher. The suggestion are:

1. For english teacher

To improve students writing ability, the teacher are suggested:

- b. The teacher is expected to know how to make the students enjoyable and interested in teaching learning process, and to create good atmosphere in the class
- c. The teacher needs to try using suitable media and technique to support writing teaching learning; hence the students easily understand the material and more paying attention. It is suggested, the teacher can use

the peer feedback technique to teach writing because this technique can encourage the students to be more paying attention and enthusiasm joining the writing activity

2. For students

To improve students' writing ability there are some suggestions for the students. There are:

- a. To more paying attention on material that the teacher taught.
- b. Practicing writing to improve the vocabulary and grammar.
- c. To be brave performing their speaking in writing activity and ask the teacher when they find some difficulties.

3. For other reseacher

The last suggestion is addressed to the other researchers. Hopefully, this research can be used as additional reference for further researchers. It is expected to conduct further researches in difference areas and topics.

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APPENDICES

Appendix 1

INTERVIEW GUIDELINE & DRAFT INTERVIEW

Interview guideline

For The researcher

Before the action

1. What difficulties do students have when writing?
2. What are your thoughts on using peer feedback to improve students' writing skills?
3. What activities do you think are appropriate for solving students' writing problems?

After the action

1. What do you think of the implementation?
2. Do you have any suggestions for implementing the following?
3. Do you think your students are writing with motivation and confidence?
4. What do you think about the activity?
5. What do you think about the technique used for implementation?
6. How do you feel about student interaction in the teaching and learning process?

For the students

Before the action

1. *Apa saja kesulitan dalam menulis?*
2. *Bagaimana guru mengajar selama ini?*
3. *Apakah Anda tahu umpan balik rekan?*

After the action

1. *Bagaimana perasaan Anda tentang memberi tanggapan pekerjaan temanmu?*
2. *Apa pendapat Anda tentang kegiatan ini?*
3. *apa kamu menikmatinya?*
4. *Menurut Anda apa yang hilang dari kegiatan peer feedback ini?*
5. *Apakah Anda punya tips menulis? Apa pendapat Anda tentang media yang digunakan?*

Draft of Interview

Teacher Interview (before action)

Date: Monday, May8 2023

Place : office

R : Researcher

T : Teacher

R : assalamualaikum miss

T : waalaikum sallam ya bagaimana ya mas?

R : boleh minta waktunya sebentar untuk interview nggak ya miss?

T : boleh mas silahkan

R : maaf miss untuk kendala siswa dalam pelajaran apa ya miss khususnya di writing

T : writing ya mass, kalo writing siswa sih biasa ya itu mas kosakata bahasa inggris atau vocabulary mereka terbatas sama itu mas grammar mereka juga sering salah

R : trsu miss gimana penedapat jenengan kalo menggunakan peer feedback untuk meningkat skill writing siswa?

T : peer feedback ya mas, belum pernah gunain sih mas tapi kayaknya bisa sih untuk meningkatkan skill anak-anak itu, ya nanti gimana nya saya nurut aja sih mas

R : lanjut ya miss

T : ya mass silahkan

R : kalo kegiatan dalam belajar mengajar ada tips nggak miss yang bisa meningkatkan atau memecahkan masalah siswa dalam writing

T : kalo selama ini saya dalam mengajar sih mas biasa nya sebelum lanjut materi lebih bener-bener dipastikan dulu apakah anak-anak bener paham atau kah Cuma paham paham aja

R : gitu ya miss

T : iya mas

R : nanti kalo udah semua siklus izin interview lagi boleh tidak miss

T : boleh mas yang penting pas saya ada di jam di sekolahan aja atau nanti hubungi lewat wa dulu

R : baik miss terimakasih

T : sama-sama mas

Students Interview (before action)

Date : Monday, May8 2023

Place : classroom

R : Researcher

S : Students

Students 1

R : selamat siang dek

S: siang mas

R : tanya tanya bentar boleh?

S : boleh mas

R : kalo boleh tau kemaren kemaren ada nggak kesulitan dalam writing di bahasa inggris?

S : ada mas biasanya kalo biasanya kalo yang sulit sih itu mas apa namanya?

R : yang kayak gimana ?

S : itu yang biasanya gk tau artinya mas kalo tau bahasa indonesianya tapi gk tau bahasa inggrisnya mas

R : terus biasanya gimana kalo ada kejadian gk tau artinya gitu?

S : biasanya sih mas tanya temen kalo tau artinya atau miss windy mas kadang-kadang

R : terus kalo miss windy ngajar gimana selama ini

S : biasa aja sih mas kayak ngajar-ngajar biasa nggak terlalu galak atau terlalu baik

R : oke, kamu pernah denger nggak atau pun tau apa itu peer feedback sebelumnya?

S : belum pernah mas

R : oke makasih ya

Date : Monday, May 8 2023

Place : classroom

R : Researcher

S : Students

Students 2 (before action)

R : selamat siang dek

S : selamat siang mas

R : mas mau tanya-tanya dikit ya

S : iya mas boleh

R : kamu selama ini ada kesulitan nggak sama pelajaran bahasa inggris apalagi di bagian writing

S : ada mas biasanya sama kayak temen temen lainnya kayak nggak tau bahasa inggrisnya apa kalo nemu kata baru atau nggak tau arti bahasa indonesia kalo nemu kata bahasa inggris baru

R : terus kalo di dalem kelas miss windy ngajarnya gimna?

S : miss windy ngajarnya baik mas nggak galak tapi kadang kadang tegas kalo ada yang temen yang salah

R : terus kamu tau nggak apa itu peer feedback sebelumnya

S : belum pernah tau sih mas ataupun denger itu

R : oke makasih ya

S : sama-sama mas

Teacher Interview (after action)

Date: Monday, May 15 2023

Place : office

R : Researcher

T : Teacher

R : assalamualaikum miss, permisi

T : waalaikumsallam mas, oh iya mau interview ya

R : iya miss

T : silahkan mas

R : izin mulai ya miss

T : silahkan mas

R : miss bagaimana menurut jenengan soal implementasi kemaren miss

T : bagus sih mas soalnya bisa anak-anak kelas delapan yang itu aktif terus menilai hasil kerja temen mereka, yah walaupun kayaknya mereka kesulitan pas pertama kali suruh nilai kerjaan temen mereka

R : ada saran nggak miss soal implementasi peer feedback kemarin

T : saran mungkin itu ya mas setiap kelompok di seimbangi anatar anak yang lebih mudah untuk menerima materi dengan anak yang kurang dalam penerimaan materi mas

R : iya miss

R : terus miss menurut jenengan anak anak apa sudah percaya diri kalo dalam writing

S : kalo dalam writing sih mas tergantung anaknya ya ada anak yang emang dari awal punya kepercayaan lebih di dalam pelajaran ada juga yang kurang percaya diri dalam pelajaran bahasa inggris.

R : lanjut miss kalo menurut jenengan gimna untuk peer feedback ini?

T : ya seperti jawaban tadi sih mas soal implentasi, udah bagus dengan peer feedback ini mungkin lebih mudah untuk menyerap materi yang di berikan kedepanya apalagi sama anak anak yang kurang percaya diri kalo di tanya apa udah paham belum mereka bisa tanya temenya yang udah paham kao nggak paham.

R : okee terimakasih ya atas waktunya

T : iya mas sama-sama

Date : Monday, May 15 2023

Place : classroom

R : Researcher

S : Students

Students 1 (after action)

R : dek dek.. boleh tanya tanya bentar nggak

S : boleh mas

R : gimana tadi rasanya abis nilai kerjaan temenya

S : emang pertama kali sulit sih mas apalagi kalo temenya punya tulisan yang susah di baca

R : gimana tadi seru nggak terus bisa nikmatin nggak tadi

S : seru sih mas tapi nambah agak ribet dikit

R : terus kalo soal peer feedback tadi ada yang kayak kurang nggak?

S : kayaknya enggak sih mas soalnya baru pertama kali

R : oke, kalo tips menulis ada nggak dari kamu?

S : kalo tips sih masih bingung mas mau ngasih tips apa

R : oke makasih ya...

S : sama sama mas

Date : Monday, May 15 2023

Place : classroom

R : Researcher

S : Students

Students 2 (after action)

R : halo selamat siang

S : siang mas

R : boleh interview bentar nggak dek?

S : boleh mas

R : gimana tadi pas suruh nialai kerjaan punya temenmu?

S : susah mas, bukan susah tapi bingung pas suruh ngasih saran soalnya belum pernah

R : oh gitu ya..., terus gimana pendapatmu soal kegiatan belajar tadi

S : seru sih mas soalnya bisa tanya tanya temen selain miss windy kalo nggak bisa

R : terus gimana ada yang kurang nggak dari peer feedback tadi

S : gk ada kayaknya mas

R : kamu punya tips menulis nggak

S : kalo tips menulis gk ada kayaknya mas kalo saya soalnya tinggal nulis aja yang saya bisa tadi hehehe

R : oke.. makasih ya

S : sama sama mas

Appendix 2

Field Note

Cycle 1 : Meeting 1

Date : Tuesday, 9 may 2023

Time : 08.40 – 09.00

Place : classroom

The first meeting was conducted in classroom of VIII-i. There were 17 students followed the teaching learning process The teaching learning process was begun by greeting the students, checking their attendance. Giving some motivation to the students was purposed the students involving the teaching learning process.

After greeting section, i continue the class to learning activity. Firstly activities i asked the student about descriptive text to check their understanding gave them some questions about the material and discussed it together. It was conducted after giving hand-out of descriptive text material included purpose, generic structures, and the tense used in the text. Uninvolving the students in learning process, they could not answer my question about the material. Inability of the students to answer, some students answered concurrently for the question.

After that we discussed descriptive text about “agnes monica”. There is some students who show interest in learning process and not interest in learning procces. And last i checked the students’ understanding about the material. Before time is up i old them the next meeting we will do some exercise.

Cycle 1 : **meeting 2**

Date : **Wednesday, 10 may 2023**

Time : **08.20 – 9.10**

Place : **classroom**

The teaching learning process begun by greeting the students, checking their attendance. Giving some motivation to the students was purposed the students involving the teaching learning process. I asked students' some question to remind with the learning material in previous meeting.

After that i giving students exercise to do. Before that, i asked the students to form groups consisting of two members of each group. Then i gives assignment papers for students to use. Before working on it, the students fill in the name of the class and the names of their friends of the group members. For the exercise i gave the theme, namely "my idol", then the students did the task. After doing their assignments, i asked the students to exchange their assignments with each other. After that, they were asked to assess their friend's work according to the instructions on the workpaper and also my instruction.

During peer feedback activity, the students looked hard because that was the first time they reviewing thier friends work. There was some students looked confident with their review and some of the looked not really confident.

Cycle 2 : meeting 1

Date : Friday, 12 may 2023

Time : 08.45 – 09.35

Place : classroom

The teaching learning process begun by greeting the students, checking their attendance. Giving some motivation to the students was purposed the students involving the teaching learning process. I asked students' some question to remind with the learning material in previous meeting. The students looked interested when the teacher greeted and checked their attendance. In reminding the material, the students were enthusiastic to discuss it.

In main activity, the students involved the teaching learning process. Directive text was interesting for them; the students very enthusiastic to join this learning process. The students could descrip their idol in writing. They were more attention in vocabulary. in discussing the result of descriptive text, the teacher checked students descriptive text work.

Cycle 2 : meeting 2

Date : Saturday, 13 may 2023

Time : 11.05 – 11.55

Place : classroom

This meeting was held in classroom. The teaching learning process, the students were divided into some groups. Each group consisted of 2 students. The teacher recalled the descriptive text by giving students exercise to make descriptive text. After that, the students asked to give feedback toward their friends work. The feed back is to fill all question in exercise paper in their friends work.

The students looked enthusiastic to involve the cycle. Although there were students asked vocabulary of some words; the students were more attention in their works. In performing students' text , almost the students write the words correctly. The students performed more confident before, especially unconfidence students.

Appendix 3

Lesson Plan

Lesson Plan I

School	: MTsN 1 Sukoharjo Filial Kartasura
Subjects	: English
Aspect / Skills	: Writing
Topics/ Themes	: Descriptive text / person
Class / Semester	: VIII / Eight
Time Allocation	: 3 meeting (3x50 minutes)
Cycle	: 2

1. Standard Competence

Writing

Expressing the meaning of written functional texts and short simple essays in form of descriptive and procedure to interact with the immediate environment.

2. Basic Competence

Expressing the meaning and rhetorical steps in simple short essays by using a variety of written language accurately, fluently and acceptably to interact with the immediate environment in the form of descriptive text / procedure.

3. Indicator

- Writing the descriptive / procedure text with the correct text structure

4. Learning Objective

At the end of the lesson, the students are supposed to be able to write the descriptive text/ procedure text with the correct text structure.

5. Learning Material

- a. The example of Descriptive text

Agnes Monica is one of my favorite singer. She was born on July 1st, 1986 in Jakarta. She is smart girl and she has beautiful and powerful voice. She is tall and she is also beautiful girl. She has bright skin. She also has a straight hair. The color of her hair is brown. She has small eyes. Her smile is very beautiful. She has chubby cheeks.

- b. Give explanation about descriptive text.

Purpose:

To describe a particular place/ thing/ person

Generic Structure:

- Identification (explain about general information of the person, place or thing that is described)

For example a descriptive text about an actress, the identification is about the introduction of the actress' name, the age of the actress, where he or she comes from.

- Description (explain about specific information)

For example the hair, eyes, nose, what she or he wears, and all about the characteristic of the actress.

Language Features:

- Have spesific participant

e.g -Fatin Sidqia Lubis

- Nikita Willy

- Using Present Tense

e.g. –He has big house.

- She wears a dark blue shirt

- Using noun phrase

e.g –a beautiful and friendly person

- a handsome and rich singer

- Using the adjectives

e.g - a beautifull girl.

- a famous singer

Body Parts	characteristics	Example of use
Hair	Black, blonde, brown, grey, cury, kinky, straight, ponytail, bald	Joko has black hair Ahmad’s hair is black
Face	Long, oval, pale	Budi has an oval shape Budi’s face is oval

Eyes	Small, bright, wide, slanted, almond, brown, black, blue	Oshin has slanted eyes. Oshin's eyes are slanted
Nose	Small, flat, pointed, aquiline	Jame has a pointed nose Jame's nose is pointed
Cheeks	Chubby	Tamara has chubby cheeks Her cheeks are chubby
Ears	Small, big	Billy has small ears. His ears are small
Shoulders	Narrow, wide	Ade Rai has wide shoulders His shoulders are wide.
Legs	Slender	Maudy's legs are slender. She has slender legs
Build/figure	Thin, angular, flabby	Some fighters are flabby They have flabby bodies

6. Procedures (stages of teaching learning)

a. Opening

- The researcher greets the students
- The researcher checks whether the students are ready for the activities
- The researcher leads the pray
- The researcher call roll on the students

b. Warming up

- The teacher gives question related their school

7. The Cycles of the Teaching Learning

a. Main activities

First meeting

Building knowledge of the field (BKOF)

- The researcher gives a descriptive text to the students.

Modeling and Deconstructing the text

- The researcher together with the students identifies the text regarding the purpose, generic structures, and the tense used in the text.

Second meetings

- The researcher asks the students to do the exercise individually.

(students write simple descriptive text about my idol).

- The researcher and the students discuss the result.

Third meeting

Building knowledge of the field (BKOF)

- The researcher explains about peer-feedback to the students.
- The researcher explains about what the activities will be about.
- The researcher asks students to make groups consist of two students' in one group.
- The researcher asks the students to do the exercise in group.
(students write simple descriptive text about my idol)
- The researcher and the students discuss the result.

Modeling and Deconstructing the text

- The researcher asks the students to give feedback toward their friends' work.

Closing

- The researcher summarizes the activities and stage that the students have been through.
- The researcher asks the students' problems and hindrances during the activities.
- The researcher closes the class by leading a prayer.

8. Writing Assessment

Type : written test

Technic : Brown 2003

writing Scoring rubric :

no	aspect	Score
1	Assesment of content	0 – 20
2	Assesing organization	0 – 20
3	Assing syntax	0 – 20
4	Assesing vocabulary	0 – 20
5	Assesment meccachics	0 – 20

Mengetahui ;

Sukoharjo, 11 Mei 2023

Guru Mapel Bahasa Inggris

Mahasiswa

Mrs. Windy Soraya Dewi, S.Pd

Wahyu aji maulana

Nip

Nim: 183221040

Lesson Plan II

School	: MTsN 1 Sukoharjo Filial Kartasura
Subjects	: English
Aspect / Skills	: Writing
Topics/ Themes	: Descriptive text/ My Idol
Class / Semester	: VIII / Eight
Time Allocation	: 3 meeting (3x45 minutes)
Cycle	: 2

1. Standard Competence

Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure in order to communicate and interact in the closest environment.

2. Basic competency

Expressing the meaning and rhetorical steps in the very short simple essay using language variation accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form of descriptive and procedure texts.

3. Indicator

Writing the descriptive / procedure text with the correct text structure

4. Learning Objective

At the end of the lesson, the students are supposed to be able to write the descriptive text/ procedure text with the correct text structure.

5. Learning material

My Idol

I have an idol. His name is Daniel Jacob Radcliffe. He was born in Fulham, London, 23rd July 1989. He is usually called Dan. He is the only child in his family. Daniel's parents are Alan Radcliffe and Marcia Gresham.

Dan has dark brown hair and blue eyes. His height is about 168cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Simple present tense: used to express something happen in present

Pattern: Subject + V1 + object + Complement/adverb

6. Procedures (stages of teaching learning)

a. Opening

- The researcher greets the students
- The researcher checks whether the students are ready for the activities
- The researcher leads the pray
- The researcher call roll on the students

b. Warming up

- The teaher gives question realted their school

7. The Cycles of the Teaching Learning

b. Main activites

First meeting

Building knowledge of the field (BKOF)

- The researcher gives a descriptive text to the students.

Modeling and Deconstructing the text

- The researcher together with the students identifies the text regarding the purpose, generic structures, and the tense used in the text.
- The researcher explains the students about the present tense followed by several examples and exercise.

Second meeting

- The researcher asks the students to do the exercise individually.
(students write simple descriptive text about my idol).
- The researcher and the students discuss the result.

Third meeting

Building knowledge of the field (BKOF)

- The researcher explains about peer-feedback to the students.
- The researcher explains about what the activities will be about.
- The researcher ask students to make group consist two students in one group.
- The researcher asks the students to do the exercise in group.
(students write simple descriptive text about my idol)
- The researcher and the students discuss the result.

Modeling and Deconstructing the text

- The researcher asks the students to give feedback toward their friends' work.

Closing

- The researcher summarizes the activities and stage that the students have been through.
- The researcher asks the students' problems and hindrances during the activities.
- The researcher closes the class by leading a prayer.

8. Writing Assesment

Type : written test

Technic : brown 2003

writing Scoring rubric

no	Aspect	Score
1	Assesment of content	0 – 20
2	Assesing organization	0 – 20

3	Assing syntax	0 – 20
4	Assesing vocabulary	0 – 20
5	Assesment meccachics	0 – 20

Mengetahui ;

Guru Mapel Bahasa Inggris

Sukoharjo, 11 Mei 2023

Mahasiswa

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