

**THE EFFECTIVENESS OF PEER FEEDBACK IN IMPROVING
STUDENTS' SKILL IN WRITING HORTATORY
EXPOSITION TEXT**
*(A Quasi Experimental Research at the Eleventh Grade Students of SMA
Muhammadiyah 6 Makassar)*



**MUHAMMADIYAH MAKASSAR UNIVERSITY
FACULTY OF TEACHER TRAINING AND EDUCATION
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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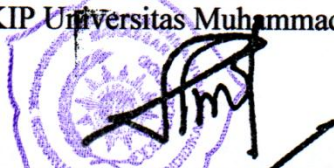
Skripsi atas nama **RIZQI RAMADHANI**, NIM **10535 6120 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **035 Tahun 1440 H/2019 M**, tanggal 21 Jumadil Akhir 1440 H/26 Februari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 28 Februari 2019.

Makassar, 23 Jumadil Akhir 1440 H
28 Februari 2019 M

- Panitia Ujian :**
1. **Pengawas Umum** : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
 2. **Ketua** : Erwin Akib, M.Pd., Ph.D. (.....)
 3. **Sekretaris** : Dr. Baharullah, M.Pd. (.....)
 4. **Dosen Penguji** : 1. Erwin Akib, M.Pd., Ph.D. (.....)
2. Ardiana, S.Pd., M.Pd. (.....)
3. Muh. Arief Muhsin, S.Pd., M.Pd. (.....)
4. Hj. Ilmiah, S.Pd., M.Pd. (.....)

Jkm.
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Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Effectiveness of Peer Feedback in Improving Students' Skill in Writing Hortatory Exposition Text (A Quasi Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah 6 Makassar)**

Name : **RIZQI RAMADHANI**

Reg. Number : 10535 6120 14

Programmer : English Education Department Strata 1 (S1)


Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I

Consultant II


Erwin Akib, M.Pd., Ph.D.


Amar Maruf, M.Hum., Ph.D.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807

MOTTO

For indeed, with hardship will be ease.

Indeed, with hardship will be ease.

(Q.S Al-Insyirah : 5-6)



This thesis is dedicated to:
The researchers' beloved parents, families, and friends,
for their endless love, sacrifices, prayers, support, and advices

ABSTRACT

Rizqi Ramadhani. 2019. *The Effectiveness of Peer Feedback in Improving Students' Skill in Writing Hortatory Exposition Text. (A Quasi Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah 6 Makassar).* English Education Department at Faculty of Teacher Training and Education of Muhammadiyah University of Makassar. Supervised by 1st consultant Erwin Akib, 2nd consultant Amar Ma'ruf.

This research was to find out whether or not peer feedback is effective in improving students' skill in writing hortatory exposition text at the eleventh grade students of SMA Muhammadiyah 6 Makassar.

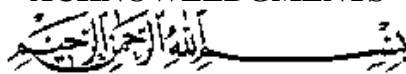
The method used in this research was a quantitative method and the research design was a quasi-experiment. The sample of this research was the eleventh grade of SMA Muhammadiyah 6 Makassar that consisted of 57 students. Students of XI IPA class as the experimental class, whereas students of XI IPS class as the control class. The sample technique of this research was total sampling. The instrument used in this research was a written test on the pre-test and post-test.

The finding of this research showed that peer feedback was effective on students' skill in writing hortatory exposition text. It was proved by the data that $t_{\text{observation}} = 6.52$ is higher than $t_{\text{table}} = 2$ in the significance level of 0.05. It is considered that H_0 (null hypothesis) was rejected and H_1 (alternative hypothesis) was accepted. It is stated that there was a significant effect on students' skill in writing hortatory exposition text.

Based on the result of the research above, it can be concluded that 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 at the eleventh grade students' of SMA Muhammadiyah 6 Makassar.

Keywords: Writing Skill, Peer Feedback, Hortatory Exposition.

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Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W. The researcher realized that in writing and compile this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the researcher would like to express her appreciation and sincere thanks to all of them particularly:

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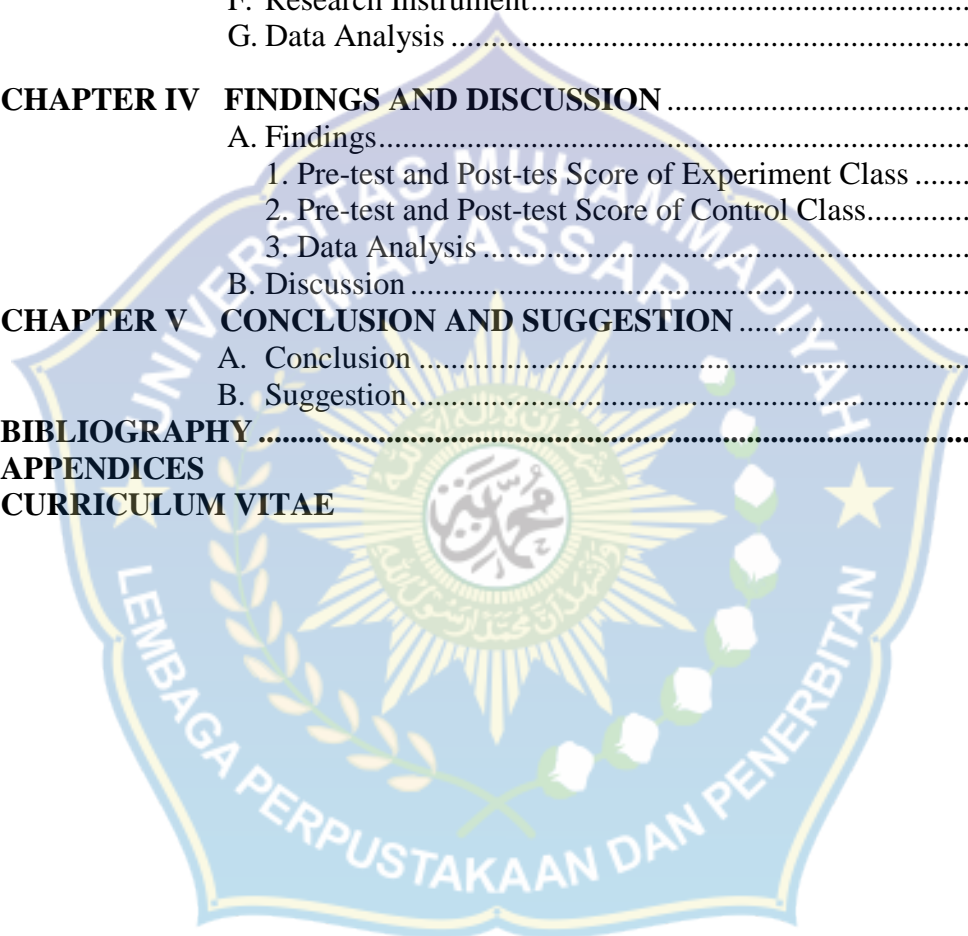
The Researcher

Rizqi Ramadhani

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CHAPTER 1

INTRODUCTION

A. Background

In English language learning, the students are required to master four skills of language. One of those skills is writing skill. Writing is very important and must require in academic field. Writing is a mental work of inventing ideas, thinking about how to express them, and organizing them into sentences and paragraph. (Ziamalina, Yenni Rozimela, & Refnaldi, 2013).

In writing skills, there are lots of text type namely; recount, descriptive, narrative, expository, etc. From all types of the texts, hortatory exposition is the text which is dominantly and frequently thought to senior high schools students, also in the university. Hortatory exposition text is a kind of genre which aims to persuade the reader that something should or should not be the case (Yuliani & Arini, 2009). It consists of thesis, arguments, and recommendation. In hortatory exposition, the students are required to share their opinion or recommendation about the common case. The students need to communicate with each other to expand their knowledge, and building their opinions and thoughts.

There are some difficulties in writing, because writing is process activity, it also because students are not able to use grammatical order and afraid to express their ideas. Students are not able to define a topic,

construct the relationship between their opinions and facts clearly, lack of vocabulary, and the teacher often applied monotonous strategies.

To improve the students' ability in writing hortatory exposition text needs appropriate techniques helping them as solution for their problems. Actually, there are some techniques. One of them is Peer Feedback. Peer Feedback means students can share their creative work with peers for feedback and then use that feedback to revise and improve their work. Peer Feedback is an activity in the revising stage of writing in which students receive feedback about their writings from other students – their peers (Richard, 2002)

Some previous studies show that Peer Feedback has positive effect on improving students writing skill:

Peer Feedback increases the opportunity of meaningful interaction and maximizes the opportunity of sharing new ideas with different perspectives. Peer Feedback makes students interact with each other and help students become active learners during the writing process while developing their critical thinking and communication. (Pearce, Mulder & Baik, 2009:3)

Peer Feedback strategy makes students receive comments the students' perspective, enhance critical reading and critical thinking skills, and involves in the process of sharing ideas and sharing feedback. It also gains students' audience awareness. In other words, students are thinking

as a reader that will improve their writing as well. (Wakabayashi, 2008 and Farrah, 2012)

Besides, since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence. Responding to peer work involves students in each others writing, thus, they can see similar problems and weaknesses in their own writing. Dealing with their idea, experiencing peer feedback helps writers understand the importance of meeting readers' needs and develop audience awareness. The fact that writers revise their essays based on their peer's comments suggests that peer feedback activities develop in students the crucial ability to review their writing with their eyes of another. (Gokce Kurt & Derin Atay, 2007)

Hence, it is worth conducting a research dealing with the use of peer feedback in teaching writing. Consider the statements above the researcher is interested to find out about "The Effectiveness of Peer Feedback in Improving Students' Skill in Writing Hortatory Exposition Text."

B. Problem Statement

Based on the background above, the researcher formulated the following research question:

Is the use of peer feedback effective in improving students' skill in writing hortatory exposition text at the eleventh grade students of SMA Muhammadiyah 6 Makassar?

C. Objective of the Research

Based on the identification of the problem above, the objective of the research is to find out whether or not Peer Feedback is effective in improving students' skill in writing hortatory exposition text at the eleventh grade students of SMA Muhammadiyah 6 Makassar

D. Significances of the Research

The study about the effectiveness of peer feedback in improving students' writing of hortatory text hopefully will be useful to give some contributions to English language teaching and learning, i.e.:

- (1) For teachers and researchers, this study can be beneficial and meaningful for the teachers to improve their students in some English skills by applying peer feedback especially in English writing skill.
- (2) For students, they can be motivated to practice more than they did before.
- (3) For further researcher, it can be suggestion in teaching writing.

E. Scope of the Research

To simplify the study, the researcher limited to teach the students' skill in writing hortatory exposition text by using peer feedback focused on five components: content, organization, sentence formatting, vocabulary, and mechanic.

CHAPTER II

LITERATURE REVIEW

A. Preview of Literature

According to Utari Novialita Zulkarnaen, Yenni Rozimela, and Saunir Saun (2018) concluded that the use of peer feedback strategy can give a better impact on students' writing ability. In other words, the result of their research showed the hypothesis that the students who were taught by using peer feedback strategy had better writing skills than students who were taught by using the conventional strategy by teachers.

According to Dessy Iryanti (2015) found that after conducted the research in experiment class, the result shows that the comparison of students' scores of experimental class in SMAN 11 Tangerang Selatan from analysis of data is significant. It means that peer feedback gives valuable effect in improving students' writing achievement. It can be concluded that teaching writing by using peer feedback is more effective than by using teacher feedback.

According to Dewi Atikah (2013) found that teacher and peer feedbacks have their own portion affecting the students' writing achievement. The teacher feedback contributes higher score to language use aspect, while peer feedback to mechanic aspect. Yet, both feedbacks also contribute positively on content and organization aspects.

According to Rizky Nadia Insani (2010) found that peer assessment as a device to help the students to give feedback improved the students' ability

in developing and organizing their ideas in writing hortatory exposition text. The scores of the students' writing products in terms of content and organization improved significantly from preliminary study to cycle 1 and from cycle 1 to cycle 2.

According to Endri Capri (2012) found that there was significant effect of peer feedback technique toward students' ability in writing analytical exposition text at the second year of MAN 1 Kuantan Kuantan Singingi Regency.

Based on the previous research that have done by some researcher, the conclusion is the use of peer feedback can give a positive impact because it's much easier to improve of writing skill than the use of conventional teaching. So, the researcher was conducted an investigation to find out whether the use of peer feedback is effective in improving students' writing skill of hortatory exposition text at the eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar.

B. Concept of Writing

Writing is a kind of productive skill which brings someone to express ideas, convey the messages to the reader, and explore the ideas themselves (Ur; 1996 cited in Hartono; 2012, Harmer; 2001).

The purpose of writing can be divided as narrating, conveying, describing, reporting, exposition, and so on. These purposes are maintained by the writer to write according to what he or she aims to. Therefore, they need to write well in order to convey what they mean effectively.

C. Approaches to Students' Writing

In training the students to be a good writer in English, many approaches are ubiquitous to the practice of writing skill.

1. Process and Product Approach

When we apply product approach, it means that we only focus on the aim of the task and on the end writing product (Harmer, 2001; Brown, 2007). On the contrary, process approach emphasizes on the some stages to produce the final written product.

2. Writing and Genre

Genre approach means that the students learn first about the text that they are going to produce (Brown, 2007). It means that the students should have enough knowledge about text types before they try to produce by themselves.

3. Creative Writing

This approach refers to imaginative writing task for students (Harmer, 2001). The tasks that Harmer means are writing poetry, stories, and plays. This approach is much more marked than other standard approach, in which, it tends to prescribe the correct form for students, and thus, the students cannot write more creatively.

All in all, the researcher concludes that there are many approaches that the teacher could apply in teaching writing. What the teacher should do is to decide the more effective and appropriate one for the students.

D. Aspects of Writing

In writing, there are some aspects to be considered. These are content of writing, organization idea, language use, mechanic use, and vocabulary (Jacob, et al, 1981). First, content aspect refers to the text which presented knowledgeable, substantive, and relevant to the topic given. Second, organization idea refers to the text presented ideas clearly, in logical sequencing, and cohesively. Third, language use refers to the text which constructed the sentences grammatically; subject-verb agreement, tenses, articles, and preposition. The fourth, mechanic use refers to the using of appropriate punctuation in the text. The last is vocabulary which refers to specific word choice and appropriate words in conveying the right meaning (Brown, 2007). Those aspects should be taught to the students in order that they can create the good writing composition. However, in this study, the study just focus on four aspects, namely, content, organization, language and mechanic use.

E. Process writing approach

Some hundred years ago, the teachers really emphasize on the product of writing. In the other words, they tend to prescribe the correct writing form for students. But in due of time, the teachers tend to be aware that the learners are seen as the language creator who can write creatively, so the approach turns to be a process writing approach (Brown, 2007). This writing process approach consists of four stages, namely, planning, drafting, revising, and editing.

1. **Planning** refers to the series of strategies to find information as much as possible related to the writing process. It could be done by brainstorming before we start writing.
2. **Drafting** refers to the process in writing that the students start to write. It is sometimes called as sketch in writing.
3. **Revising** refers to the process of providing feedback to students' writing either from teacher or peer. It plays important role in writing.
4. **Editing** refers to the process where the students edit their draft that has been corrected by their teacher or peer. It makes the feedback plays important role because the editing process could occur when revision stage has cleared.

F. Aspect of Hortatory Exposition Text

A good hortatory exposition text should cover some important criteria or components within it. The components are:

1. Content

Hortatory exposition text is a kind of genre which aims to persuade the readers about something should or should not be the case. In persuading the readers, this text should be completed with some arguments to strengthen why something should or should not be the case. The arguments brought should be knowledgeable, substantive, and relevant to the topic decided (Jacob et al, 1981). In addition, hortatory exposition consists of three elements: Thesis, announcement of concerned issue; Argument, reasons for concern, leading to recommendation;

Recommendation, statement of what ought or ought no to happen (Gerot and Wignell, 1994:209)

2. Organization of idea

The organization of hortatory exposition text should cover fluent expression, clear ideas, well organized, logical sequence, and cohesion (Jacob et al, 1981). Fluent expression refers to the building ideas one another, use of the introductory paragraph, use effective transition signals, words, phrase that link the ideas fluently. Clear ideas refer to the stating of the controlling idea and topic sentence in each paragraph. Logical sequence refers to developing the ideas logically and using of time and space order. Then, cohesion refers to unity of ideas.

3. Language use

The language use or grammar aspects in hortatory exposition text cover an agreement, tenses, number and word order function, and its language features (Jacob et al, 1981). Finally, language features refer to the language use used in hortatory text as its characteristics, for example: the use of appropriate tense, thinking verb, modal verb, abstract noun, and connectives or transitional signals (Yuliani & Arini, 2009)

G. Peer Feedback

Peer feedback is defined as feedback given by peer. In writing activity, peer feedback means having other writer to read and to give feedback on what other writer has written (Hyland & Hyland, 2006).

Peer feedback activities tend to generate more comments on the content, organization, and vocabulary (Lee & Shzh). In addition, by applying peer feedback, the teaching-learning process will be in students' centre. It is because it can activate students' knowledge about writing by reading and giving feedback to others' work (Todd, 2007). This kind of feedback is done by sharing the student's work to their peer. In this time, the students can give their feedback in terms of writing aspect assessed by the teacher. It is the time also to activate their knowledge not only to write but also to read others' work. Then, after reading and providing feedback, the teacher leads the discussion about what the students got in their peer works and what kind of questions of their peer writing raises (Peterson, 2010)

H. Conceptual Framework

In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. The indicators are clue and strategies applied in the implementation of various methods. This research aims to find out whether or not peer-feedback effective in improving students' writing hortatory exposition text. Based on the aims of the study, the researcher formulated conceptual frameworks as follow:

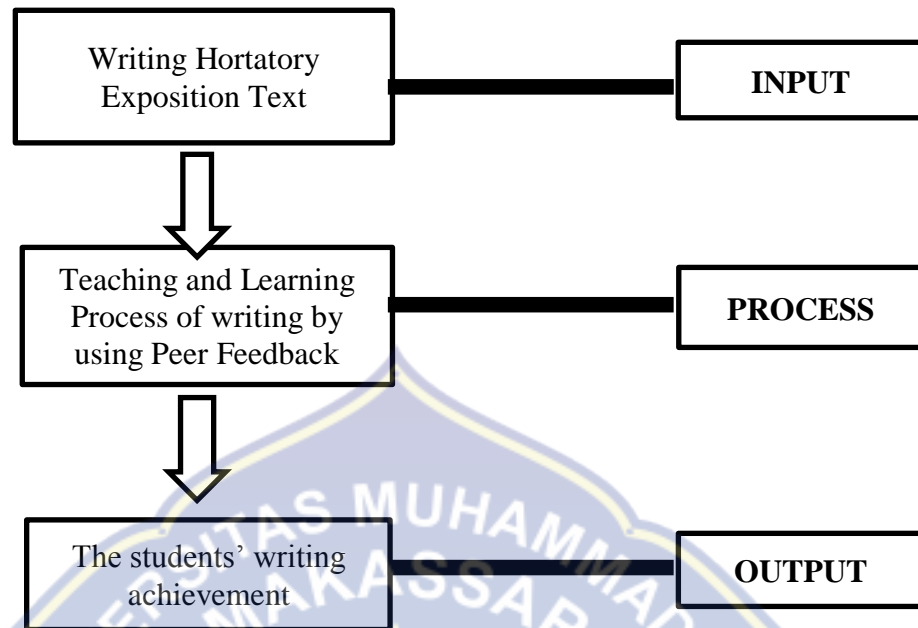


Figure 2.1 Conceptual Framework

The three variables: input, process, and output are briefly explain as follows:

1. Input refers to the writing hortatory exposition text. The students should write based on generic structure of hortatory exposition text. There are thesis, argument, and recommendation.
2. Process refers to the implementation of peer feedback in teaching and learning process of writing. The indicators are:
 - a. The researcher explained about the aspects in writing hortatory exposition text.
 - b. The researcher asked the students to produce the first draft based on the topic chosen

- c. The researcher collected the students' first draft and share those to the other students
 - d. The researcher asked students to read peers' draft and comment what they find most interesting, what they want to know more about, what they are confused, and make suggestion to peers' draft.
 - e. The researcher asked students to return back the draft to peer
 - f. The researcher asked students to revise their drafts based on suggestion
4. Output refers to the students' achievement on writing.

I. Hypothesis

Hypothesis can be defined as a prediction about the outcome of the study (Ravid, 2011:30). In general, hypothesis is the researcher's pre assumption concerning the outcome of the research. The hypotheses are divided into two hypotheses as following:

Alternative Hypothesis (H_1):

The use of Peer feedback is effective in improving students' skill in writing hortatory exposition text.

Null Hypothesis (H_0):

The use of Peer feedback is not effective in improving students' skill in writing hortatory exposition text.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative approach. Quantitative approach is research that focused on explaining cause-and-effect relationships, studies a small number of variables, and uses numerical data. This research used numerical data to test the hypothesis.

By using experiment method, the researcher could be conducted the effect of independent variable on dependent variable. In this research, the researcher focused on improving students' writing hortatory exposition text. The researcher used experiment method to study the effectiveness of peer feedback in improving students' skill in writing hortatory exposition text.

Experimental group design divided into three designs; they are pre-experimental, quasi-experiment, and true experiment. The researcher used quasi-experiment in this study. In quasi experimental design, there divided into two groups, they were experimental group and control group. In this research, the experimental group taught by using peer feedback. In the other words it gave a treatment, while the control group did not give treatment.

B. Variables of Research

There are two kinds of variables named independent variable and dependent variable. The independent variable of this research was the use of peer feedback in writing hortatory exposition text. The dependent variable was the students' skill in writing hortatory exposition text.

C. Population

The population of this research was the eleventh grade students of SMA Muhammadiyah 6 Makassar that consisted of 57 students. Those were divided into two classes, there were IPA eleventh grade as the experimental class that consisted of 31 students and IPS eleventh grade as the control class that consisted of 26 students.

Table 3.1. Population

No.	Class	Number of Students
1.	XI IPA	31
2.	XI IPS	26
	Total	57

(SMA Muhammadiyah 6 Makassar. Academic year 2018/2019)

D. Sample

In deciding the sample of the research, the researcher used total sampling technique. Total sampling is a technique to collect the data which is the total number sample is similar with the total population. The researcher selected all the population became the sample of this study. The researcher chose two classes of the eleventh grade of Senior High School based on the students' writing skill in English lesson looked from the mean score of the students. The researcher needed two classes because in this study there were two group, experimental group and control group.

E. Technique of Collecting Data

The data were taken from the written test on experimental group and control group, administrating to a study of eleventh grade of Senior High School.

The researcher used these following steps in collecting data on the experimental group. They are:

- a. The researcher came into the class and observed the students as the subject of the research.
- b. The reseacher gave pretest to the students.
- c. The researcher introduced hortatory exposition text to the students using peer feedback.
- d. The researcher gave the posttest to the students.

The researcher also used these following steps in collecting data on the control group. They are:

- a. The researcher came into the class and observed the students as the subject of the research.
- b. The researcher gave pretest to the students.
- c. The researcher introduced hortatory exposition text to the students without using peer feedback
- d. The researcher gave the posttest to the students.

F. Research Instrument

To know the effectiveness of peer feedback on students' writing hortatory exposition text, the researcher used writing test as the instrument in collecting the data. Test was a devise used to measure the skill, intelligence, ability and talent of an individual or a group. Test was given to the students focused on writing hortatory exposition text. The aim of this test was to measure the students' skill in writing hortatory exposition text. The test that used in this research was pre-test and post-test in both groups. The schema of the test describes as this following:

Experimental	:O ₁	X	O ₂
Control	:O ₃		O ₄

(Cohen et al, 2007:283)

O₁: pretest of experimental group
 O₂: posttest of experimental group
 O₃: pretest of control group
 O₄: posttest of control group
 X: treatment

G. Data Analysis

When the data were collected, the researcher measured the score by using scoring rubric. T-test applied for correlating samples to know whether there are significant difference score between experiment class and control class. Then, the researcher compared the students' scores of pretest and posttest. It was done to examine whether or not the score of experiment class is higher than the score of control class. As well as to know whether the use of peer feedback effective in improving students' skill in writing hortatory exposition text. This following is the table of the procedure of assessing writing.

Table 3.2 Procedure of Assessing Writing

No	Indicator	Descriptors	Score (S)	Weight (W)	S x W
1.	Content and Development	Relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	5	5	
		Relevant to the topic. Support main idea adequately with specific, appropriate example/reason/evidence.	4	5	
		Mostly relevant to the topic. Support main idea but few points are too	3	5	

		general/abstract/vague			
		Generally address the topic. Lack use of specific, appropriate example/reason/evidence.	2	5	
		Main idea is not clear. No use of specific, appropriate example/reason/evidence.	1	5	
2.	Organization	Focuses on the main idea with well-organized and well-elaborated text.	5	5	
		Focuses on the main idea and well-organized but not well-elaborated	4	5	
		Focuses on the main idea but not well-organized and not well-elaborated	3	5	
		Not focus on the main idea, sometimes has more than main idea, unwell-organized and unwell-elaborated.	2	5	
		The main idea is not clear, lack of elaboration.	1	5	
3.	Sentence Formatting and Usage	Effective word order, no jumbled words, no mistakes in: tense, word order, articles, pronoun, and preposition.	5	4	
		Standard word order, no jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition.	4	4	
		Generally, standard word order, some jumbled words, some mistakes in: tense, word order, articles, pronoun, and preposition.	3	4	
		Some standard word order, some jumbled words, many mistakes in: tense, word order, articles, pronoun, and preposition.	2	4	

		Frequent standard word order, some jumbled words, many mistakes in: tense, word order, articles, pronoun, and preposition.	1	4	
4.	Vocabulary and Styles	Well-chosen vocabulary, sentence variety and information.	5	3	
		Vocabulary is precise and the information is purposeful	4	3	
		Vocabulary is less precise and the information is less purposeful	3	3	
		Use only basic vocabulary and not purposefully selected. Its tone is flat and not consistent	2	3	
		Unwell-chosen vocabulary, sentence variety and information, the meaning also vague.	1	3	
5.	Mechanic	Effective use of capitalization, punctuation, spelling, and formatting.	5	3	
		Few (if any) noticeable error in capitalization, punctuation, spelling, and formatting.	4	3	
		Generally, almost use effective capitalization, punctuation, spelling, and formatting. If there is any error, it does not detract from meaning.	3	3	
		Several errors in spelling and punctuation which detract from meaning.	2	3	
		Many misspell in simple words.	1	3	
Total Score					

Total score = (content & development + organization + sentence formatting and usage + vocabulary & style + mechanic)

(Anderson in Hughes, 2003)

Scoring classification of students' writing as follows:

76 – 100 is classified as Excellent

66 – 75 is classified as Very Good

56 – 65 is classified as Good

46 – 55 is classified as Fairly Good

36 – 45 is classified as Fair

27 – 35 is classified as Poor

0 – 26 is classified as Very Poor

(Kemenristek, 2016)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Pre-test and Post-test score of Experiment Class

The experimental class in this study was all students of XI IPA that consisted of 31 students were taught by using peer feedback in teaching writing. Before receiving the treatment, the students did pre-test to measure the students' skill in writing hortatory exposition text. After conducting the pre-test, the researcher gave the treatment in order to help the students writing into a good paragraph. Further, after conducting the treatment, the students were given the post-test to investigate whether or not the treatment gave the effect into students' writing skill of hortatory exposition text. Therefore, the mean score of the pre-test that has been given to the experimental class was 47.19 with 66 as the highest score and 40 as the lowest score.

Furthermore, the mean score of the post-test after giving the treatment was 55.59 with the highest score 75 and the lowest was 43. The data related to the pre-test and post-test scores of the experimental class are can be seen in table 4.1

Table 4.1**Pre-Test and Post-Test Score of Experiment Class**

Students	Pre-Test	Post-Test	Gained	X²
Student 1	46	53	7	49
Student 2	46	56	10	100
Student 3	46	49	3	9
Student 4	49	59	10	100
Student 5	49	59	10	100
Student 6	43	46	3	9
Student 7	43	53	10	100
Student 8	66	75	9	81
Student 9	46	62	16	256
Student 10	46	49	3	9
Student 11	40	43	3	9
Student 12	43	53	10	100
Student 13	40	46	6	36
Student 14	40	49	9	81
Student 15	49	53	4	16
Student 16	40	49	9	81
Student 17	49	53	4	16
Student 18	46	62	16	256
Student 19	43	49	6	36
Student 20	49	59	10	100
Student 21	46	56	10	100
Student 22	46	62	16	256
Student 23	40	49	9	81
Student 24	40	52	12	144
Student 25	40	49	9	81
Student 26	62	66	4	16
Student 27	58	62	4	16
Student 28	46	59	13	169
Student 29	58	62	4	16
Student 30	62	70	8	64
Student 31	46	59	13	169
ΣX	1463	1723	260	2656
Mean Scores	47.19	55.59	8.39	

Based on the description in Table 4.1 shows that the result indicates that the experimental students' pre-test means the score is relatively low. It means that the students in the experimental class have some problems in writing of hortatory

exposition text. In addition, the mean score obtained by the students in the post-test is significantly increased 8.39 it can be predicted that the students passed the post-test well after the treatment given. It also shows that the highest score of pre-test in experimental class before giving the treatment was 66 and the lowest score was 40, while the highest score of post-test in experimental class after giving the treatment was 75 and the lowest score was 43.

2. Pre-test and Post-test Score of Control Class

The control group of the study was all the students XI IPS that consisted of 26 students who did not use peer feedback in writing hortatory exposition text. Before conducting the test, researcher taught the control class without peer feedback. The pre-test was conducted in order to measure the students' writing skill in the control class. After the researcher taught the control class how to write the hortatory exposition text, then the post-test was conducted. The data of the pre-test and post-test of control class can be seen at table 4.2.

Table 4.2
Students' Pre-test and Post-test Score of Control Class

Students	Pre-Test Score	Post-Test Score	Gained Score	Y ²
Student 1	43	59	16	256
Student 2	66	63	-3	9
Student 3	46	49	3	9
Student 4	40	40	0	0
Student 5	35	40	5	25
Student 6	49	49	0	0
Student 7	46	46	0	0
Student 8	46	49	3	9

Student 9	46	49	3	9
Student 10	56	53	-3	9
Student 11	52	52	0	0
Student 12	43	59	16	256
Student 13	35	38	3	9
Student 14	52	52	0	0
Student 15	62	59	-3	9
Student 16	43	43	0	0
Student 17	43	43	0	0
Student 18	59	59	0	0
Student 19	40	40	0	0
Student 20	32	35	3	9
Student 21	29	32	3	9
Student 22	46	49	3	9
Student 23	32	32	0	0
Student 24	32	35	3	9
Student 25	53	53	0	0
Student 26	46	63	17	289
$\sum Y$	1172	1241	69	925
Mean Scores	45	47.74	2.65	

Based on the Table 4.2, it can be seen that the mean score of the control group was low, it can be predicted that the control group also has a problem in writing hortatory exposition text like the experiment class. In addition, after teaching the control class about how to write the hortatory exposition text, then the post-test of writing descriptive text was conducted. The mean score of the pre-test was 45 and the mean score of post-test was 47.74. Therefore, the highest score of pre-test was 66 and the lowest was 29, while the highest score of post-test in control class after the researcher taught how to write the hortatory exposition text was 63 and the lowest score was 32. It means the students' post-test in the control class was lower than the experimental class after giving the treatment.

3. Data Analysis

Determining degrees of freedom, with formula :

$$\begin{aligned}Df &= (N1+N2) - 2 \\ &= (31+26) - 2 \\ &= 55\end{aligned}$$

Determining t-table in significance level 5% with df.

Significance level 5% of df 55 is 1.67

T-test between two means of experimental group and control group

Formula

To measure hypothesis using the formula below:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

where:

($t_o : t_t$)

t_o = t-observation / t-test

t_t = t table

M_x = Mean of Experimental Group

M_y = Mean of Control Group

$$M_x = \frac{\sum X}{N_x} = \frac{260}{31} = 8.39$$

$$\begin{aligned}\sum X^2 &= \sum x^2 - \frac{(\sum X)^2}{N_x} \\ &= 2656 - \frac{(260)^2}{31}\end{aligned}$$

$$= 2656 - 2180$$

$$= 476$$

$$M_y = \frac{\sum Y}{N_y} = \frac{69}{26} = 2.65$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$= 925 - \frac{(69)^2}{26}$$

$$= 925 - 183.11$$

$$= 741.89$$

$$t = \frac{8.39 - 2.65}{\sqrt{\left[\frac{476 + 741.89}{31 + 26 - 2} \right] \left[\frac{1}{31} + \frac{1}{26} \right]}}$$

$$= \frac{5.74}{\sqrt{\left[\frac{1217.89}{55} \right] \left[\frac{2}{157} \right]}}$$

$$= \frac{5.74}{\sqrt{[22.14] \left[\frac{2}{157} \right]}}$$

$$= \frac{5.74}{\sqrt{0.78}}$$

$$= \frac{5.74}{0.88}$$

$$= 6.52$$

On $\alpha = 5\%$ with $df = 55$, the result $t_{table(55)} = 2$

Since $t_o > t_t$ mean there is a significant difference between experimental and control class on the test, the experimental is higher than the control group.

B. Discussion

In the discussion of the data which was taken from 31 students of experimental class and 26 students of control class. In the first meeting, the researcher gave pre-test in experimental and control class about material hortatory exposition text with the same topic. Then, the researcher gave 60 minutes for students to write the text. The students should write at least 3 paragraphs and maximum 5 paragraphs. After students made paragraphs, researcher found that many students still yet understand of material and how to write well.

In the next meeting, the researcher explained material hortatory exposition that consisted of definition, generic structure, and example of text. In experimental class, researcher also explained about the steps of peer feedback. After that, researcher asked the students to write hortatory exposition based on the topic chosen for 30 minutes. Then, the students started peer feedback and have done well. While in control class, the researcher only taught the material and did not give treatment to the students.

In the last meeting, researcher gave post-test in experiment and control class and asked the students to write hortatory exposition based on the topic chosen for 60 minutes. The aims of post-test is to see if there are any changes. Then, the researcher gave score to students in experiment class and control class based on organizational structure, content and developing ideas, choosing appropriate vocabulary, grammar, and the use effective diction, and right punctuation.

The discussion of score in experiment class has the mean of pre-test 47.19, before using peer feedback. After giving treatment for experimental class by using peer feedback, the researcher got the mean of post-test 55.59. So, the researcher got the mean of gain score 8.39. It can be summarized that the mean score in post-test was higher than pre-test.

Then, from the discussion of score in control class which was the researcher got the mean of pre-test 45. In this class, the researcher did not give treatment to the students, but the researcher only gave a theme to writing hortatory exposition text. The researcher got the mean of post-test 47.73. The researcher got the mean of gain score was 2.65. It can be summarized that the score in post-test was higher than pre-test.

The final calculation was testing the hypothesis. This was the main calculation to answer the problem formulation of this research that whether there is significant different between students' writing skill at control class without using peer feedback and students' writing skill at experiment class which using peer feedback. The researcher used t-test formula in the significance degree. The value of t-test was higher than t-table ($t_o : t_t$) was ($6.52 > 2$) in the level of significance 5%. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. There is a significance difference between students' writing skill by using peer feedback and without using peer feedback. Thus, it can be concluded that the students who taught by peer feedback had better writing skill in writing hortatory exposition text than who did not use peer feedback. The students could

improve their writing skill by giving them treatment peer feedback. By receive feedback from peer, students can do good writing, revise an incorrect structure and many others.

The effectiveness of peer feedback of this research was support by the previous finding of researchers. In Utari Novialita Zulkarnaen, Yenni Rozimela, and Saunir Saun (2018) defined that the use of peer feedback strategy can give a better impact on students' writing ability. In other words, the result of the research showed the hypothesis that the students who were taught by using peer feedback strategy had better writing skills than students who were taught by using the conventional strategy by teachers.

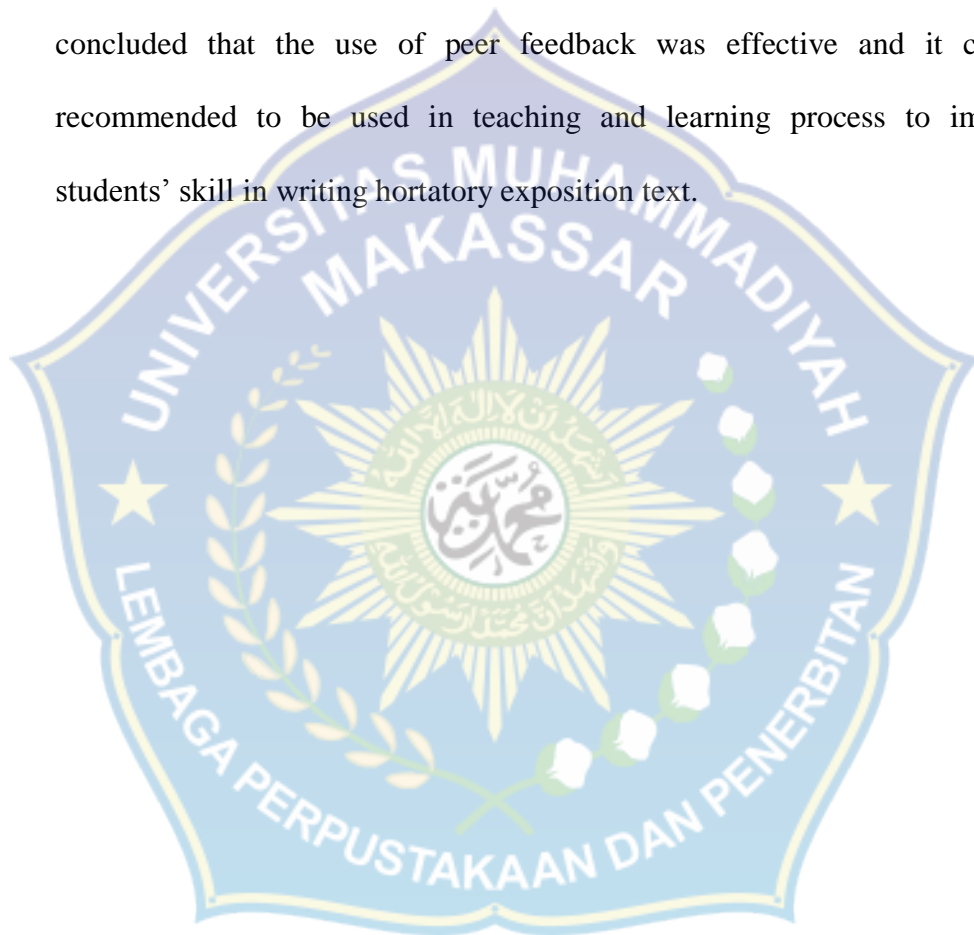
In addition, Dessy Iryanti (2015) conducted the research "The effectiveness of peer feedback in improving students' writing achievement." She found that peer feedback gives valuable effect in improving students' writing achievement. It can be concluded that teaching writing by using peer feedback is more effective than by using teacher feedback.

Moreover, Rizky Nadia Insani (2010) found that peer assessment as a device to help the students give feedback improved the students' ability in developing and organizing their ideas in writing hortatory exposition text.

Peer feedback is defined as feedback given by peer. It means having other writer to read and to give feedback on what other writer has written. Peer feedback activities tend to generate more comments on the content, organization, grammar, vocabulary, and mechanics. In addition, this kind of feedback was done by sharing the students' work to their peer. By applying

peer feedback, the students' have knowledge about writing by reading and giving feedback to others' work. Then, after reading and providing feedback, the researcher was lead the discussion about what the students got in their peer works.

Based on the research findings related to the theories, it can be concluded that the use of peer feedback was effective and it can be recommended to be used in teaching and learning process to improve students' skill in writing hortatory exposition text.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding and discussion in the previous chapter, the researcher concluded that the use of peer feedback was effective in improving students' skill in writing hortatory exposition text. It was proved by the value of t-test between two means of experimental and control group was 6.52 with df was 55. In this research, the degree of significance in the level of 5% which in the table of significance showed that level 5% of df 55 was 2. It means, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there significant influence of using peer feedback in writing hortatory exposition text.

B. Suggestion

There is some suggestion from the researcher for the teacher, students, and, further researcher as follow:

1. For the teacher

The teachers are recommended to apply this technique in teaching writing since peer feedback gives better effect on students' writing skill. It influences the students' learning process positively which

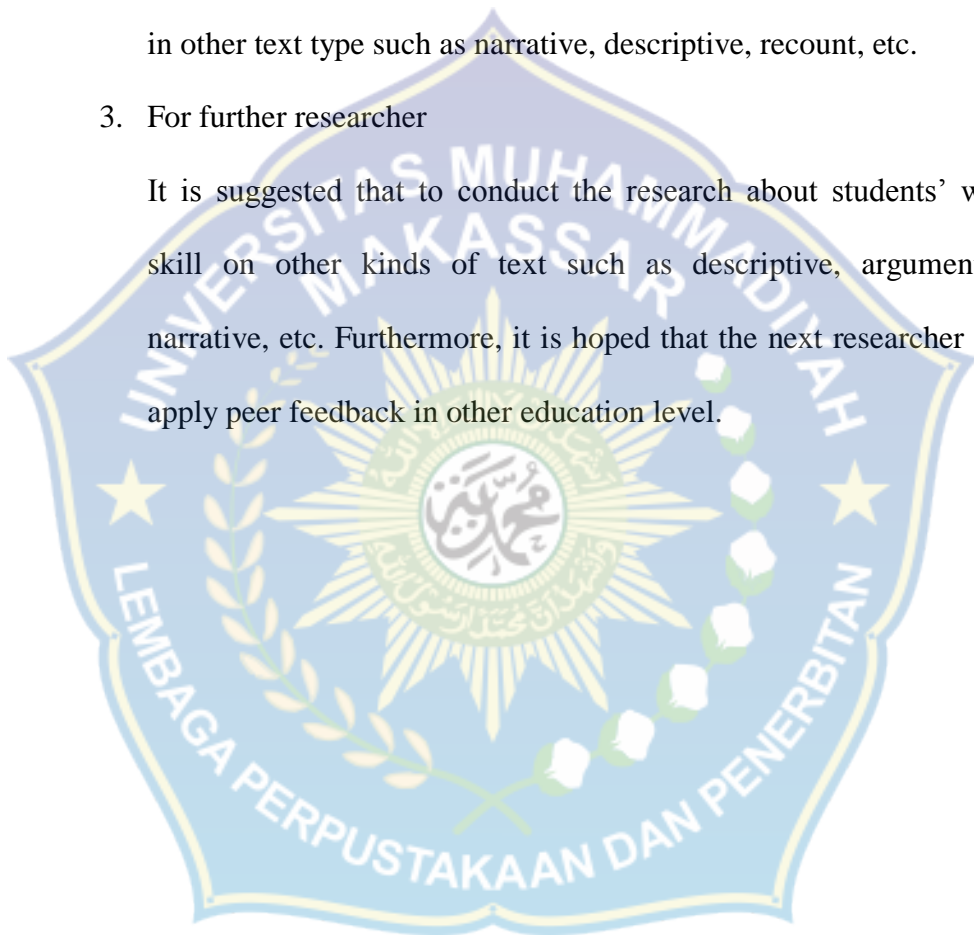
leads to the improvement of students' writing skill of hortatory exposition text.

2. For students

It is suggested to practice more by using peer feedback to improve the students' skill in writing hortatory exposition text. It can also be used in other text type such as narrative, descriptive, recount, etc.

3. For further researcher

It is suggested that to conduct the research about students' writing skill on other kinds of text such as descriptive, argumentation, narrative, etc. Furthermore, it is hoped that the next researcher would apply peer feedback in other education level.



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CURRICULUM VITAE



RIZQI RAMADHANI, was born in Barru, November 13th, 1995. The researcher is an only child of a couple from H. Badaruddin and Amirah. The researcher completed her Elementary School at SDN 67 Rappokalling, Makassar in 2007. Then, the researcher completed her Junior High School at SMPN 4 Makassar in 2010 and completed her Senior High School at SMA Muhammadiyah 6 Makassar in 2013. Then, in 2014 the researcher continued her education by joining undergraduate program of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

