**Peer Feedback Technique in Teaching Essay Writing**

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**ABSTRACT**

Writing is one of the most important skill to mastery English. But there are many students get difficulties in writing. They worried when they make errors in their writing. To overcome this problem, the researcher uses peer feedback technique. Here, peer feedback technique is used to revise the students’ writing. It is hoped by this technique the students can revise to make better and correct in writing. Based on the reason above, the objective of the study is “to describe the effectiveness of using peer feedback technique in teaching essay writing”. This research is experimental studies and the researcher uses quantitative research. In experimental quantitative research, there are two groups of students participated in the study, control and experimental group. The subject of this research is the students 2015 English Education Department. The data collection technique is by testing writing composition and the data analyze technique used t-test calculated by SPSS Statistic 17.0 to find out the difference between students’ pretest and posttest scores of experimental and control group. This result show that the experimental group which is taught by using peer feedback technique get high scores than the control group which is not taught by using peer feedback technique.

**Key Words**: *Peer Feedback Technique, Teaching Essay Writing*

**INTRODUCTION**

Harmer (2004 : 2) says that the reasons for teaching writing to students of English as a foreign language are for reinforcement, language development, learning style and most importantly as a basic skill. Some teachers find that their students are not enthusiastic in learning how to write paragraph or composition in English. While the students feel that writing is difficult subject tolerant. Moreover, they feel difficult to create ideas and express their ideas into writing.

According to Russilawatie (2005:111), “Writing is a skill which an academic person must have”. That is why the students have to learn writing in English well. In other hand, writing only learn at school and it is very rare used in daily life, so the writing is difficult activity and learning to write should be practiced frequently.

Nunan (2003:88) views writing in two approaches, they are process and product approach. The product approach focuses on the final product, the coherent, and the error-free text. It means the teacher only scores his students’ final composition, or essay, letter, story or even research report that she colllects from her students. On the other hand , process approach focuses on the steps involved in drafting, redrafting a piece of work. The process of writing begins with the imagination of the student-writer then continues when he starts to organize, makes draft until he finishes his composition.

Here, we can see that writing is also important skill which has to be learned besides the other skills. The students of university are obliged to learn writing skill. Related to the notion of genre for university, the students in university have to learn some steps of writing such as, paragraph writing, essay writing, argumentative writing and scientific writing. Unfortunately, many students of university are not good yet in writing. Students are often getting difficulties to write the target language, because they can’t write such simple composition in the writing class because they are confuse to express their ideas to organize the text well, and they feel afraid to make grammatical mistakes that they usually faced.

By knowing the condition of the students of university who learn English as foreign language, the researcher tends to choose the appropriate technique that will produce good result in teaching writing. The alternative technique is called peer feedback technique, which is by sending back the response from the peer in the same level of age and ability.

Referring to the background of the study, there is one statement of problem that should be taken into consideration “Do students who are taught essay writing using peer feedback technique get higher achievement than those who are taught essay writing without using peer feedback technique?”. Based on the statements of the problem stated above, the objective of the study is “To describe the effectiveness of using peer feedback technique in teaching essay writing”.

Peer feedback is a practice in [language education](http://en.wikipedia.org/wiki/Language_education) where feedback given by one student to another. Peer feedback is used in writing classes of both first language and [second language](http://en.wikipedia.org/wiki/Second_language) to provide students more opportunities to learn from each other. After students finish a writing assignment, the instructor has two or more than two students work together to check each other's work and give comments to the peer partner. Comments from peers are called as peer feedback. Peer feedback can be in the form of corrections, opinions, suggestions, ideas to each other. Thus, peer feedback is a two-way process in which one cooperates with the other. In addition, some students actually lack ability to give peer feedback owing to insufficient knowledge. In this case, students hardly learn from others, so peer feedback loses track of its original rationale to help the other get improvement. Instead of focusing on the surface-level mechanics and grammatical correctness in product-oriented approach, writing is viewed as “A complex development task” in the light of process approach. Therefore, process – oriented feedback should focus on both meaning and form.

As Rollinson (2005:24) concluded in his study that peers can provide useful feedback at various leves and it can help students in better revisions and overall improvement in writing quality. In the activity of using of peer feedback technique in the classroom, the teacher’s role is important. It means that teacher’s feedback in writing has high value to the students and there are many teachers have used this kind of feedback in writing especially in written feedback.

According to Atay and Kurt (2007:35), there are effects on adopting peer feedback in class. First, it provides diversity with teaching compared with the traditional way of giving teacher feedback. In peer feedback session, students do not just listen to teacher' instructions, but work with their peers to do more practices in writing. In this case, students' anxiety becomes lower and learning motivation can be higher. Second, sharing opinions with peers is helpful in building and increasing one's confidence. Clearly expressing what one is trying to say requires confidence and sufficient knowledge; people need to self dress what to say by their own knowledge or experiences. Thus, giving useful feedback definitely strengthens one's confidence. Moreover, peer feedback helps student to take more responsibilities in learning process. Besides doing assignments, students have to read others' work carefully as well so that one is not only responsible for his/her own work but also the others'.

From those ideas above, it can be concluded that peer feedback is one of the excellent techniques in teaching writing. It assists students for editing, commonly in rewriting process. It allows them to re-see their ideas (their peer ideas). It helps them to be more creative and critical by delivering substansial feedback to other peers. It also can enhance their composition by changing the grammatical, mechanical errors, inappropriate organizational and content erors into the correct and appropriate ones.

**RESEARCH METHOD**

This study is an experimental study. The researcher used the experimental quantitative research, because it is a scientific investigation in which a manipulation on dependent variable. The spesific type of experimental research in this research is quasi experimental research that is a powerful research method to establish cause and effect relationship. The design of quasi-experimental type is the pre test-post test non equivalent-groups design. The design employs two groups, experimental group and the control one. The experimental group is the group where the treatment implemented. They are subjected to the use of peer feedback technique in teaching writing business letter while the control group is subjected without using peer feedback technique. These two groups are given the same materials and written test. To measure the difference of the student’s writing ability between the two groups, a pre test and post test are administrated. The pre test is giving at the beginning of the study in order to know the student’s writing ability before the treatment and the post test is offered later at the end of the treatment to both experimental and control group. The design of the research is illustrated as follows :

|  |  |  |  |
| --- | --- | --- | --- |
| GROUP | PRE-TEST | TREATMENT | POST-TEST |
| 1 | Y1 | X | Y2 |
| 2 | Y1 | - | Y2 |

Note:

1 : Experimental Group

2 : Control Group

Y1: Pre-test

Y2: Post-test

X : Independent Variable

There are two variables measured in this experiment or research. They are independent variable and dependent variable. The independent variable is the variable that comes first and influences or predicts the result. And the dependent variable is affected and predicted by the independent variable (McMillan,1992:22). In this research, the independent variable is peer feedback technique students’ writing ability, while the dependent variable is students’ writing ability.

The test can be called valid if it measures internal knowledge or measures what should be measured. Based on the testing of validity, Arikunto (2006:151) divides validity into two types; external validity and internal validity. External validity is the validity which is achieved when the data collected by the instruments are appropriate with the data. It is measured using the formula of Cronbach’s alpha on SPSS 17.0. Whereas the internal validity is the validity which is achieved by analyzing factors and items.

Reliability is a necessary characteristic of any good test for it to be valid at all: a test must be reliable first, as a measuring instrument. If a measure has high reliability, it has relatively little error. Reliability can be meant as the stability of at a test score. It means that a test would have high reliability if it gives consistent result. To establish the reliability of the test used by the researcher as a instrument, the researcher uses the formula of Cronbach’s alpha SPSS 17.0, since it required a single administration of test.

To analyze the data, after collecting the data of pretest and posttest from the experimental group and control group. The next step is finding out the difference score between pretest and posttest of each group. Then, it is analyzed by using calculation t-test to find out whether or not the difference between them is significant. Next, the researcher used t-test to analyze the pretest scores both experimental group and control group, and then it is continued with analyze the posttest scrores both of them. The last, the researcher used t-test to analyzed the significance different between pretest and posttest to both experimental group and contol group.

All of the calculation are done by using SPSS Statistic 17.0, a computer program for statistical calculation. In here, the researcher used Independent Sample Test and Paired Sample t-test. The researcher used independent sample test to know the difference students’ score in pretest of the experimental and the control group, and to know difference students’ score in posttest of the experimental and the control group. She also used paired sample t-test because want to know difference students’ value in pretest (before treatment) and students’ value in posttest (after treatment). Finally, from the result of t-test, the researcher knows the effectiveness of peer feedback technique by the significant of pretest and posttest between the students who are taught by peer feedback technique and who are not taught by peer feedback technique.

**FINDING**

This study is conducted to find out the effectiveness of using peer feedback technique in teaching essay writing. The subject of the study are two classes, they are 2015 A class as the experimental group and 2015 B class as the control group. There are 30 students each group. The researcher conducted the experiment (pretest, treatment, and posttest), and the control (pretest and posttest). The data from the students’ test is included in the data computation.

The computation result is done using the analysis of t-test run in SPSS Statistic 17.0. The data are collected from students’ pretest and posttest scores. The pretest was administered before the treatment, while the posttest is administered after treatments to the experimental group and after teaching without applying the treatment to the control group. Thus, there are two scores of pretest and posttest.

There are some steps to analyze the data of the study. First, the researcher tests the reliability of the pre-test questions before give it to the students. The result of the reliability test shown in the tabel below :

**Table 2  
The result of reliability test**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach’s Alpha | N of Items |
| .749 | 15 |

From the data above, it can be concluded that the result of reliability test is 0.749. The reliability test is high. “If α > 0.6 it shows the excellent internal consistency reliability” (Azwar, 2001 : 77). If a measure has high reliability, it has relatively little error. Reliability can be meant as the stability of a test score. It means that a test would have high reliability if it gives a consistent result.

Second, the researcher tests the validity of the pre-test questions before give it to the students. The result of the validity test shown in the tabel below :

**Table 3  
The result of validity test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item-Total Statistics** | | | | |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| X1.1 | 60.63 | 122.914 | .831 | .731 |
| X1.2 | 61.42 | 128.790 | .382 | .746 |
| X1.3 | 61.55 | 127.709 | .409 | .743 |
| X1.4 | 61.58 | 127.230 | .441 | .742 |
| X2.1 | 59.85 | 122.672 | .588 | .732 |
| X2.2 | 61.58 | 126.315 | .529 | .740 |
| X2.3 | 61.67 | 127.480 | .398 | .743 |
| X3.1 | 59.05 | 121.065 | .580 | .729 |
| X3.2 | 59.03 | 120.880 | .570 | .729 |
| X3.3 | 57.88 | 119.054 | .612 | .725 |
| X4.1 | 58.35 | 123.282 | .639 | .733 |
| X4.2 | 58.48 | 119.576 | .826 | .723 |
| X4.3 | 46.42 | 76.145 | .566 | .744 |
| X4.4 | 58.75 | 121.919 | .506 | .732 |
| X5 | 45.25 | 73.208 | .565 | .756 |

From the data above, it can be seen that the validity from all of questions’ item are more than 0.3. The validity of the test have range mark r = 0.382 until r = 0.831. “If r > 0.3 it shows the excellent internal consistency validity” (Azwar, 2001 : 85). So it can be concluded that the tests are valid.

In this chapter, the researcher only present the result of the calculation of the mean and t-test (Independent Sample T-test) of pretest and posttest scores of the control and experimental group are presented in the following Table:

**Table 4**

**The pretest and posttest scores of the experimental and the control group**

**Independent Sample Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group Statistics** | | | | | |
|  | GROUP RESEARCH | N | Mean | Std. Deviation | Std. Error Mean |
| PRETEST SCORE | 1 | 30 | 63.67 | 10.597 | 1.935 |
| 2 | 30 | 60.83 | 12.349 | 2.255 |
| POSTTEST SCORE | 1 | 30 | 75.50 | 8.669 | 1.583 |
| 2 | 30 | 60.87 | 11.190 | 2.043 |
| GAIN SCORE | 1 | 30 | 12.20 | 6.105 | 1.115 |
| 2 | 30 | .03 | 2.553 | .466 |

Table 4 shows the mean of the pretest and posttest scores of the control and the experimental group. The mean pretest score is 63.67 for the experimental group and 60.83 for the control group. It can be seen that the mean of the control group is lower than the mean of the experimental group. The Table also shows that the mean of the posttest score is 75.50 for the experimental group and 60.87 for the control group. It can be seen that the mean of posttest of the experimental group is higher than that of the control group.

Then, the researcher calculates the mean of pretest and posttest scores of the experimental and the control group by using t-test (Paired sample test) to know whether or not the scores before giving the treatment and after giving the treatment is significant. The result is presented in the following Table:

**Table 5**

**The pretest and posttest scores of the experimental and the control group**

**Paired Sample Test**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Paired Samples Test** | | | | | | | | | |
|  |  | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|  |  |  | | | 95% Confidence Interval of the Difference | |
|  |  | Mean | Std. Deviation | Std. Error Mean | Lower | Upper |
| Pair 1 | POSTTEST CONTROL - PRETEST CONTROL | .033 | 2.553 | .466 | -.920 | .987 | .072 | 29 | .943 |
| Pair 2 | POSTTEST EXPERIMENT - PRETEST EXPERIMENT | 11.833 | 6.808 | 1.243 | 9.291 | 14.376 | 9.520 | 29 | .000 |

From the calculation of t-test, it is found that t-value of the experimental group is 1.243 with 58 degrees of freedom and 5% level of significance. Meanwhile the t-Table is 0.29. It is shows that the result of the pretest and posttest calculation of the experimental experimental group is higher than t-Table. It means that the difference in pretest and posttest score of the experimental group is significant. From the calculation of t-test, it is also found that t-value of the control group is 0.466 with 58 degrees of freedom at 5% level of significance with the t-Table 0.29. It shows that the result of pretest and posttest calculation of the control group is higher than t-table. It means that the difference is significant. Although the differences of both group are significant, the difference of the experimental group is much bigger than the control group.

In this part, the purpose is to investigate whether the peer feedback technique can be effective to teach students’ writing ability by finding out whether or not there is significant difference between pretest and posttest scores of the experimental and the control group. The result is presented in the Table below:

**Table 6**

**The difference between pretest and posttest of the experimental and**

**the control group**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
| Dependent Variable:POSTTEST SCORE | | | |
| GROUP RESEARCH | Mean | Std. Deviation | N |
| 1 | 75.50 | 8.669 | 30 |
| 2 | 60.87 | 11.190 | 30 |
| Total | 68.18 | 12.367 | 60 |

The Table shows that the mean of difference between pretest and posttest score is 75.50 for the experimental group and 60.87 for the control group. It can be seen that the mean of experimental group is higher than that of the control group. Then, the researcher calculates the mean of the difference between pretest and posttest scores of the experimental and the control group by using t-test (Independents sample t-test) to know whether or not it is significant. It shows that difference between pretest and posttest scores of the experimental and the control group is significant.

**DISCUSSION**

The research question is answered based on the result how it interlinks to the related literature. The research question is regarding the effectiveness of peer feedback technique as the treatment conducted to the experimental group.

From the calculation of t-test, is is found that t-value of the experimental group is 1.243 with 58 degrees of freedom at 5% level of significance and the t-Table is 0.29. It shows that the result of pretest and pretest calculation of the experimental group is higher than t-Table. It means that the differerence is significant. From the calculation of t-test, it is also found that t-value of the control group is 0.466 with 58 degrees of freedom at 5% level of significance and the t-Table is 0.29. It shows that the result of the pretest and posttest calculation of the control group is higher than t-Table. It means that the difference is significant. Although the diffrerences of both groups are significant, the difference of the experimental group is much bigger than the control group.

The reason why the experimental group gets much higher score in posttest because of the effect of the treatments. It is necessary to further analyze how these treatments might work to the students. From the result, it can be shown that the difference of the gain between pretest and posttest scores of the experimental and the control group is significant. From the test given after each teaching (with the treatment for the experimental group and without the treatment for the control group), it can be shown that the scores of the experimental group are higher than of the control group.

The treatments trained the students to revise and correction their own writing and their friends’ writing. By giving feedback to the students-writer of writing composition, the students-reader have improved their knowledge of second language unintentionally. First,the students identify errors in their friends’ writing composition then give the alternative answer to correct it by giving the positive or negative comments. The effect of doing this technique the students-reader will recognize the errors on their own writing that they will not do the same mistakes as their friend does because the can learn by the mistakes, so the students-writer and the students-reader’ writing composition can develop their writing to get better writing composition. In other words both the students-writer and their peer have obtained the error awareness then at last they both can do the independent self monitoring through their composition.

Based on the explanation above, it is shown that there is significant difference of writing composition scores between the students who have been taught by using peer feedback technique and the students who have not been taught by using peer feedback technique. It means that peer feedback technique is effective to help the students in their writing ability. In the second language context, the effectiveness of feedback that focuses on error correction is seen as particularly important, and the question of whether such feedback is benefical to students’ development (Hyland, 2006:3).

So, it can be concluded that peer feedback technique is effective in teaching essay writing.

**CONCLUSION**

Based on the result of the study, it can be concluded that there is significant difference between the students who are taught by using peer feedback technique as the experimental group and the students who are not taught by using researcher using the result of the statistical computation of t-test calculated by SPSS Statistics 17.0. from the distribution of t-table with the level of significance 5% it is found that the result of t-value is higher than the t-table with the degrees of freedom of 30. From the results, the hypothesis, which says that peer feedback technique is effective in teaching essay, is accepted.

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