IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY BY USING PEER FEEDBACK TECHNIQUE AT TEN GRADE STUDENTS OF MAN SIPIROK SOUTH TAPANULI

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the GraduateDegree of Education (S.Pd.) in English

Written By:

MARDIAH
Reg. Number. 13 340 0017

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2017

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Advisor I   Advisor II

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
NIP.19710510 200003 2 001   **NIP.19820731 200912 2 004**

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

LETTER OF AGREEMENT

Term : Munaqosyah

  a.n.**MARDIAH**

Item : 7 (seven) examplars

Padangsidimpuan,   02 April 2017

To:

Dean Tarbiyah and Teacher

Training Faculty
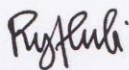
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Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **MARDIAH,** entitled **"Improving Students" Writing Descriptive Text Ability By Using Peer Feedback Technique At Ten Grade Students Of MAN Sipirok South Tapanuli".** we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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Reg. No.	:	13 340 0017
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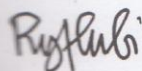
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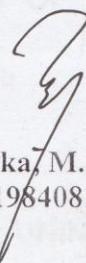Name   : MARDIAH

Reg. No   : 13 340 0017

Faculty/Department :Tarbiyah and Teacher Training Faculty/English Education Department

Thesis   : **IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITRY BY USING PEER FEEDBACK TECHNIQUE AT TEN GRADE STUDENTS OF MAN SIPIROK SOUTH TAPANULI.**
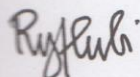
Chief,

Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001

Secretary,

Hamka, M.Hum
Nip.19840815 200912 1 005
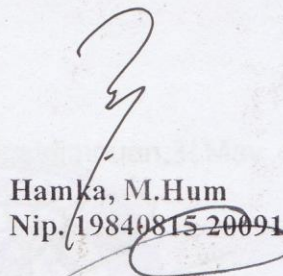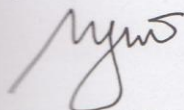
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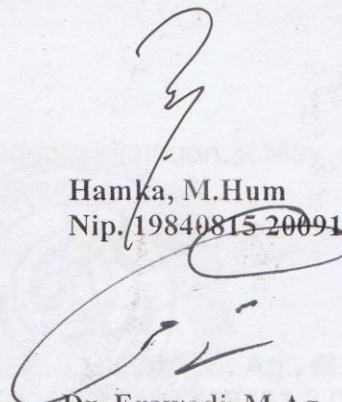
Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001

Hamka, M.Hum
Nip.19840815 200912 1 005

Yusni Sinaga, S.Pd., M.Hum
Nip.19700715 200501 2 010

Dr. Erawadi, M.Ag.
Nip. 19720326 199803 1 002

Proposed :

Place   : Padangsidimpuan

Date   : May,19th 2017

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RELIGION MINISTRY INDONESIA REPUBLIC
THE STATE INSTITUTE FOR ISLAMIC STUDIESPADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km 4.5 Telp (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY BY USING PEER FEEDBACK TECHNIQUE AT TEN GRADE STUDENTS OF MAN SIPIROK SOUTH TAPANULI

Written By : MARDIAH

Reg. No : 13 340 0017

Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY/TBI-1

The thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd).

Padangsidimpuan, 31 May 2017
Dean

Hj. ZULHIMMA, S. Ag., M. Pd.
NIP. 19720702 199703 2 003

Name   : Mardiah

Reg.Number   :13 340 0017

Faculty   : Tarbiyah and Pedagogy

Department   : English Educational (TBI-1)

Tittle of Thesis : Improving Students' Writing Descriptive Text Ability By Using Peer Feedback Technique at Ten Grade Students of MAN Sipirok South Tapanuli.

ABSTRACT

This research was talking about improving students' writing ability by using Peer Feedback Technique at ten grade students of MAN Sipirok, students' problems in learning writing descriptive text and the students' problem in writing ability. Students were not interested to study English. Students still found difficulties in understanding vocabulary, paraghraphing, using punctuation, and making the good text. The purpose of this research is to describe students' achievement score and to identify factors influence students ability in writing at MAN Sipirok.

The research method wich apply in this research was classroom action research, by implementing Kemmis McTaggart design wich were consisted of four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the problem in the action the researcher used Peer Feedback Technique. The participants of this research were all of the students in the classroom X MIA-3 MAN Sipirok that consisted of 30 students also by collaboration with the English teacher. The data of this research were qualitative and quantitive data. The qualitative data were collective trhough observations and interviews result and the quantitative data were collective through testing wich was presented through the form of score.

Based on the research result, showed the improvement of the students' writing ability though the implementation of Peer Feedback Technique. The students' mean score showed the improvement of students witing ability in all aspects. The first test result in the first cycle was 71.00 (43.33% and the second test in the second cycle was 81.06 (86.66%). The mean score of the second cycle was higher than the first cycle. So, it can be concluded that Peer Feedback Technique encourage and improve the students' writing descriptive text ability at MAN Sipirok.

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I realize this thesis still far from being perfect. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   April 02nd 2017

Researcher

Mardiah

Reg. No.13 34 0 0017

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The fundamental function of language is an instrument of communication. Especially an English language, it is an international language that is used by million people all over the world to communicate with another peoples who come from the other nation or country. So, there are many people want to be able to master English language well by mastering all the skills, in order to be able to communicate orally or by written text.

English in Indonesia is considers as a foreign language that has been taught to Elementary School up to the University. In education aspects the students hopefully to be able to use an English language fluently. English language includes as the students needs in this era. As in Education Curriculum of Indonesian for Senior High School mentions, the purpose of learning English for students is, to provide them the creativity of using English language as a tool of communication even if it is for talking or writing.

The basic competence of student in English language are four skills, namely; listening, speaking, writing, and reading, skill. Writing is one of the four skills. Similiar to reading skill, writing skill requires written texts in the process. The written text has the role as the main component in reading and writing skills as they deal with the literacy, the ability to read and write.

Writing is regards as the most valuable and important skill although it is difficult process. Learning English cannot be separated from learning writing since writing can help the English learners to acquire English. Writing provides opportunities for the learners to express their ideas, messages, and mind in English. Writing skill deals with the literacy. Literacy facilities people to understand the written symbols and use them to communicate with each other, such as, deliver message or give an information as well.

Writing is an integrated part of language production. Writing is an activity where the students or the writers express their toughts or feelings into language by write down on a paper or by type writer. Writing also is a transforming process of toughts into language, it means that the writer should think the content of writing first and then arrange the ideas using appropriate language (grammar or vocabulary) into their writing.

Writing can be considered In modern teaching as both process and product. Those cannot be separated since they are related to each other.

Expressing feeling or ideas in the written form is not an easy job since the writer should compose the letters into the words, sentence, paragraph, and texts in general. Furthermore, the text should be readable and comprehensible so that the reader will get the message, ideas, or toughts of the writer.

Furthermore, the needs to communicate without having to meet face to face have increased. People can write letters, memos, send short messages, such, SMS, BBM, and another vias communication to communicate with their family and friends, partners, and another people if they cannot talk to them directly. This place the writing as one of the important and necessary life skills that should be possesed by people including the Senior High School students.

Based on the illustration above, writing is necessary for students and everyone in variety of purposes and needs. However, in teaching writing skill is still have many problems at Islamic Senior High School MAN Sipirok. There are some problems in teaching learning process when the teacher giving writing materials to the students, especially to write a text.

The first problem comes from the students. The students come from different schools before and only apart of them that have learnt about English language properly when they were at the Junior High School, when they enroll into MAN Sipirok some of them have understood such as grammar and

words structure but another still don't have a background knowledge about English. They don't know what they want to write down.

The second problem is the technique in teaching writing that is used by teacher. In teaching writing the teacher uses traditional or convensational technique to teach writing. Convensational technique usually make the students are boring because the technique is monotonous. The teachers also used writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning.

Third, based on interview result with Mrs.Afnidar as an English teacher of classroom X MIA-3 MAN Sipirok mentions that:

in English teaching learning sylabus of the second grade Junior High School related to writing skill, there are some kinds of texts that students need to be mastered. They are; descriptive text, narrative text, procedure text and report text, but, from the criteria of minimum learning mastery (KKM) conducted 75 score, but most of the students still achieve substandard goal, that is 60-70 score. This problem comes from the students problems; lack of motivation to study writing, and lack of mastering grammar, structures and tense.[1]

Fourth, as Hasmar Husein, the students in classroom X MIA-3 MAN Sipirok said, he did not confident to show up his writing because still have many mistakes in using structures, sentence, or pattern of tense.[2] Lack of mastering grammar, structures or pattern makes him has low motivation to

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[1] Mrs.Afnidar, One of the English Teacher in MAN Sipirok, *Personal Interview*, 23 September, 2016.
[2] Hasmar Husein, One of Student in Classroom X MIA-3 MAN Sipirok, *Personal Interview,* On 23 September, 2016.

write in English and didn't inteterest with writing subject while teaching learning English.

According to the problems above, the researcher expects that it needs to be solved. There are so many teaching techniques that teachers used in teaching writing skill to improve their ability. Base on the action research has done by Williyanti Cici Riksa (2013) Indonesia University of Education. With the tittle of thesis "The Effectiveness of Peer Feedback Technique in Improving Students Writing Skill in Writing Narrative Text". Peer Feedback is a fun and good way to interest students to improve their writing products through giving feedback each peer toward their writing product. [3]

Considering the issues above, the researcher is motivated to conduct classroom action research in which will use Peer Feedback Technique in the writing correction stage to improve the students ability in writing. Peer Feedback is a good technique to stimulate the students' motivation in learning writing through cooperate with their peer in giving feedback each other for their writing. The study is attempted to **improve students' ability in writing descriptive text of ten grade students at classroom X MIA-3 in MAN Sipirok South Tapanuli by using Peer Feedback Technique.**

B. **The Identification of the Problem**

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[3] http://repository.upi.edu, Williyanti Cicik Riksa, *The Effectiveness of Peer Feedback Technique in Improving Students Writing Skill in Writing Narrative Text,* (Script: Indonesian University of Education, 2013). Retrivied on: Thursday, 30-November-2016, 22:04 WIB.

Based on further observation done by the researcher, it shows that students in class X MIA-3 MAN Sipirok are heterogenic and comes from diverse school before. Their intelligence and ability in learning are various. Some of the students are dominant in the class, some of them are average in their level, and some of them are slow learners.

Teaching writing skill in the classroom is considered important and should be given a great attention by teacher. It is because writing text is one form of communication where the students can express their ideas to give the description or explanation about something through writing, it can be also a description about something by using their own language..

Based on all those the problems have mentioned before, the problem of this research can be formulated as: the first, students come from diverse school before with diverse intelligences and ability in learning English especially in writing. The second monotonous technique in teaching writing that teacher uses in learning process. The third problem, still most of the students are lack in mastering grammar, structures and tenseness in writing text. The last students still have lack of motivation and lack of confidence in writing.

Therefore, considering the situation and character of the students, the researcher intend to use Peer Feedback Technique as the way to improve the students' writing ability. Peer Feedback Technique can be a good option for them in the learning process since Peer Feedback

Technique use the students' friendship. Hence, they will not only get feedback by their peer but also get assistance in their learning process later on. Besides that, Peer Feedback can be a good treatment to give the students chances to develop their ideas on how to write English correctly since they will get various responses from different readers.

C. Focus of the Problem

Writing skill is too complex to be dealt with in a single study. There are some kinds of text or paragraph in writing they are: descriptive text, narrative text, recount text, report text, procedure text and explanation text, argumentative writing etc. So, the researcher conducted this research basically focused to writing descriptive text.

In this present class action research, the researcher conducted the focus of the problem on improving writing ability technique of the ten grade students of X MIA-3 MAN Sipirok on academic year 2016/2017 by using Peer Feedback as teaching technique. The research also focused on writing descriptive text especially in describing person, thing or place. In addition, descriptive text should have a generic structure such as identification, description and conclusion.

D. Defenition of Key Terms

1. Improving

According to the Oxford Advanced Learners' Dictionary of Current English Improving is "to make become better".[4] It means that Improving is a process becoming or making students' writing ability better through several cycle which are improves students' writing ability by the choosen technique in learning. So, improving is going through better work to reach something.

Improving is consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way a great quality and correctly.

2. Writing

According to experts, they have the different defenition of writing. The first one the researcher adopt the defenition of writing from Harry A. Greene states that writing is one means for expressing thought or idea. The effectiveness of thought, thus of the writing is dependent upon both the natural ability ad experiences of the individual.[5] Harry A. Greene means that the product of writing has made by the writer is based on their own abilities and eperiences and make it readable to the readers.

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[4] Hornby. *Oxford Advanced Learners' Dictionary of Current English.* (New York: Oxford University Press.19.74). p. 427

[5] Harry A.Greene and friend, *Developing English Language Skill in Elementery School,* (Boston, London, Sidney), p.284.

Braille, mentions that, writing involves more than just producing sentences, moreover it is the way to help the writer to extend everything that comes to his mind and everything that comes to his feeling. The development of writing is therefore one of the greatest human achievements.[6] According to Braille, the meaning that can be catch is, writing more than just producing sentence only, moreover it is an activities that can help the human to develop the ideas in their mind.

Writing skill in the present study is defined as the ability of the ten grade students of X MIA-3 MAN Sipirok in academic year 2016/2017 in writing descriptive paragraph which describes about person, thing or place; furthermore, this text has the generic stucture which consist of identification and description.

3. Peer Feedback

Alice Oshima states that, Peer Feedback Technique is a tecnique that is used at the polish the rough draft in writing stage. The students exchange their paper with a classmate and ask him or her to check the rough draft using Peer-Editing Worksheet, discuss the completed worksheet and decide what changes the writer should make, after that the writer writes their second draft.[7]

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[6] Victoria Fromkin, *An Introduction to Language Ninth Edition,* (Los Angeles: University of California), p. 540.

[7] Alice Oshima and Ann Hogue, *Introduction to Academic Writing,...*p.22.

Richards and Schimdt defines that, Peer Feedback can be defined as an activity of the students receiving feedback from other students. Peer Feedback is usually conducted in small group or pair. The students receive their friends' work and review it and give comment on it.[8]

Peer Feedback Technique in this study is defined as a technique of improving descriptive text writing of the eight grade students of classroom X MIA-3 MAN Sipirok, in which a resercher who collaborate with the teacher give topic to students for writing and ask them to give feedback later each other toward writing product which has done. The feedback that has collected are used to build and improve the product of writing to be better writing.

E. Formulation of the Problem

The researcher conducted the formulation of the problem of this research is, can Peer Feedback Technique improve the writing descriptive text ability of the students at classroom X MIA-3 MAN Sipirok ?

F. Aim of the Research

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[8] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic,...*p.199.

The purpose or the aim of this research is to describe the students' improvement in writing descriptive text ability by using Peer Feedback technique at ten grade students at classroom X MIA-3 MAN Sipirok .

G. Significances of the Research

There are several significances of this study, they are:

1. Practically, for English teachers Peer Feedback Technique give a good contribution in teaching learning and can be used as a reference and additional source in teaching especially for writing skill.

2. Theoretically, for students the result of this research can gain a theory which can be used for learning writing. This study can give a good fun experience for students while learning.

3. For another researcher, as additional information to solve the related problem about writing activity and they can make it better.

4. For Headmaster of MAN Sipirok to develop and encourage English teacher in teching English language.

H. Indicator of the Action

This study is classroom action research. This research is done at X MIA-3 MAN Sipirok. The sample is X MIA-3, and the total of students are 30 students. This research will be conducted in two cycles. The data of the research are obtain through planning, action, observation, and reflection. To analyze data, the researcher analyze by using quantitative and qualitative data analysis.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical Description

The scientific research which is expected to contribute both theoretical and practical significance should be conducted on the basis of some relevant theoretical constructs and empirical evidences. Writing is not only about creating letters or symbol, yet it is also about using them to hold communicative events. The present study will be conducted on the ground of the theoreticals as follows:

1. Writing

a. Defenition of Writing

According to experts, they have the diverse defenition of writing. The first one the researcher adopt the defenition of writing from Harry A. Greene states that writing is one means for expressing thought or idea. The effectiveness of thought, thus of the writing is dependent upon both the natural ability ad experiences of the individual.[1] Harry A. Greene means that the product of writing has made by the writer is based on their own abilities and experiences and make it readable to the readers.

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David Nunan also gives the defenition of writing, he mentions that writing is, the human mental process of inventing ideas. The thinking process about how to expresses and organizes the thoughts into statements and pragraphs that that will be clear to a reader. It is both process and product.[3] It means that while the writing activity the writer images, organizes, drafts, reads, and rereads what the ideas that they have made or written.

Furthermore, according to Caroline on her book *English LanguageTeaching Young Learners,* gives the defenition that writing is a combination of process and product. The process refers to the act

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[2] Victoria Fromkin, *An Introduction to Language Ninth Edition,* (Los Angeles: University of California), p. 540.

[3] David Nunan, *Language Teaching Methodology, A Textbook for Teachers,* (America: The MC.Grow Hill Companies, 2003), p.88.

of gathering ideas until thay are presented in a manner that is polished and comprehensible to the readers.[4]

Moreover, Jhon Langan states the importance of writing, that in writing process, any ideas that the writer advance must be supported with specific reasons or details. The writer has to think of the reader as reasonable persons, that they will not take the views on faith of the writer but they are willing to accept what the writer says as long as the writer supports with specific evidence any stament which has made.[5]

Based on the explanations have mentioned by the experts above can be conclude that writing is not just write the sentences on the paper exactly but more than that. Writing is a complex process where the human think about what they want write, what ideas in their mind then write them on the paper and they have to know the way also about how to make their writing readable and can be understood by the readers.

b. The Purpose of Writing

The purpose of writing can also be defined as the aim why people writes. According to Michael O'malley there are three purposes

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[4] Caroline and David Nunan, *Practical English Language Teaching Young Learners,* (New York: McGraw Hill, 2005), p.98.

[5] Jhon Langan, "*College Writing Skill With Reading",* (Mc. Graw Hill: San Fransisco & New York, 2012),p.

of writing they are: Informative, Expressive, and Persuasive.[6] The defenition of the three purposes will be epalined as follow:

1. Informative writing, it means that the purpose is to give information, direction or ideas. An example of informative writing is, the descriptive and report text in writing genre, that it gives the describtion about something or an event to the readers.

2. Expressive writing, it gives purpose a personal or imaginative expression in which the writer procedures stories or essays. The example for the expressive writing here is, making the diary or the notes about the daily activity, it is include a feeling expression.

3. Persuasive writing, it means that writer attempt to influence others and initiate action or change. The example of persuasive writing is exposition text that has the aim to persuate or to influence people to do or not to do something.

Given explanation above, writing is an meaningful activity. It is not only the activity to make the product of writing readable by the readers, but also can become as the way for informing something or event to the readers, expressing feeling as usually people do by keep the notes or the diary, and also to persuate or to suggest the reader to do something.

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[6] Michael Omalley, *authentic Assessment For English Language Learning",* (USA: Addition Wasley Publishing Company), p. 137-138.

c. Writing Process

Writing is a process that is done for a purpose, which result in a product. The process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose, because writing is personal, the individual determines the purpose.

Alice Oshima states that, the process of writing consists of five main stages in writing process, as follows:[7]

1. Prewrite, is a way to get the ideas. In this stage the students will practice the technique called listing. Listing is prewrite technique, wich the students write the topic at the top of a piece of paper and quickly make a list of words or phrases that come into their mind.

2. Organize, the ideas are organized into simple outline.

3. Write rough draft, the students write the rough draft at the top of the students' paper.

4. Polish the rough draft, this is the stage while the students exchange papers with a classmates and ask them to check the draft using Peer Editing worksheet.

5. Write a final copy, hand in the draft of writing then make the final copy through thethe draft have checked by peers.

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[7] Alice Oshima, *Introduction to Academic Writing,* (USA: Longman Pearson, 2007), p. 22.

Moreover, here the process of writing from Harmer. Harmer suggests the four main elements in the writing process. They are planning, drafting, editing, and final draft.[8] The defenition of each step and what the teacher can do in each step are prensented as follow.

1) Planning

This elements plays the basic role in writing process. In this step, the writer plan what they what to write. Moreover, the writer can also do brainstorming. They can generate some ideas that they will express on the paper. The plan can be in the form of simple note, simple list of words, or even in the imaginary based on what comes on their minds or head. In the planning steps the writer will consider the purpose of writing, content, and the target reader or for whome the writing product will be presented.

For learning and teaching writing, this step can be used by the teacher to allow the students to brainstorm their ideas. The guidance from the teacher can be important component in this step. The brinstorming activity can lead the students and boost

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[8] Jeremy Harmer, *the Practice of English Language Teaching*, (Harlow: Longman, 2004), p.04.

up their confience. Furthermore, they will enter within writing steps or stages.

2) Drafting

Can be considered as the first or initial version of writing. The draft that has been made must be developed later, but before develop the draft, of course the writer should look carefully to the draft. The writer can give more addition information, reducing information, giving alternative to write, and so on. Furthermore, writing process may employ several drafts as the way to reach and succed the best final draft.

In this step, the teacher can guide the students to write down their ideas on to the paper. The important thing is that the ideas o the students are written down on their paper without having to pay attention on the correctness, grammar, the order, etc. Then the teacher can lead the students to review their draft.

3) Editing (relecting and revising)

After the writer makes the draft, this draft needs to be edited in order to produce the best final version of writing. In this editing step, the writer should look back the draft what have been written. Then, the writer can sees whether the draft suitable or not. The writer can edits the draft by adding more information and using ifferent forms of words. The reader can also help the

writer to reflect and revise the draft, they can give suggestion or comment. This chance can help the writer to make the best and apprropriate revisions.

4) Final Version

The final version of writing is different from the plan and the first draft. It is because it has been through the editing, reflecting, and revising step. In this step the writer now can deliver this final draft to the target reader.

In conventional writing process, there are several stages that the writer have to be done in order to result the good writing product. Here, the process of writing adapt from Peny Ur, she mentions that the process of writing has three stages. They are; writing, reflection, and conclusion.[9] The process will be explained as follow:

a) Writing

In this stage the writer express their ideas or feelings into language by write them directly on the paper or typewriter.

b) Reflection

Reflecting on the writing process consist of preparation before begin to write, process or the writing activity is, annd the

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[9] Penny Ur, A Course in Language Teaching (USA: Cambridge University Press, 1991), p. 167.

product as the result or outcomes that have been achieved by the writing activity is.

c) Conclusion

In this stage the writer cover up the writing and conclude what the writers have discussed or what they want to tell by they writing.

d. The Characteristic of Writing Ability

In teaching writing skills there are some characteristics of written language ability. According to David Nunan from the reader's persfective the characteristics of writing ability are; permanence, production time, distance, orthography, complexity, formality, vocabulary, and coherence. For the descriptions can be seen as follows:

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. That prosfect is the single most significant contributor to make writing a very scary operation. Therefore, whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production Time

The writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals especially if you teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in

display writing you can help your students to deal with time limitations.

3) Distance

The distance factors requires what have called cognitive emphaty, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowlege, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple gettings to etremely complex ideas are captured through the manipulation of a new dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by the students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to creat syntactic and lexical variety and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will larn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionanaire or writing a full-blown essay, the conversations of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.[10]

Given several characteristicS in writing it can be inferred that

there are eight characteristic that the writer have to comprehend while

they want to write. The charactetistic are provide in orer to reach a

good goal in writing.

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[10] H.Douglas Brown, *Teaching By Principles,* (New Jersey: Prentice Hall Regents, 1994), p.325-326.

e. Principles for Designing Writing Techniques

In teaching writing also there are several principles out of all these characterisrics of the written word. Adapted from Douglas Brown which mentions several principles of a good writing. Below are the descriptions:

1. Incorporate Practices of "Good" Writers
   Consider the various things that efficient writers do, and see if your technique includes some of these practices. Below the criterias of the good writers:
   a) Focus on a goal or main idea in writing.
   b) Perceptively gauge their audience.
   c) Spend some time (but not too much) planning to write.
   d) Easily let their first ideas flow onto the paper.
   e) Follow a general organizazional plan as they write.
   f) Solicit and utilize feedback on their writing
   g) Revise their work willingly and efficiently.
2. Patienly make as many revisions as needed.
3. Balance Process and Product
   Make sure that the application o the process principle does not destract from a careful focus on the product as well.
4. Account for Cultural/Literary Background
   If there are some apparent contrast between students' native traditions and those that will trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then by egrees perhaps, bring them to the use of acceptable English rhetoric.
5. Connect Reading and Writing
   By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.
6. Provide as Much Authentic Writing as Possible
   Writing that is shared with others students in the class is one way to add authenticity. Publishing a class newsletter.
7. Frame the techniques in terms of prewriting, drafting, and revising stages.
   Both in prewriting, drafting, and revising stages the writer suggest to have the technique in writing in order to achieve the coherence between process and product of writing.

8. Technique Should be as Interactive as Possible.
   The technique that is used for learning writing is   suggested not only interest and fun but also interactive. So that the technique is hoped to become the suitable and appropriate technique to increase the students ability in writing.
9. Sensitively Apply Methods of Responding to an Correcting the Students' Writing.
   This principle is so important because responding or correcting has an important role to add an information to the writer to revise and make their writing be better. So, in giving correcting and responding to the product of the students bsolutely must give carefully. Avoid the bad way in giving correcting because the bad way can make the students' motivation for writing decreas.
10. Make the Final Evaluation of Student Writing Consistent with Overall Approach.
    The evaluation of writing, especially in a process-oriented classroom, is a thorny issue. I you re a guide and a facilitator of students' performance in the ongoing process of developing a piece of written work, how can you also be the judge?. Juggling this dual role requires wisdom and sensitivity. The key to being a judge is fairness and expliciteness in what you take into account in your evaluation.[11]

Given explanations above, the teachers are suggested to make sure that the all those the principles for teching writing have to fulfill, in order to help the students interest for studying English especially in writing subject, then the main goal that all the teacher have to reach can be reached effectively.

2. Feedback in Teaching Writing

According to Richards and Schmidt, feedback can be defined as any informations or comments as a result of behavior. [12] Feedback can be

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[11] H. Douglas Brown, *Teaching By Principles,...* p.331.
[12] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic,* (England: Longman Publishing Group, 2002).p.199.

in the form written or spoken. In teaching, feedback is everything that is given by the teacher or others to the learners regarding their students' work. The feedback is believed as a way to improve the students' competence.

Feedback on students' assessment performance is a basic element in their learning. Its purpose is to justify to students how their mark or grade was derived, as well as to identify and reward specific qualities in their work, to recommend aspects needing improvement, and to guide students on what steps to take. Feedback defines for students what their teacher think important for a topic or a subject.

Based on the explanations above, can be catched the meaning of feedback is responding and correcting. Responding deals with the way teacher react on the students work, the teacher is expected to give directional question rather than mentioning which one is correct and wrong. The directional comment is best used in the process of writing in the editing and revising step.

3. Peer Feedback Technique

a. Defenition of Peer Feedback Technique

Alice Oshima states that, Peer Feedback Technique is a tecnique that is used at the polish the rough draft in writing stage. The students exchange their paper with a classmate and ask him or her to check the rough draft using Peer-Editing Worksheet, discuss the completed

worksheet and decide what changes the writer should make, after that the writer writes their second draft.[13]

Richards and Schimdt defines that, Peer Feedback can be defined as an activity of the students receiving feedback from other students. Peer Feedback is usually conducted in small group or pair. The students receive their friends' work and review it and give comment on it.[14]

Douglas Brown also states, Peer Feedback is an activity of accepting or using classmates' comments and using the instructor's feedback, include as a technique which apply to the drafting and revising process in writing. Besides that, the students who are doing Peer Feedback, they are getting exposed to new ideas from others. Not only getting new ideas, Peer Feedback can also define as the way to get perspectives from other people in the same age and in the same level. [15]

Furthermore, Ware also states that Peer Review or Peer Feedback is a key feature of self regulation within the professions and is an essential component of scholarly communication, the mechanism that facilitates the publication of primary research in academic journals.[16]

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[13] Alice Oshima and Ann Hogue, *Introduction to Academic Writing,*....p.22.

[14] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic,*...p.199.

[15] Douglas Brown, *Teaching By Principles: An Interactive Approach,* (New Jersey: Prentice Hall Regents, 1994),p.335.

[16] Judith Sach, *Peer Review of Learning and Teaching in Higher Education,* (Dordrecht:Science Business Media, 2014). p.12.

In addition, Winikof state that Peer Feedback Technique in teaching learning is an opportunity to develop the students' critical thinking. The role of students critical thinking can be played while the students checked their peer's writing, both while search for the wrongness in writing or to give critics and suggestion to improve their peers' writing. [17]

Based on the experts' explanation above Peer Feedback Technique can be defined as an activity of the students receiving feedback from other students. Peer Feedback Technique is usually conducted in small group or pair. The students' receive their friends' work and then review it and give comment on it. Peer FeedbacktTechnique is seem as a cooperative learning, where the students do their task in learning through interact with their friend which can avoid a monotonous technique in teaching learning process.

b. Implementing Peer Feedback on Writing Class

In implementing Peer Feedback technique into the classroom, the researcher adapts it from Ferris there are several steps in the implementation of Peer Feedback in the classroom,[18] they are:

1) Utilize Peer Feedback consistently.

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[17] Betty McDonald, *Peer Assessmen That Works: A Guide For Teacher,* (New York: United States of America, 2016), p.15-18.

[18] Dana R. Ferris, *Response To Student Writing: Implication For Second-Language Students,* (London: Lawrence Elrbaum Associeties Publishers, 2003), p. 165.

In utilizing Peer Feedback consistently, the teachers should determine that Peer Feedback will be use in the class as regular method.

2) Explain the benefits of use Peer Feedback to the students.

Students sometimes feel don't comfortable with their peer comment since they might think that their peer are less competent though they love Peer Feedback Technique. The teacher also should assure them with this technique. Besides that, the teacher can give the students freedom to say how this technique can match their interests, and they will get more enthusiastic toward the technique.

3) Prepare students carefully for Peer Feedback response.

In this step the students are not only expected to be able to look for the feedback but to give useful feeback to their peers.

4) Form pairs and group thoughtfully.

In forming pairs or group, the teacher can be strict to the stable pairs and group. But it would be better if the students are given freedom to chooose their partners as the chemistry of them can help the learning process as well.

5) Provide structure for peer review sessions.

This is one of the steps can lead to successfull learning technique. The teacher should provide a good structure for peer review so that the students can make the best of it. it would be better

also if Peer Feedback is in the written form because, it can give students more time to think.

6) Monitor peer review sessions.

  In monitoring the peer review sessions, the teacher should be involved but not too intrusive. It is because the students will tend to wait teacher to give them lead when the teacher is too involved.

7) Hold students' responsibilities for taking Peer Feedback opportunities seriously.

  By the explanations above, the teacher underline that Peer Feedback Technique is important that the students can learn and benefit from the activities.

c. Benefits of Peer Feedback Technique in Writing Class.

  According to Rollinson there are several reasons why Peer Feedback should be used. First, Peer Feeback can provie good feedback to the strudents. Furthermore, the writer can revise more effectively when they get comment from their peers. Peer Feedback also more specific where the other can help the students to be more self-reliance and become the reviser of their own writing.[19]

  Peer Feedback is believed to provide several avantages. Ferris states several advantages as follows:

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[19] Rollinson, *Organizational Behaviour and Analysis: Integrated Approach,* (, 2005), p.23.

1. Students gain confidence, perspective and critical thinking skills from being able to read texts by peers writing on similiar tasks.
2. Students get more feedback on their writing than they got from the teacher lone.
3. Students get feedback from more diverse audience bringing multiple perspectives.
4. Students receive feedback from non expert readers on ways in which their texts are unclear as to ideas and language.
5. Peer review activities build a sense of classroom community.[20]

Based on the benefits above, Peer Feedback Technique is helpful in teaching-learning writing class. It can develop the students' critical thinking when they give critics or comment on their friends' work. It also can build a sense of classroom community.

4. Writing Assessment

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

Assessment allows the teachers or a learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. The assesment criterion of the writing

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[20] Dana R. Ferris, *Response To Student Writing: Implication For Second-Language Students,...*p. 70.

ability is needed to recognize the criteria for writing assesment in the research study. [21] There are some ctirerias of writing assesment as follows:

1) Content

Consist of thesis statement, related ideas, development of ideas through personal experience, illustrations, facts, an opinions, use of description/cause or effects, comparison/contrast, and conssistent focus.[22] The volume of the content is based on the writer iedeas, experiaence or toughts which are express into writing.

2) Organization

The effectiveness o introduction, logical sequence of ideas, conclusion, and appropriate length include to the organization assessment.

3) Grammar

Grammar is the part of the study of language which deals with forms and structures of words, with their customary arrangement in phrases and sentence and often with language sounds and word meaning.

4) Vocabulary

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[21] Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use*: *Upper Intermediate & Advanced* (Cambridge: University Press, 1994), p.2.

[22] Douglas Brown, *Teaching By Principles: An Interactive Approach,* (New Jersey: Prentice Hall Regents, 1994),p.342.

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary is the easiest aspect of a second language to learn and that it is hardly required formal attention in the classroom.[23] It is simply understood as all the words that writer uses in writing.

5) Mechanics

This criterion talk about punctuation and spelling of the writing. In a good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling. It means that mechanics of writing is about puntuation and spelling.

Adopts from Brown, the researcher devide the score into five criterias. They are the scores of content, organization, grammar, vocabulary, and mechanics. The scores of this test will be explained more clearly, the highest score is 30, because the criterias consist of five criterias, so the maximum score that students will be achieved are 100 for all of criterias. [24]

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[23] David Nunan, *Language Teaching Methodology*, (London:Longman, 2000), p.117.
[24] H.Douglas Brown, *Language Assesment*: *Principles and Classroom Practice*, (New York: Pearson Education, 2004),p. 244-245.

Table 1.

Indicators of Writing Score

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent
	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor

5. Descriptive Text

a. Defenition of Descriptive Text

Alice Oshima defines that, descriptive text appeals to the senses, it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader can imagine the object,

place, or person in his or her mind.[25] So, it ,means that description text can help the readers, through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion. In the text the descriptive text can be a person, an animal, plants, a house etc. It can be about any topic.

Descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object.[26]

Carrol defines the descriptive text has several meanings,[27] she gives the defenitions as follows:

a. Sensory language that share what the writer sees, hears, tastes, smells, and thouches. It is all about the writer experiances that put down into writing.

b. Precise language, including vivid verb and precise noun.

c. Figurative language such as personification, exaggeneration, smile and methapor. It is about the langauge style to make the writing interest to a reader.

d. A logical organization such as chronological or spatial order.

[25] Alice Oshima and Ann Hoge, *Introduction to Acaemic Writing,* (USA: Pearson Longman, 2007), p. 61.

[26] George E.Wishon and Julia Burks, *Lets Write English* (USA: American Book Company, 1980),p.128.

[27] Carrol, Joyce Armstrong, et al, *Writing and Grammar: Communication in Action,* (Prentice Hall, New Jersey), p.7.

b. Function of Descriptive Text

To describe a particular person, thing, place or another can be for describing some qualities of the character or spatial order signals. Clearly that what the writer discuss and develop in the descriptive text is about focus one thing only. Can be the character, phsycal feature or about the condition of a place and another.

c. Characteristics and Language Features of Descriptive Text

There are some characteristics of descriptive text, here the characteristics of descriptive text, the researcher adopt from Alice Oshima in her book *Introduction to Academiic Writing*.[28] She states several characteristics, that will be explained as follow:

1. A description is a word picture. It tells the reader how something looks, feels, smeels, tastes, and sound.

   a) Use spatial order to orgaize the description. Spatial order is the arrangement of item in order by space.

   b) Use spatial order expressions to show the order. Examples of the spatial order; on the dashboard of my car; in the distance.

2. Unity is an important element of a good paragraph. Unity means that a paragraph discusses one and only one main idea.

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[28] Alice Oshima and Ann Hoge, *Introduction to Academic Writing,*...p. 74.

3. Supporting details are the "meat" of a paragraph. They prove the truth of the writer topi sentence, and they make the writer text rich and interesting.

4. Use of simple present tense.

5. Focus on specific participants.

6. Use of atributive and identifying processes.

7. Dominant grammatical aspects.

d. Generic Structures of Descriptive Text

Descriptive text is containing of two components; identification and description by which a writer describes a person, an animal, or another as his topic. Description or information given can be as a surveying of the five senses, the list of description logically or some case based on the priority, the quality or quantity. Sanggam Siahaan also interpret the parts, qualities and the generic structures of the descriptive text:[29]

a) Identification: identifies phenomenon to be described.

b) Description: describes parts, qualities, characteristics.

e. Example of Descriptive Text

To be more clearly, the example of text structure of descriptive text can be illustrated as follow:

My Best Friend

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[29] Sanggam Siahaan, *Generic Text Structure,* (Pematangsiantar, Graha Ilmu, 2008),p.1

I have a lot of friends, but my closest friend is Winda. (the part of Identification).

Winda is my classmate, she is so pretty and cute. Her skin is white. She has black eyes with tick eyebrows. She always uses a veil in her head to cover up her hair and chest. Her pointed nose makes her so beauty and impressive. Altough Winda is not so tall, she has a well-built body. She looks more beautiful when she is smiles. (the part of description).[30]

In simplistic by the defenition above tha, descriptive text is the text which is volumed about the description of a thing detaily. Description or information given can be as a surveying of the five senses, the list of description logically or some case based on the priority, the quality or quantity.

B. Review Of Related Finding

Research is the study about certain object to find out facts about it. There have been many researchers done regard to thus research problem, writing skill improvement. They are shown the present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

Firstly, is a script from Williyanti Cici Riksa (2013) Indonesia University of Education. With the tittle of thesis "The Effectiveness of Peer

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[30] http://freeenglish course.info/example_descriptive_text. Retrivied on Sunday: 09_January_2017, 05.30 am.

Feedback Technique in Improving Students Writing Skill in Writing Narrative Text". In her research in Peer Feeback Technique most students tended to respond positively toward the feedback provided by their peer and they considered it helpful for them to write better. In conclusion Peer Feedback Technique has been able to be able to improve students' skill in writing narrative text and students understanding of element within writing especially in organization aspect.[31]

The second script, is from Nazidatur Rohmatunnuha, English Department at University Muria Kudus. Her thesis entittled " Teaching of Writing Narrative Text By Using Peer Editing Technique for Eleventh Grade Students of SMA Walisongo Jepara in Academic Year 2011/2012". Base on the research has done by her, the result shows that, the mean of the students ability in writing at pretest is 65,4 and the mean of postest is 75. It can be concluded that the Peer Edting Technique has done can improve the students ability in writing narrative text and there is significant difference between the ability of writing narrative text by using Peer Feedback Technique's hyphothesis is confirmed.[32]

The last script as the additional script to help the researcher easy in finishing this thesis, is an Arnisyah Nasution script with the tittle is

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[31] http://repository.upi.edu, Williyanti Cicik Riksa, *The Effectiveness of Peer Feedback Technique in Improving Students Writing Skill in Writing Narrative Text,* (Script: Indonesia University of Education, 2013). Retrivied on: Thursday, 30-November-2016, 22:04 WIB.

[32] http://eprints_umk.ac.id, Nazidatur Rohmattunnuha, *Teaching of Writing Narrative Text By Using Peer Editing Technique for Eleventh Grade Students of SMA Walisongo Jepara in Academic Year 2011/2012*(Script of University o Muria Kudus, 2012).

"Improving Students' Writing Ability Through CBA"[33] the kind of research is Classroom Action Research. Research found that CBA is a good method in improving writing ability. Then, the conclusions are: the students achievement in writing descriptive text based on CBA.

C. Conceptual Framework

The researcher plans to do the research based on the framework below:

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┌─────────────────────────────────────────────┐
│ Students comes from the diverse school and   │
│ have the diverse abilities and intelligencies│
│ in                                           │
└─────────────────────────────────────────────┘
             ⇩
┌───────────────────────────────┐      ┌──────────────────────┐
│ Peer Feedback Technique is used│ ⟹   │ Learning writing     │
│ to improve students' writing   │      │ descriptive text by  │
│ descriptive text               │      │ using Peer Feedback  │
└───────────────────────────────┘      └──────────────────────┘
        ┌──────────────────┐
        │ Students' writing │◄─────┐       │
        │                   │      └──────────────────────┐
        └──────────────────┘       ┌──────────────────────┐
                                    │ Factors influence     │
                                    │ students' writing     │
                                    │ ability               │
                                    └──────────────────────┘
```
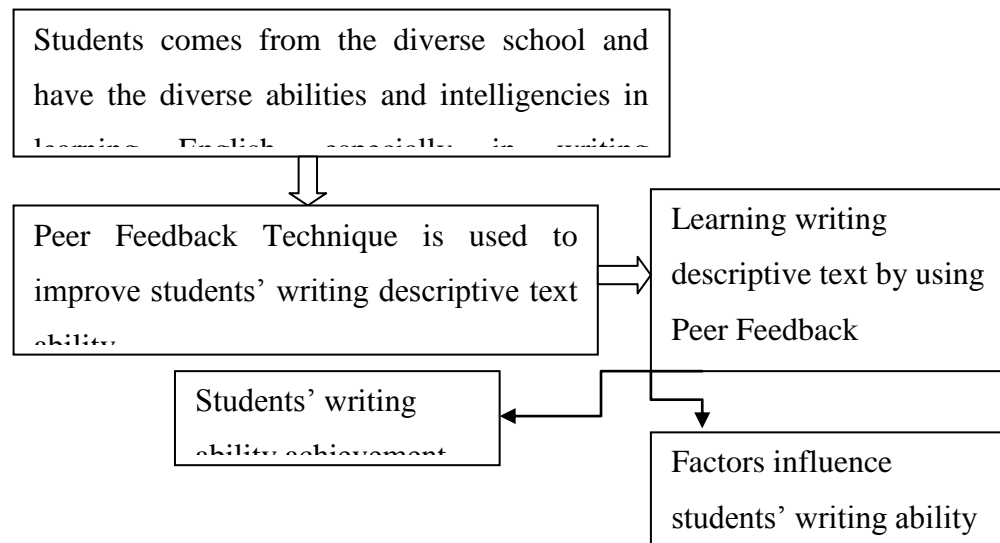
D. Hypothesis of the Action

The hypothesis is needed to show the researcher's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "The using of Peer Feedback Technique can improve students' writing descriptive text ability at ten grade students of classroom X MIA-3 MAN Sipirok".

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[33] Arnisyah Nasution, *Improving Students Writing Ability Through Content Based Approach,* (Script IAIN Padangsidimpun, 2005).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research is conducted at MAN Sipirok that is located on Situmba Sipirok South Tapanuli. This research was planned to be begin on March 7th and be finished on March 17th 2017. This time determination refers to the educational calendar of Padangsidempuan when the first semester for the ten grade of school. This research actions are accomplished only in X MIA-3 classroom to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. Participants

The participants of this research is classroom X MIA-3 of in academic year 2016/2017. The total number of subjects were 30 students consisting of 16 females and 14 males. The precent study is preceded by conducting a preliminary study in which the researcher interviewed the English teacher currently teaching class X MIA-3 students at MAN Sipirok.

The class is chosen by the researcher because the researcher find the divers of students intelligences and abilities in the classroom and most of the students still find many problems on their learning writing process.

Another participant in this research is an English teacher of class X MIA-3 MAN Sipirok.

C. Research Design

In this research, classroom action research (CAR) was applied. Wallace states that classroom action research is different from more conventional types of research. It is focuses on individual or small group professional practice and it is not concern with making general statement.[1] Action research is usually described as cyclic, with action and critical reflection taking place in turn. The reflection is used to review the previous action and plan the next one.

Based on Gay and Airasian classroom action research is a type of practicioner research that is used to improve the practicioner's prctice, action implies doing or changing something.[2] It means that, classroom action research is conducted which use to improve the teachers' practice in the classroom for teaching through cooperative with peer. Interpretation on cycles in classroom action research as Iskandar states, there will be basics' cycle of the research, they are general identifiction, reconninsance, plan arrangement, development, implementation, evaluating, and finally repairing plan.[3]

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[1] Michael J. Wallace. *Action Research for Language Teachers,* (USA: Cambridge University Press,1998), p.18.

[2] L.R. Gay Airasian, *Educational Research* (New Jersy: Prentice Hall Inc, 2009), p.593.

[3] Iskandar, *Penelitian Tindakan Kelas,* (Jakarta: Gaung Persada Press, 2011), p.29.

According to Kemmis and McTaggart who are major in this field, action research typically involves four broad phases in a cycle of research, namely, planning, action, observation, and reflection.[4] The cycles which recure until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

D. Instrument of Collecting Data

This research utilized several instrument in collecting the data. Observation, test and interview with the students and the English teacher, were the instruments used to collecting the data from the participants.

1. Observation

The researcher uses observation sheet type field notes to gather the data. Gay and Airasian pointed out field notes are the observer's record or documenting of what the researcher has see, hear, experience tought about juring and observing session.[5]

Researcher collects the datas from the field. In the process of observing writing, reflecting on field notes, qualitative researcher engage in a process of envolving data analysis. The research observation is done by researcher directly to the location of the research to see the students' ability in writing descriptive text.

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[4] Anne Burns. *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010), p.8.

[5] L.R. Gay & Peter Airasian, *Educational Research* (New Jersy: Prentice Hall Inc, 2009),p.593.

2. Test

The test is used by the researcher measured the students ability in writing descriptive text and also to find out any problems, weakness regarding the students' writing ability for each cycle. The result of the test can useful for the researcher to plan out what will be done for the next step or cycle.

3. Interview

Interviewing students is also used as a source of the research data. Several students are interviewed. The interview will run out after and after each cycle in order to know what the students feel about the teaching and learning process, as well as their improvement on writing.

E. Research Procedure

This action research is conducted for two cycles. Each cycle consist of two meetings. There has consisted planning, acting, observation and reflecting step in the research procedures.

1. First Cycle

a. First Meeting

a) Planning

1) Arranging the lesson plan

2) Determining the lesson material is about the description of "My Best Friend".

3) Designing the procedure teaching writing through Peer Feedback Technique.

4) Preparing instrument to be used by students.

5) Preparing instruments for teacher and observers' observation.

b) Action

1) Introduce the teaching technique to the students.

2) Telling the purposes of learning.

3) Giving the topic for the students.

4) Introducing the activity performance.

5) Discussing the explanation and example of the topic with the students.

6) Showed the text example through power poin media to be identified by students.

7) Share the identifying card to students and ask them to fill it.

8) Students give their identifying result to their peer to be given feedback.

9) Students return the identifying card after giving feeback to the peer is meant.

10) Gives the tittle to the students to be written.

11) Concluding learning.

b. Second Meeting

1. Planning

   a) Design the teaching writing procedure through Peer Feeback Technique.

   b) Prepare the Peer Feedback Checklist for each students as a media for them to give comments and suggestion toward their peer writing.

   c) Prepares the final draft sheet for each students as a sheet where the students revise the draft as the final result of their writing.

2. Action

   a) Explains the student that Peer Feedback Technique will be used to know their ability in writing.

   b) Explains the students about Peer Feedback Technique procedure.

   c) Shares the result of students' writing from the previous lesson for each students.

   d) Shares the Peer Feedback Checklist sheet provided for each students to check and give comments toward their peer's writing.

   e) Helps students to keep practicing in activity.

f) Ask the students to return their peer's writing draft to be improve base on their comments and suggestion.

g) Teacher asks the students to make their writing have revised by their peers into final draft then improve it based on their friends' suggestions.

3. Observation

The teacher's observation will be done during the action like:

a) Observing the students' writing skill.

b) Observing the students' difficulties while doing the task given.

c) Observe the problems in the process of learning and giving solutions.

d) Teacher monitoring the students activity when performance begin.

e) Analyze the students and the teacher progress in using Peer Feedback Technique in teaching writing.

f) Monitoring the students activity when writing descriptive tex.

4. Reflection

Reflection is gathered from the result of writing test through the activities in the classroom, such:

a) Discuss with the teacher about the action.

b) Making any decision for the next meeting.

c) Analyzing the data have found.

d) Clarifying the problems found in the activity whether in the case of students or teacher.

2). Second Cycle

The second cycle will be conducted in two meetings too. Every meeting will be done for ninety minutes.

a) Third Meeting

1) Planning

   a) Teacher make lesson plan more.

   b) Teacher preparing the another media that will be used in teaching learning process for this cycle is about "My Favorite Place".

   c) Design a procedure teaching writing text trough Peer Feedback Technique.

2) Action

   a) Preparing class and greet when open the matter.

   b) Gives the matter about descriptive text with the topic"My Favorite Place " through power poin media.

   c) Show up pictures House and School in the white board.

d) Gives the example of descriptive paragraph relate to the pictures as the totpic of writing then discuss it together with the students.

e) Shows the descriptive text example about My Favourite Place through power poin media.

f) Shares the identifying card to students and ask them to fill it.

g) Students give their identifying result to their peer to be given feedback.

h) Students return the identifying card after giving feeback to the peer is meant.

i) Gives the chance to students to write the descriptive paragraph relate to the example is about "My Favorite Place".

j) Asks the students to check their friend's writing and give them feedback through Peer Feedback checklist sheet is provided.

k) Teacher asks the students to make their writing into final draft then improve it based on their friends' comments and suggestionss.

l) Collecting the students writing descriptive text result.

3) Observation

    a) Teacher monitoring the students activity when performance begin.

    b) Discussing the problem in learning process and giving solution.

    c) Discussing about the writing text result.

4) Reflection

    a) Analyzing the finding during the observation is done.

    b) Analyzing the weakness and teacher progress and students' final result that using Peer Feedback Tecnique in teaching learning writing activity.

    c) Reflecting on the students learning activity.

b) Fourth Meeting

1) Planning

    a) Design the teaching writing procedure by using Peer Feeback Technique.

    b) Prepare the Peer Feedback Checklist for each students as a media for them to give comments and suggestion toward their peer writing.

    c) Prepares the final draft sheet for each students as a sheet where the students write back their final draft as the final result of their writing.

d) Action

    a) Preparing class for learning.

    b) Give the topic about writing descriptive text.

    c) Explain about the character and phsycal of person.

    d) Explain the students to write use Clustering technique to generate the ideas.

    e) Give the example of descriptive paragraph is about My Family then discuss it together with the students.

    f) Give the chance to students to write the descriptive paragraph relate to the example.

    g) Devide the students into group then check their friend's writing and give them feedback through the paper/table are provided.

    h) Asks the students to make their writing into draft then improve it based on their friends' suggestion.

e) Observation

    (a) Teacher monitoring the students activity when performance begin.

    (b) Discussing the problem in learning process and giving solution.

    (c) Discussing about the writing text.

f) Reflection

In this cycle, the researcher can reflect the data have found. The reflection will be gathered from the result of writing test trough Peer Feedback Technique.

F. Data Analysis

In analyzing data, Burns suggest the steps to analyze the research data. Those steps are: comparing the data, building interpretation, and reporting the outcomes.[6] The explanation of the steps will be presented as follow.

1. Assembling the Data

In this stage, the researcher assembled the data. Observations, and interview transcripts are the data collection where the data are found from the research which is done in the classroom from step by step, which are need to be assembled by the researcher. This data assembling brought the data that fit together. This pattern is also adapted and edd as the researcher continues the research.

2. Comparing the Data

This stage allow the researcher to compare the data in order to see whether the themes or patterns were repeat or develop across different data gathering technique. It more concern with the displaying the datas rather than explaining or interpreting them.

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[6] Anne Burns. *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010), p105.

The data analysis that researcher conducted to compare the development of students ability for each cycle through the test or to know the means of students' test score for each cycle, is applied the following formula:

$$\mathbf{M} = \frac{\Sigma \mathbf{fX}}{\mathbf{N}}$$

Where M   : The mean of the students.

$\sum x$: the total score

N   : the number of the students.

The percentage of students' improvement in writing is analyzed by the following formula:[7]

$$P = \frac{R}{T} \times \mathbf{100}\%$$

Explanation:

P   : the percentage of students who get the score 75

R   : the number of students who get the score up 75

T   : total numbers of students do test.

The data that have found from interview also can be compared through comparing the perception or opinions between each students toward the writing activity.

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[7]Zainal Aqib, et. al., *PTK untuk Guru SD, SLB, TK* (Bandung: CV. Yrama Widya, 2008), p.40.

3. Build Interpretations

In this stage the researcher thought creatively in interpreting the data and also developing theories regarding the particullar pattern of behavior that has occured. In the interpreting also, the researcher describe and explain the datas through interpretations. The function also in order to develop the theory.

4. Reporting the Outcomes

The researcher in this stage presents and accounts of research for others. In presenting account of the research, the researcher show the report that set out the process of the research by discussing the question, describing the context of the research, outlining, and interpreting the finding, and suggestion the feedback project.

Based on the explanation above, can be concluded that the data analyzing will be done by assembling the data which are found trough observtions and interview, coding the data to separate the data become manageble data categories, comparing the data done to know the students development for each cycle, build interpretation is done to interpret the data and also to develop the theory, then the last data analyzing is done to report the outcomes or the result of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents finding and discussion based on the analysis of the data collected from the implementation of Peer Feedback Technique to improve the students' writing descriptive text ability in two cycles. Related to research findings; the data was attained from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students' writing descriptive text ability in this action research.

A. Research Findings

This part presented about the result that had found as long as the research and co-teacher had done in the classroom X MIA 3 MAN Sipirok. It included about the improvement in learning writing descriptive text by using Peer Feedback Technique, the students' activity while teaching and learning process, also the difficulties of the students in learning writing descriptive text. Researcher described those activities in cycle I and cycle II.

1. First Cycle

The first cycle was conducted for two meetings, it carried out from March 7th and 10th 2017. The meetings was done for 90 minutes. Every meeting for the implementing Peer Feedback Technique was done for 2 x 45 minutes or totally time 180 minutes time allotment for thie cycle. It was done in

the classroom X MIA 3 MAN Sipirok, consisted of 30 students. The researcher conducted the activity for cycle one as follow:

a. First meeting

The first meeting of implementing Peer Feedback Technique for the cycle I was held on Tuesday, 7[th] March 2017, The class started at 11.45 am, at lesson lasted 2 x 45 minutes. As what had been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom.

The lesson plan arranged based on the Peer Feedback Technique procedures and determining the lesson plan by material was about descriptive text. After researcher had been ready for preparing the lesson plan, she made the test for firstcycle. She prepared the worksheet interview for the students. The last in the planning researcher prepared the observation note sheet of the students' activity in teaching process.

The researcher came into the class together with English teacher of X MIA 3, was Mrs. Afnidar. At the time the researcher used the dark blue long dress into the classroom and all of the students used OSIS uniform, because it was Tuesday. Actually, it was surprised the students to meet the researcher again because they had familiar with the researcher as long as the researcher had done the Teaching Practical for two months in MAN Sipirok and also taught in their classroom X MIA 3. Then, the researcher explained

that her purpose at the time was not to study as usual but for doing research to complete datas for thesis. The researcher also mentioned the thesis tittle to make the meeting purpose clearly for the students.

Researcher begin by greeting the students and asked some of the students that the researcher had familiar with their name. Then, the researcher called the students name one by one while cheked the students attendance list to know if there was of the students that didin't come at the day. Then, there was no students who didn't come, all of them were present and got ready to follow the lesson.

Firstly, the researcher explained that for her research, the students would apply Peer Feedback Technique later for their writing result each other. The researcher explained the procedure of implementation Peer Feedback Technique in order to improve the students writing ability. The researcher also mentioned that Peer Feedback Technique used later would give the students chance, about how the teaching and learning process to be done to make it more comportable for the students and their ability in writing wished to improve in the end of study.

At the next step, the researcher reminded by asking the students about the defenition, generic structures, and language features of the descriptive text firstly to the students before gave them the task to be done. There were some of the students responded that they still remembered the material about descriptive text, but a half of them still responded daubtly.

So, the researcher continoud by reminding the students again and explained the materials through power poin that had been designed goodly by researcher then showed through in focus media to make the learning more comfortable to the students. The researcher also stimulated the students to give their ideas while the researcher ordered them to make the examples of the descriptive text about My Best Friend together with the students.

After created the example of descriptive text together with the students, the researcher asked the students what was their confusing in writing descriptive text. Some of the students replied that their difficulties was in identifying adjective and possesive pronoun in the descriptive text. Then, the researcher invited the students to look into power poin that the researcher had provided, contented the materials about possesive pronoun and discussed with the students. The researcher also invited the students one by one to make the example of the using of possesive pronoun in the write board.

Seeing the explanation had been clear for the students both of the explanation about descriptive text and about the using of adjective and possesive pronoun, the researcher showed one more example of descriptive text in the power poin about the description of person then the researcher shared a little card for each students that had provided with the coloumn phsycal appearence and character of person. Then, the researcher asked the students to identify the text and found out the person's phsycal appearence

and characters from the text through filled it in the sheet with the coloumn provided.

After the students had filled both of pshycal appearence and character from the text into coloumn, the researcher asked the students to share their sheet to their peer or chairmate. Then, the researcher gave the instruction to the students to give the feedback toward their peer result of identifying text, if there was still any phsycal appearence or character of person in the text that their peer did not wrote it yet or the mistaken while put it in the coloumn, the students instructed to added it into the feedback coloumn which was provided in the sheet. The feedback was given, in order as an additional information for each other to be easier in identifying phsycal appearence and characters of person or thing in the descriptive text was meant, because different student had the different knowing too.

Hence, the researcher quested the students who was their best friend in X MIA 3 classroom. All of the students answered with the diverse answers. The researcher quested once again, how familiar they were with their best friend both of phsycal appearence or characters. The classroom became so noisy, the way all the students enthusiastic mentioned and described their best friend phsycal appearence and charachers.

At the next step, the researcher shared writing draft sheet have provided for each students and asked them to put their best friend description in the draft sheet provided as clear as possible and readable to

the reader. The researcher also mentioned that the best writing in the classroom would be publicated in the researcher's thesis and social media to appreciate their good job in learning English writing through Peer Feedback Technique and it got enthusias responded from the students. They became motivated to do their best in describing their best friend through writing.

The researcher observed every step that has been planned in the lesson plan and time allocation with all activity was done. The students were in manageable. Even though, there were some students made disturbances in the classroom and did not focus. The result of observation showed that many of the students still did many wrongness in indicators of writing . It meant that there were still any problems that the students needed to be solved to make the descriptive text clear enough for them and the writing result could be improved. (See Appendix).

Seeing the time limitation had reached, the researcher asked the students to collect their writing results and did not forget the researcher reminded them to make their writing draft as clear and good as possibble. Then the researcher concluded the lesson by greet the students and closed the lesson as the time also had been over.

b. Second Meeting

The second meeting was conducted on Friday, March 10th, 2017. The researcher came again into the classroom X MIA 3. Firstly, the researcher greeted the students happily and the students responded it

enthusiasthic as they had been familiar and friendly to the researcher as before. The researcher continoud by checked their attendance list, as before meeting at that day there were not any students who did not come. When the researcher mentioned that the classroom X MIA 3 was always comfortable to stimulate their motivation, they felt happy and motivated to began the lesson.

In the second meeting, the English teacher took a seat and gave the researcher a chance to handle the class. This meeting, researcher focused to eliminate the problems which was found in the first meeting by motivating, encouraging, controlling and managing the class. In beginning the lesson, researcher was greeting then, the researcher reminded about previous meeting.

The researcher explained that they would be given the test toward their writing result in the first meeting by using Peer Feedback Technique. The researcher shared their writing result to the students's peer in the clssroom include with the Peer Feedback Checklist that has been provided by the researcher before. The researcher asked them to give checklist in the coloumn Yes or No according to their peer writing and write the critics or suggestion in the sheet provided to their peer in order to improve and build their peer writing.

Hence, the observation was done while writing descriptive text process after the students have gotten the feedback, comments, and

suggestion from their friends. The condition of the second meeting more manageable than the first meeting, the students looked like focus while they were given the task to give feedback toward theirpeer writing. Never forgot, the researcher reminded the students to give comments carefully and used their critical thinking, so, it could be the good feedback in order to improve their peer writing. The researcher implemented the test to know their ability in writing descriptive text by asking the students to revise their writing later based on their peer feedback . Did the technique improve their writing or not?

Based on the test have done in the classroom, the result showed that there were 8 students got score 64, 2 students got score 65, 1 student got score 66, 3 students got score 67, 1 student got score 69, 1 students got score 70, 1 student got score 74, 1 student got 75, 2 students got 76, 1 student got score 77, 1 student got score 78, 2 students got score 79, 3 students got score 80, 1 student got score 81, 1 student got score 84, and 1 student got 87 score.

The total of the students in classroom X MIA 3 consisted 30 students, 13 students passed the Minimum Mastery Criterion (KKM) 75 Score. Meanwhile, there were many of the students in the class still did not reach the target of learning, they consisted of 17 students. From the scores of students, it could be concluded that there were13 students passed the Minimum Mastery Criterion (KKM),. The mean score in the first cycle was

71.00 (43.33%). It can be catched that many of them still far from good categories in writing descriptive text. Even the score of the students categorized into good category but, it needed to improve any more.

Another result, researcher designed the data that could show students' difficulties to identify the conclusion from the text. The students score showed that they were less to identify the conclusion from the text. It was based on the data indicator achievement from test in first cycle below:

Table 2

Students' Writing Scores in Cycle I

Criteria of Wrtiting	Score	Percentage	Maximal Score Percentage
Content	660	22.00%	30%
Organization	409	13.63%	25%
Vocabulary	459	15.02%	20%
Grammar	481	16.53%	20%
Mechanic	121	4.03%	5%
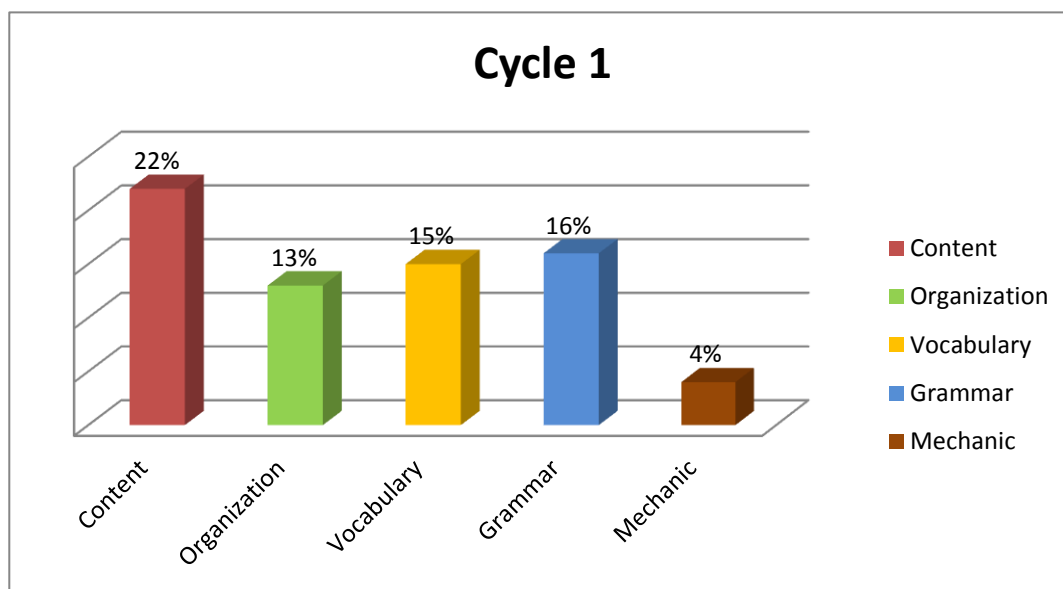
Figure 1

The test results in the first cycle on indicator achievement.

From the grafic of the students' score above can be seen the students' ability for each indicator of writing ability and the lower ability that the students have achieve is in organization criteria, the percentage score is 13% from maximal score is 20%.

2. **Students' problem in cycle 1**

There were two factors could influence writing descrptive text and become troubles to the students. They are internal factor and external factor. It would be explained below:

a. **Internal Factors**

Internal factors came from the indicators of writing descriptive text directly. The researcher would identify the students' problems based on the indicators. So, the researcher and the English teacher used the indicators as the internal factor in this research. The researcher and the English teacher found that students had problems on each indicator such as content, organization, grammar, vocabulary and mechanic while writing descriptive text.

1) **Content**

For the first cycle, based on the researcher observation the students' score in the content indicator from the maximal score 30 showed that, there was 1 student got score 27, 11 students got score 25, 1 student got score 1, 1 student got score 22, 15 students got score 20, and 1

student got score 18. It could be catched that the big part of the students got score 20, it was still low category from the maximal score in content indicator was 30.

Based on the interview had done in the class, MS, AZS, LA mentioned that they confsuse in content criteria because they had so little ideas and did not know anymore about what should be written in the text.[1] Eventhough there were students that did not reach the good score, the data had gotten showed that the ability of the students of X MIA-3 in the content indicator was good enough, but it still needed to be improved because some of the students in the classroom still did not reach the average score criteria.

2). Organization

The data was gotten in organization indicator the result showed that 6 students got score 20, 4 students got score 12, 2 students got score18, 2 students got score 16, 3 students got score 15, 4 students got score 12, and 12 students got score 10. From all of the students it could be catched that many of the students got score 10 for organization indicator. It was still low from the maximal score was 20.

Based on the interview with the students that still did not reach the good score, AG, AP, and RL mentioned that their difficulties in the

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[1]Maya Sakinah, Agung Zulkarnain and Luthfi Anshori as students at grade X MIA 3 MAN 1 Sipirok, *Private Interview* at March 10th 2017.

organization indicator was because they were difficult to differenciate between the part of identification and the part of description,[2]. That problem made them put the description of things firstly then followed by identification and it made their writing result unstructure.So, the problems of students were confusing in organization indicator was because the students difficult to differenciate between the part of identification and the part of description in the text.

3). Vocabulary

The result for the vocabulary indicator in cycle I found that, 1 students got score 20, 2 students got score 18, 5 students got score 16, 19 students got score 15, 2 students got score 13, and 1 student got score 12. The total number of students were 30. So, a big part of them reached the score 15 in vocabulary mastery from the complete score was 20.

The students' problem in this indicator was lack in mastering vocabulary. Based on the observation result that the researcher found toward the students writing result, there were some of the students wrote "long", "body big" to describe the phsycal apperence of body that should be written with the correct vocabulary one were "tall" and "fat". While the researcher interviewed some of the students, TA and LN mentioned that their difficulties in the vocabulary indicator because they

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[2] Ahmad Gozali, Alwi Putra and Raja Lundu as students at grade X MIA 3 MAN 1 Sipirok, *Private Interview* at March 10[th] 2017.

used the word based on the dictionary directly and did not had any knowing about mastering vocabulary[3].

So, the students' problem in organization indicator was because the students lack in mastering grammar certainly.

4). Grammar

The students mastering in grammar for the first cycle from the data found that, there were 8 students got score 20, 2 students got score 19, 1 student got score 18, 1 student got score 16, 15 students got score 15, and 3 students got score 13. It could be catched that, many of the students reached the average score were 15 from the maximal score 20.

Based on the interview, the influencing factors why was the student still got low average in grammar ability were, NP, ES, and MA did not understand well about simple present tense, students were still confuse in arranging the sentence which one to place first between adjective, noun or possesive pronoun also in placing the subject in the sentence.[4]

From the data had gotten through interview, it could be cathed that the students' problem in grammar indicator was confusing in arranging good sentence that made their sentence unstructured.

[3] Taufik Arnanda and Lija Nasution as students at grade X MIA 3 MAN 1 Sipirok, *Private Interview* at March 10[th] 2017.

[4] Nawati Pohan, Elitha Sofia and Muslimin Azhari as students at grade X MIA-3 MAN 1 Sipirok, *Private Interview* at March 10[th] 2017.

5). Mechanic

The students results in mastering mechanic were, there were 3 students got score 5, 25 students got score 4, and 2 students got score 3. The result was good enough because most of the students got score 4 from the maximal score in mechanic indicator was 5. Meanwhile, there were some of the students still made mistakes in using such punctuation and the using of capital letter to mention name or address. Based on the interview result, NP ans LA mentioned, that they had few confusion in spelling because the writing system in indonesian language was so different with English spelling.[5]

Those all the students' problem had found while implementing Peer Feedback Technique in the first cycle. Then, for the description of students problem from the external factor would explain as follow:

b. External Factors

1). Disturbance Friends

There were five students made disturbance while teaching and learning process they were MA, MS, LA, ALS, and AG. Sometimes they came to the chair of the other friend to asked for the task was given. It made the other students did not focus while writing the descriptive text activity. Based on the problem the researcher came to these students MA,

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[5] Nawati Pohan and Luthfi Anshori as students at grade X MIA-3 MAN 1 Sipirok, *Private Interview* at March 10[th] 2017.

MS, LA, ALS, and AG and asked them what was their problem, they said that they had some difficulties in describing object so, they wanted to ask it for the cleverer student one.[6]

2). Talking with Chairmate

Based on the researcher observation, the students who talked each other With their chairmate in the classroom while learning process were, AZS and the chairmate MS, and BA with the chairmate MF, and ALS with chairmate LA. When the researcher interviewed why did they talk each other, they mentioned that they just shared each other about the material done because there was something in the material that did not clear enough for them.[7]

It was caused by the factor that they did not interest to English lesson. Furthermore, they did not know to read recount text because they did not understand English. Then, the students were seen passive in the class.

3. Second Cycle

The second cycle was conducted for two meetings. The action of the second cycle was done March 14[th] up to 17[th] 2017. The meeting

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[6] Muslimin, Mahadi, Luthfi, Alwi and Gozali as students at grade X MIA-3 MAN 1 Sipirok, *Private Interview* at March 10[th] 2017.

[7] A*gung*, Mahadi, Budi, Masri, Alwi, and Luthfi as students at grade X MIA-3 MAN 1 Sipirok, *Private Interview* at March 10[th] 2017.

meeting was done for 90 minutes. Every meeting was done for 2 x 45 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. The first step in this cycle, the researcher made the activities for the second cycle to solve the problem by giving the solution for the problems had been discussed with co-teacher firstly. Below were explanations of activities had done in the classroom:

a. Third Meeting

For the third meeting the researcher and the English teacher came back to the calasroom X MIA 3 at 14[th] March 2017 after taking dzuhur pray in the school mosque with all of the students in MAN, it was the last lesson at the day. Researcher and the English teacher of X MIA 3 discussed the result in evaluation in first test, the output of observation, and also the interview with students. Then, discussed again in reflecting step. Based on the discussion result, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle. The researcher modified the previous lesson plan based on the result in the first test. The reasearcher also prepared more materials.

Firstly, the researcher greeted the students of X MIA 3 while open the lesson enthusiasly, as usual many of them always looked happy but there were also some of them who felt bored, because it was

the last lesson at noon and the eather seemed so hot at the day and it made some of the students had no motivation to begin to study.

Responded its condition, the researcher told that the meeting for today would be different than before. Firstly the researcher hanged the picture in the white board in orer to stole the students attention and avoid their boring feeling. The students became so curious about what the researcher did. The picture was hung were the pictures of School and House as the main topic of the favorite place was meant. The researcher continoud it by stimulate the students about what they looked in the picture, then together with the students made the description about the place into descriptive text example.

After discussed the example with the students, the researcher asked the students any more about what was their difficulties in describing place. Then, some students replied that they were difficult to understand about the using of preposition in the text. As what the researcher had planned before, the researcher gave back the identifying card to the students about the using of preposition provided with the coloumn in the sheet given.

Hence, the researcher showed the descriptive text about describing place through power poin and gave the instruction to the students to identify the preposition based on the text by filled it in the coloumn provided through identifying card. Seeing the students had

finished in indentifying the preposition in the text, the researcher gave the instruction to the students to share their identifying result to their peer or chairmate to be given feedback True or False or by filling the feedback comment if there was additional information that they thought would be useful for their peer in order to enlarge each students knowing.

At the next step, the researcher shared the draft writing sheet that have provied with the pictures of School and House. Then, the researcher asked the students to choose which one of the place that they want to describe in the draft sheet and give the signs toward the picture had chosen then begun to write the description. When the students began to write their text, the researcher also began to observe again what happened in the classroom as long as a teaching learning process.

While the students began to write, researcher observed the students that thay had gotten the improvement than the previous cycle. The researcher did not forget to ask them about their difficulties based on the interview in the first cycle. The students showed the improvement, where the students more calmly and even any question that thay wanted to utter they just asked it to the researcher directly and it avoid annoying in the classroom..

After the time limitation has reached, the researcher asked the students to collect their writing results and did not forget the researcher reminded the students to make their writing draft as clear and good as possibble. At the end of the lesson, the researcher explained again that in the next lesson they would do Peer Feedback Technique toward their friend's writing result, and it would be the last meeting for the researcher to teach in the classroom. Then, the researcher with all of the students prayed together and concluded the lesson by greet the students and closed the lesson as the time also has been over.

b. Fourth Meeting

The fourth meeting of implementing Peer Feedback Technique in the classroom X MIA 3 MAN Sipirok was conducted at 18[th] March, 2017. Firstly, the researcher came to the classroom with co-teacher Mrs. Afnidar. As like as the second meeting, the lesson began after taking dzuhur pray together with the students in the mosque at the last lesson. The researcher firstly made such little games with the students to stimulate their motivation to learn.

Seeing that the students have motivated to study, the researcher explained as she has told in the previous meeting that for this meeting, Peer Feedback Technique would be implemented once again and became the last time for the las result also for the students in improving writing ability by using Peer Feedback Technique. So, the

researcher suggested to the students to do their best than before because the researcher so whised that their writing ability would improve and it would be the lst result of their writing to be publicated.

The researcher, directly shared the students writing result for each students included the Peer Feedback Checklist sheet as the media for students to give comments and suggestion toward their peer writing result. The researcher also suggested to the students to read the instruction of giving feedback clearly and carefully to filled the feedback Yes or No so, their friend could improve their writing result effectively.

After the students have finished filled the Peer Feedback Checklist, the researcher asked them to return their peer's writing and shared them the final draft sheet again as a sheet where the students write their final writing based on their peer feedback in the final draft sheet. The researcher did not forget to remind the students to make their writing became the best and clearest one than before because it was their final result and the best one would get the best score too.

As the reflection from the second test, after calculating the description the result of students' writing ability test that had done in the second cycle showed that 1 student got score 92, 3 students got score 90, 1 student got score 89, 1 student got score 88, 2 students got score 87, 1 student got score 85, 1 student got score 83, 5 students got

score 82, 2 students got score 81, 1 student got score 80, 1 student got score 79, 3 students got score 77, 1 student got score 76, 3 students got score 75, 1 student got score 74, 2 students got score 72, and 1 student got score 70.

From the total number of the students that were consisted of 30 students in the classroom X MIA 3, there were only four (4) students who did not pass the Minimum Mastery Criterion (KKM) the score yet, it was 75 score. Even if the four students still did not pass the Minimum Mastery Criterion (KKM) but, they also showed the improvement than the test had done previously. The mean score of the second cycle was 81.06 and the percentage was 86.66% .

It showed that the students writing ability through Peer Feedback Technique was in good upto very good category. The researcher made the conclusion that, through Peer Feedback Technique in teaching writing descriptive text, the students' writing ability achievement in class X MIA 3 improved. Most of the students showed the improvement in the writing ability indicators; content, organization, vocabulary, grammar, and mechanic. The students improvement in writing descriptive text ability could be seen through the following figure that contented about the indicators achievement of X MIA 3.

Table 3

Students' Writing Scores in Cycle II

Criteria of Wrtiting	Score	Percentage	Maximal Score Percentage
Content	794	26.46%	30%
Organization	565	18.83%	25%
Vocabulary	503	16.76%	20%
Grammar	544	18.13%	20%
Mechanic	127	4.23%	5%

From the table of the students' achievement in the writing ability above could be seen that It showed the students writing ability through Peer Feedback Technique was in good upto very good category. The students made improvement for all of the indicators of writing ability even the lower achievement of students' ability still in organization indicator. The researcher made the conclusion that Peer Feedback Technique in teaching writing descriptive text, the students' writing ability in class X MIA 3 improved. Most of the students showed the good improvement in the writing ability indicators; content, organization, vocabulary, grammar, and mechanic.

4. **Problems and solutions in cycle 2**

From the result finding had done in the first cycle, the students' problem had been solved by several problem solvings that the researcher had apllied in the second cycle as follow:

Table 4

Problem and Solution of Internal Factors in Cycle II

No	Internal Factors	Problems	Solution
1	Content	• The students confsuse in content criteria because they had so little ideas and did not know anymore about what should be written in the text	• In the second cycle the researcher provided the pictures of the topic was meant to enlarge the students' ideas and imaginations about what should be written in the text as the content of writing.
2	Organization	• The students difficulties was in the organization indicator was because they were difficult to differenciate between the part of identification and the part of description.	• While the researcher gave the expalanation in cycle 2, the researcher made the explanation as clear as possible through power poin that had been designed interes to the students include with the part of the descriptive structure text.
3	Vocabulary	• The students' difficulties in the vocabulary indicator was because they used the word based on the dictionary directly and did not had any knowing about mastering vocabulary. • There were some of the students wrote "long", "body big" to describe the phsycal apperence of body that should be written with	• While the students wrote their writing draft the researcher came to the students and observe their vocabulary choice was it suitable or or not.

No	Activities	Problems	Solution
		the correct vocabulary one were "tall" and "fat".	
4	Grammar	• The students did not understand well about simple present tense, students were still confuse in arranging the sentence which one to place first between adjective, noun or possesive pronoun also in placing the subject in the sentence	• The researcher discussed together with the students about the grammar or arranging sentene at once while making example together. • The students were instructed to filled out the identifying card about the using of preposition that would be useful for them while making the text about the place.
5	Mechanic	The students had few confusion in spelling because the writing system in indonesian language was so different with English words spelling	• The researcher suggested to students to read and write anymore about English because it would help them to be more familiar with English language.

Table 5

Problem and Solution of External Factors in Cycle II

No	Activities	Problems	Solution
1	Disturbance Friends	• Some of the students asked and quested to the cleverer one about the	• Researcher adviced the students to do it by themself because there was not any

		materials that they still confuse and about how to give the comments or feedback toward their peer writing.	punishment if they made mistakes in their writing result also in giving feedback.
2	Talking with chairmate	• Some of the students distubanced their friend to know what feedback they have given by their peer.	• Researcher suggested the students to ask for the researcher to give them explanation anymore if there were difficulties.

5. The Comparative Result of the Action

The comparative score of students ability in writing descriptive text between cycle I and cycle II showed that, the mean score in the cycle I was 71.00 (43.33%) then in the cycle II the mean score was 81.06 (86.66%) it meant that the mean score increased from the score 71.00 became 81.06 it was passed the Minimum Mastery Criterion (KKM) 75, it could be seen from the percentage of the students who got the score above. From the data above the researcher would like to give some explanations toward the actions have done. The first test was done in the last meeting of cycle I and the second test was done in the last meeting of cycle II.

The first test in the first cycle was about My Best Friend. In this test 13 students found that got the score above the Minimum Mastery Criterion (KKM) was 75 and 17 students more still did not reach score was meant. Consisted from 30 students in the classroom X MIA 3, there

were 8 students got score 64, 2 students got score 65, 1 student got score 66, 3 students got score 67, 1 student got score 69, 1 students got score 70, 1 student got score 74, 1 student got 75, 2 students got 76, 1 student got score 77, 1 student got score 78, 2 students got score 79, 3 students got score 80, 1 student got score 81, 1 student got score 84, and 1 student got 87 score. The mean score was 71.21, and the score percentage was 43.33%. There was the formula to calculate mean score:

$$M = \frac{\Sigma fX}{N}$$
$$M = \frac{2130}{30}$$
$$M = 71.00$$

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

$$P = \frac{R}{T} \text{ x } 100\%$$
$$P = \frac{13}{30} \text{ x } 100\%$$
$$P = 43, 33\%$$

Second test in the second cycle, the score of the students improved. Many of the students got the score above Minimum Mastery Criterion (KKM) was 75. From the test result can be concluded that 1 student got

score 92, 3 students got score 90, 1 student got score 89, 1 student got

score 88, 2 students got score 87, 1 student got score 85, 1 student got

score 83, 5 students got score 82, 2 students got score 81, 1 student got

score 80, 1 student got score 79, 3 students got score 77, 1 student got

score 76, 3 students got score 75, 1 student got score 74, 2 students got

score 72, and 1 student got score 70.

From the total number of the students that were consisted of 30

students in the classroom X MIA 3, there were four students who di not

pass the Minimum Mastery Criterion (KKM). The mean score of the

second cycle was 81.06 and the percentage was 86.66% . It showed that

the students writing ability through Peer Feedback Technique was in good

upto very good category. Through Peer Feedback Technique the students'

writing ability achievement in class X MIA 3 showed the good

improvement. The calculation of the students' score in the secon cycle as

follow:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2432}{30}$$

$$M = 81.06$$

Then, the formula that used to know the percentage of students'

score who passed the Minimum Mastery Criterion (KKM) as follow:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P = \frac{26}{30} \text{ x } 100\%$$

$$P = 86.66\%$$

The researcher also provided the graph that showed the comparative of the students achievement between first cycle and second cycle that could be seen below:
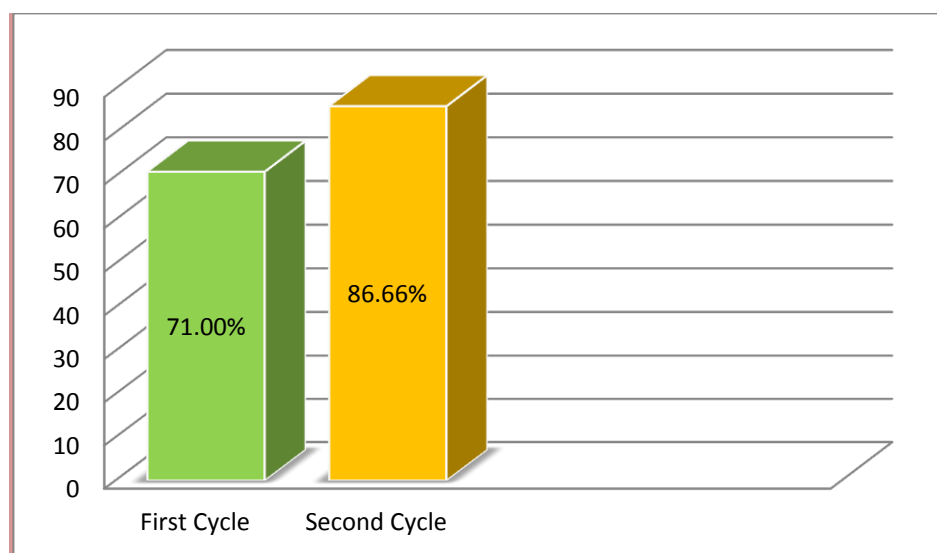
Figure 2

The Comparative Mean Score Between First Test and Second Test
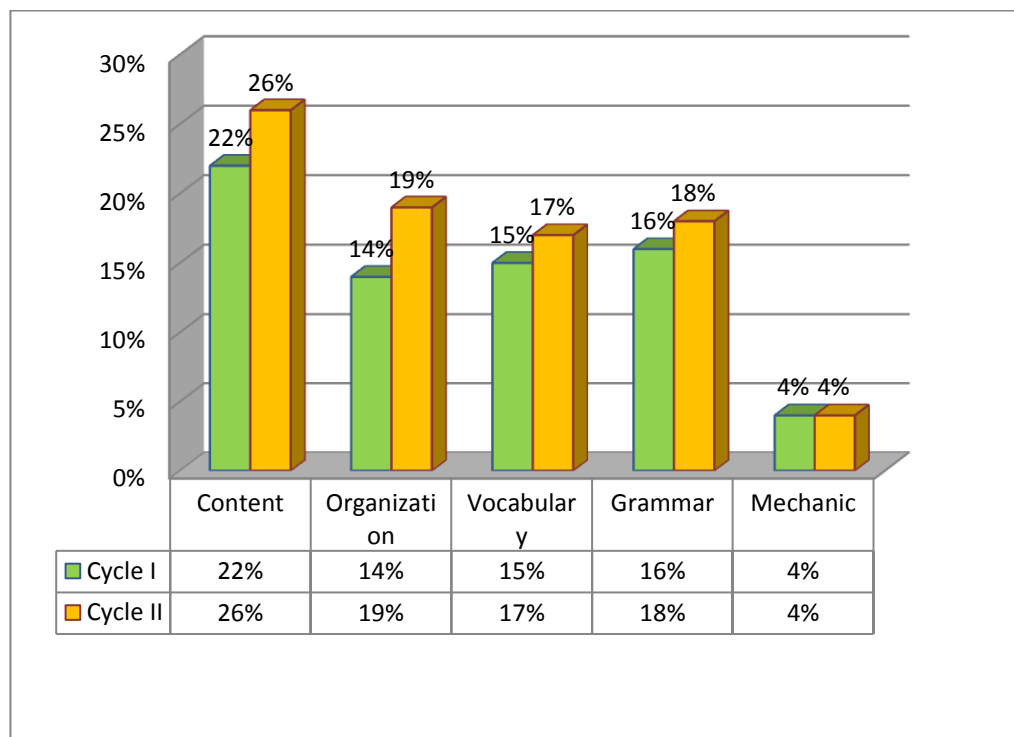
Figure 3

The Comparative of Indicators' Scores Between First Cycle and Second

Cycle

The figure above showed the improvement of students' ability in writing through Peer Feedback Technique in X MIA 3 MAN Sipirok between first cycle and second cycle. It meant that Peer Feedback Technique was indeed could improve the students ability in writing text especially in descriptive text. The learning activity was more comportable for the students where they could used their critical thinking while giving feedback toward their peer writing result and in the other sie the students also received useful feedback or comments from their peer that could improve their writing ability. Finally the

students writing ability improved significantly. The improvement was 71.00 (43.33%) in the first cycle and 81.06 (86,66%) in the second cycle.

B. Data Discussion

Douglas Brown states, Peer Feedback is an activity of accepting or using classmates' comments and using the instructor's feedback, include as a technique which apply to the drafting and revising process in writing.[8] Besides that, the students who are doing Peer Feedback, they are getting exposed to new ideas from others. Not only getting new ideas, Peer Feedback can also define as the way to get perspectives from other people in the same age and in the same level.

Here, the researcher adopted two script of senior's thesis as related finding of the research and the two of them also delivered the description about the applying Peer Feedback Technique in the classroom to improve the students' writing. They also stated that the students ability improved by implementing Peer Feedback Technique. The researcher explained as follow:

Firstly, is a script from Williyanti Cici Riksa (2013) Indonesia University of Education. With the tittle of thesis "The Effectiveness of Peer Feedback Technique in Improving Students Writing Skill in Writing Narrative Text". In her research in Peer Feedback Technique most students tended to respond positively toward the feedback provided by their peer and they considered it helpful for them to write better. In conclusion Peer Feedback Technique has been able to be able to

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[8]Douglas Brown, *Teaching By Principles: An Interactive Approach,* (New Jersey: Prentice Hall Regents, 1994),p.335.

improve students' skill in writing narrative text and students understanding of element within writing especially in organization aspect.[9]

The second script, is from Nazidatur Rohmatunnuha, English Department at University Muria Kudus. Her thesis entittled " Teaching of Writing Narrative Text By Using Peer Editing Technique for Eleventh Grade Students of SMA Walisongo Jepara in Academic Year 2011/2012". Base on the research has done by her, the result shows that, the mean of the students ability in writing at pretest is 65,4 and the mean of postest is 75. It can be concluded that the Peer Edting Technique has done can improve the students ability in writing narrative text and there is significant difference between the ability of writing narrative text by using Peer Feedback Technique's hyphothesis is confirmed.[10]

From the review of relate findings above, the researcher also found the result that, Peer Feedback Technique improve the students ability in writing descriptive text at classroom X MIA 3 MAN Sipirok. The result was found during the research showed that the students enjoyed the lesson through Peer Feedbac Technique. The learning activity was more comportable for the students where they could used their critical thinking while giving feedback toward their peer writing result and in the other sie the students also received useful feedback or

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[9]http://repository.upi.edu, Williyanti Cicik Riksa, *The Effectiveness of Peer Feedback Technique in Improving Students Writing Skill in Writing Narrative Text,* (Script: Indonesia University of Education, 2013). Retrivied on: Thursday, 30-November-2016, 22:04 WIB.

[10]http://eprints_umk.ac.id, Nazidatur Rohmattunnuha, *Teaching of Writing Narrative Text By Using Peer Editing Technique for Eleventh Grade Students of SMA Walisongo Jepara in Academic Year 2011/2012*(Script of University o Muria Kudus, 2012).

comments from their peer that could improve their writing ability. Finally the students writing ability improved significantly. The improvement of students' ability was 71.00 (43.33%) in the first cycle and 81.06 (86,66%) in the second cycle.

C. The Threats of the Research

In conducting this research, the researcher found some threats along the teaching and learning process, they were:

1. Data of this research was objective because it was collected by the researcher's test in the classroom, interview and obeservation to the students' writing ability.

2. Some students confused in descriptive text, they did not know how to make the good organization or grammar of the text and they were still lack in mastering vocabulary.

3. In teaching and learning process, the researcher tried to explain more about the descriptive text and about the indicators of writing, the researcher also always give motivations to the students.

4. It is advisable to use Peer Feedbak Technique to help the students to know their mistakes each other and know which one that needed to be improve in their writing result.

5. Teacher should prepare the materials that appropriate to the students needs and interest in order to make the students are motivated in teaching and learning process especially in writing descriptive text ability. Then, finally in the end of

research the researcher stated that, students' writing descriptive ability improved at classroom X MIA 3 MAN Sipirok.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that Peer Feedback Technique indeed improve the students' ability in writing descriptive text at classroom X MIA-3 MAN Sipirok. It based on the students' writing score, the mean score in the cycle I was 71.00 (43.33%) then in the cycle II was 81.06 (86.66%).

There were five internal factors wich influencing the students' ability in writing descriptive text. They were; content, organization, grammar, vocabulary, and mechanic. Then, the result from all the countable that there was a significant improvement betveen the students' ability in writing descriptive text ability in teaching and learning writing activity in the cycle I and cycle II.

There were two internal factors that influencing the students' ability in cycle I and cycle II such as like motivation and disturbance in the classroom. Therefore, the research could be accepted because the score of the students and the students' activity in learning process by using Peer Feedback Technique showed the good improvement at X MIA-3 MAN Sipirok.

B. Suggestion

The researcher woul give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestion were:

1. For the teacher, become the reference to teach writing even if it in the different kind of text. Peer Feedback technique is able to improve the student's ability in writing. Therefore, the researcher are suggested to apply various activities and stategies in Peer Feedback Technique to improve the quality of the English teaching and learning process.

2. For the other resercher, this resrch was focused on implementing activities in Peer Feedback Technique for teaching and learning process of vriting. Specifically, this research concerns about the improving students' wrtiing descriptive text ability by using Peer Feedback Technique. Therefore, the orther researcher may conduct the action research through Peer Feedback Technique also in the other aspects of study.

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LESSON PLAN 1 (Cycle 1)

School   : MAN Sipirok

Subject   : English

Class/Semester : X/Second

Skill   : Writing

Type of the Text : Descriptive Text

Theme   : My Best Friend

Time Allocation : 4 x 45 Minutes (2 Meetings)

A. **Standard of Competency:**

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

B. **Basic Competence:**

Expressing meaning in writing functional text using language variation accurately, fluently, and appropriately in order to interact with the closest environment.

C. **Indicator:**

1. Cognitive
   a. Getting the main idea and concepts of descriptive text, especially describing person.
   b. Completing descriptive text into meaningful text.
   c. Understanding the using of simple present tense in the descriptive text.
   d. Generating ideas of the things they want to write.
   e. Producing descriptive text.
2. Affective/Expected Attitudes
   a. Creativity
   b. Cooperation

    c. Carefulness

    d. Self-confidence

    e. Autonomy

D. Learning Objective:

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

E. Learning Material

  a. The defenition of Descriptive Text

    Descriptive text is the text

  b. Descriptive Text Example.

<div align="center">My Bestfriend</div>

I have a lot of friends in my, but my closest friend is Winda. She is 15th years old. (the part of Identification).

Winda is my classmate, she is so pretty and cute. Her skin is white. She has black eyes with tick eyebrows. She always uses a veil in her head to cover up her hair and chest. Her pointed nose makes her so beauty and impressive. Altough Winda is not so tall, she has a well-built body. She looks more beautiful when she smiles. (the part of description).

F. Sources/Material:

Textbook : Linked to the World 1 English for Senior High School, Yudhistira, Anggota IKAPI, 2007.

G. Teaching Learning Activity

  1. Opening

    a. Greeting and introducing.

    b. Explaining the aim of the research.

    c. Calls the roll of students.

  2. Warming Up

    a. Give the students motivation.

    b. Brainstorming.

3. Main Activity

    a. Explain the students about descriptive text regarding the purpose, generic structures, and the tense used in the text.

    b. Give the students example of descriptive text.

    c. Giving learning material to the students appropriate with the topic provided is about My School.

    d. Preparing students for writing and responding to writing.

    e. Giving limited time for students to write their draft/text.

    f. Ask for the students to share their writing result to their peer to be checked.

    g. Give the students freedom to choose their peer to check their writing.

    h. Ask the students to checked and give comments toward their peer writing result using several provided checklist.

    i. Collect the worksheet then give it to the students are meant.

    j. Ask the students to write back and improve their draft of writing.

    k. Collect the final result of the students writing.

    l. Monitoring the activity is done.

4. Closing

    a. Concluding the lesson

    b. Remind the students to learn at home.

H. Evaluation

The Instruction:

1. Write the simple draft to describe your best friend use psychal appearance and character!

2. Write into two paragraphs and consist of minimum 6 sentence for eachs paragraph!

3. Give comments to your peer writing result in the first draft!

4. Revise the writing draft base on peer comments/feedback!

Indicators of Writing Score

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent
	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor

Maximum score: 100

Students Score: Students mean score x 100

　　　　　　　Maximum Score.

$$M = \frac{\Sigma fX}{N}$$

Where M　　: The mean of the students.

$\sum x$　　: the total score

N　　: the number of the students.

APPENDIX 2

TEST CYCLE I

The Instruction:

5. Write the simple draft to describe your best friend use psychal appearance and character!

6. Write into two paragraphs!

7. Give comments to your peer writing result in the first draft!

8. Revise the writing draft base on peer comments/feedback!

writer   :

Class   :
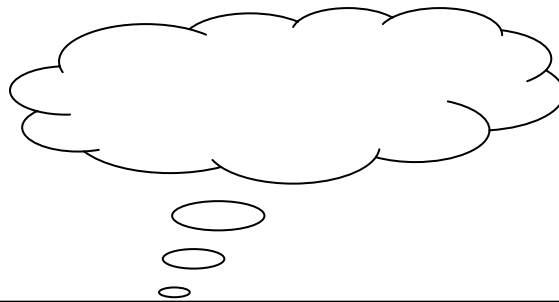
APPENDIX 3

LESSON PLAN 2 (Cycle 2)

School   **: MAN Sipirok**

Subject   **: English**

Class/Semester **: X/Second**

Skill   **: Writing**

Type of the Text **: Descriptive Text**

Theme   **: My Favorite Place**

Time Allotment **: 4 x 45 Minutes (2 Meetings)**

I. Standard of Competency:

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

J. Basic Competence:

Expressing meaning in writing functional text using language variation accurately, fluently, and appropriately in order to interact with the closest environment.

K. Indicator:

3. Cognitive

 f. Getting the main idea and concepts of descriptive text, especially describing place.

 g. Completing descriptive text into meaningful text.

 h. Understanding the using of simple present tense in the descriptive text.

 i. Generating ideas of the things they want to write.

 j. Producing descriptive text.

4. Affective/Expected Attitudes

f. Creativity

g. Cooperation

h. Carefulness

i. Self-confidence

j. Autonomy

L. Learning Objective:

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

M. **Learning Material**

Second Meeting

a. Location: near by, beside, behind, on the, at the, center, etc..

b. Features: big, small, large, beautiful, clean, neat, etc..

c. The example of descriptive text about the place description.

My School

My school State Islamic Senior High School of Sipirok in South Tapanuli. The location is at Dano Situmba. (Identifiction).

My school is not so big but not so small also. It has 13 clean classrooms, 4 clean toilets, one laboratories, one mosque, one library with many collection of books. There is a teacher room beside of the headmaster room. It has the large football field and basketball field in the front of my school. My school also has so many collection of beautiful flowers in front of every classroom.

The computer room is near by the library, it is so neat and clear with many computers there. Our sport hall is behind the mosque. There are notice boards and the cards of Asma Al-Husna in every our classroom.it makes our school so beautiful and neat.

N. Sources/Material

Textbook : Linked to the World 1 English for Senior High School, Yudhistira, Anggota IKAPI, 2007.

O. Teaching Learning Activity

    5. Opening

        d. Greeting and introducing.

        e. Explaining the aim of the research.

        f. Calls the roll of students.

    6. Warming Up

        c. Give the students motivation.

        d. Brainstorming.

    7. Main Activity

      a. Third Meeting

      1) Explain and remind to the students about the using of preposition to identify place or location.

      2) Discuss with students to describe the place both of the location or the features.

      3) Giving learning material to the students appropriate with the topic through picture media provided is about My Favorite Place.

      4) Discuss and make the example of descriptive text related to the picture together with the students.

      5) Ask students' confusing toward the text given.

      6) Solve the problem through identifying text.

      7) Giving the identifying cards to the students to be filled according to the problem find.

      8) Ask the students to share their identifying result to be given feedback from their peer.

      b. Fourth Meeting

      1) Preparing students for writing and responding to writing.

      2) Giving limited time for students to write their first draft/text.

3) Ask for the students to share their writing result after did it to their peer to be checked.

4) Ask the students to check and give comments toward their peer writing result using several provided checklist.

5) Collect the worksheet then return it to the students are meant.

6) Ask the students to revise and improve their first draft into final draft by following their peer feedback/comments and suggestions.

7) Collect the final result of writing.

8) Monitoring the activity is done.

8. Closing
   c. Concluding the lesson
   d. Remind the students to learn at home.

P. Evaluation

The Instruction:

9. Write the simple draft to describe your favourite place!

10. Choose and stuck in your writing sheet what place that you want to describe by choose the picture:
    a. My School
    b. My House

11. Write into two paragraphs and consist of minimum 6 sentence for eachs paragraph!

12. Give comments to your peer writing!

13. Revise the writing draft base on peer comments!

Indicators of Writing Score

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair

	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Grammar	22-25	Very good to excellent
	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor

$$M = \frac{\Sigma fX}{N}$$

Where M   : The mean of the students.

      $\sum x$: the total score

      N   : the number of the students.

APPENDIX 4

TEST CYCLE II

The Instruction:

14. Write the simple draft to describe your favourite place!

15. Choose and stuck in your writing sheet what place that you want to describe by choose the picture:

    c. My School

    d. My House

16. Write into two paragraphs and consist of minimum 6 sentence for eachs paragraph!

17. Give comments to your peer writing!

18. Revise the writing draft base on peer comments!

writer   :

Partner   :
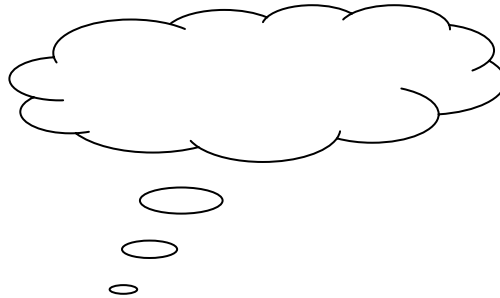
APPENDIX 5

<div align="center">

Table 2

Students' Writing Scores in the First Cycle

</div>

No.	Students' Initial	Score
1.	AI	70
2.	AZS	75
3.	AGS	64
4.	ALS	76
5.	APH	64
6.	BA	79
7.	DW	79
8.	ES	67
9	EPH	77
10	FS	63
11	FHS	66
12	HHH	84
13	LH	67
14	LAH	65
15	MSH	62
16	MF	80
17	MSS	64
18	MAB	74
19	NE	81
20	NSU	78
21	NP	67
22	NLM	87
23	NJH	65
24	PAR	64
25	RAP	64
26	RLP	64
27	SDS	80
28	SHS	80
29	TAS	69
30	YAS	76
Sum		2130
Mean Score		71.00
Percentage		43.33%

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2130}{30}$$

$$M = 71.00$$

APPENDIX 6

Table 3

Students' Writing Scores in the Second Cycle

No.	Students' Initial	Score
1.	AI	86
2.	AZS	88
3.	AGS	75
4.	ALS	79
5.	APH	80
6.	BA	82
7.	DW	85
8.	ES	75
9	EPH	81
10	FS	72
11	FHS	72
12	HHH	90
13	LH	70
14	LAH	76
15	MSH	77
16	MF	89
17	MSS	77
18	MAB	78
19	NE	87
20	NSU	82
21	NP	74
22	NLM	92
23	NJH	77
24	PAR	82
25	RAP	75
26	RLP	82
27	SDS	87
28	SHS	90
29	TAS	83
30	YAS	82
	Sum	2432
	Mean Score	81.00
	Percentage	86.66%

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2432}{30}$$

$$M = 81.06$$

APPENDIX 7

Table 4

The Comparative Score of the Students Achievement

Between Cycle I and Cycle II

No.	Students' Initial	Score in Cycle I	Score in Cycle II
1.	AI	70	90
2.	AZS	75	88
3.	AGS	64	75
4.	ALS	76	79
5.	APH	64	80
6.	BA	79	82
7.	DW	79	85
8.	ES	67	75
9	EPH	77	81
10	FS	63	72
11	FHS	66	72
12	HHH	84	90
13	LH	67	70
14	LAH	65	76
15	MSH	62	77
16	MF	80	89
17	MSS	64	77
18	MAB	74	78
19	NE	81	87
20	NSU	78	82
21	NP	67	74
22	NLM	87	92
23	NJH	65	77
24	PAR	64	82
25	RAP	64	75
26	RLP	64	82
27	SDS	80	87
28	SHS	80	90
29	TAS	69	83
30	YAS	76	82
	Sum	21.30	2434
	Mean Score	71.00	81.06
	Percentage	43.33%	86.66%

Appendix 9

Details of Students' Indicator Achievement in Writing

In the First Cycle

No	Initial Name	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	AI	20	10	15	20	5	70
2	AZS	25	10	15	20	5	75
3	AGS	20	9	15	15	5	64
4	ALS	20	18	15	19	4	76
5	APH	22	10	13	15	4	64
6	BA	25	20	15	15	4	79
7	DW	25	10	15	15	4	79
8	ES	25	10	15	13	4	67
9	EPH	20	15	18	20	4	77
10	FHS	25	20	20	20	4	84
11	FS	20	10	15	15	4	64
12	HHH	20	20	20	20	4	84
13	LH	18	20	12	13	4	67
14	LAH	20	12	15	15	3	65
15	MSH	20	10	15	15	4	64
16	MF	25	16	15	20	4	80
17	MSS	20	10	15	15	4	64
18	MAB	25	15	16	15	4	74
19	NE	25	20	16	16	4	81
20	NSU	20	20	16	18	4	78
21	NP	20	12	15	15	3	67
22	NLM	27	20	16	20	4	87
23	NJH	20	10	18	13	4	65
24	PAR	20	10	15	15	4	64
25	RAP	20	10	15	15	4	64
26	RLP	20	10	15	15	4	64
27	SDS	25	15	16	20	4	80
28	SHS	25	16	15	20	4	80
29	TAS	25	12	13	15	4	69
30	YAS	20	18	15	19	4	76
Total Score		**662**	**410**	**456**	**496**	**121**	**2130**
Percentage		**22.06**	**13.66**	**15.02**	**16.53**	**4,03**	**71.00**

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2130}{30}$$

$$M = 71.00$$

Appendix 10

Details of Students' Indicator Achievement in Writing

In the Second Cycle

No	Initial Name	Content	Organiza tion	Vocabu lary	Grammar	Mecha nic	Total
1	AI	25	20	20	20	5	90
2	AZS	25	20	18	20	5	88
3	AGS	23	18	15	15	4	75
4	ALS	20	20	15	20	4	79
5	APH	25	18	15	18	4	80
6	BA	25	20	18	15	4	82
7	DW	25	20	18	18	4	85
8	ES	25	18	15	13	4	75
9	EPH	20	20	18	18	5	81
10	FHS	23	18	20	15	4	72
11	FS	20	18	15	15	4	72
12	HHH	25	20	20	20	5	90
13	LH	20	13	18	15	4	70
14	LAH	22	18	17	15	3	76
15	MSH	25	15	15	18	4	77
16	MF	27	20	15	22	5	89
17	MSS	20	15	18	20	4	77
18	MAB	25	18	16	18	4	78
19	NE	25	20	18	20	5	87
20	NSU	22	20	16	20	4	82
21	NP	20	20	15	15	3	74
22	NLM	27	20	20	20	4	92
23	NJH	20	18	15	20	4	77
24	PAR	20	20	20	18	4	82
25	RAP	20	18	15	18	4	75
26	RLP	25	20	15	18	4	82
27	SDS	25	20	18	20	4	87

28	SHS	25	20	20	20	5	90
29	TAS	25	20	15	19	4	83
30	YAS	22	20	15	21	4	82
Total Score		794	565	503	544	127	2434
Percentage		26.46	18.83	16.76	18.13	4.23	81.06

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2432}{30}$$

$$M = 81.06$$

INTERVIEW GUIDELINES

A. For the Teacher

1. What are the students' difficulties in writing?
   (Apa sajakah kesulitan siswa dalam menulis?)
   Answer:..
   ....

2. How is your opinion about the use of Peer Feedback Technique?
   (Bagaimana pendapat anda tentang penggunaan Peer Feedback
   Technique)
   Answer:..
   ....

3. Do you think that students are motivated and confident in writing?
   (Apakah menurut anda sisa termotivasi dan percaya diri dalam menulis?)
   Answer:..
   ....

4. How do you think about the students interaction in the teaching-learning
   process?
   (Bagaimana pendapat anda tentang interaksi sisawa pada proses
   pembelajaran?)
   Answer:..
   ....

B. For the Students

1. Apa kesulitanmu dalam menulis?
   (What are your dificulties in writing?)
   Answer:..
   ....

2. Apakah kamu mengetahui tentang descriptive text?
   (do you know what is desriptive text?)
   Answer:..
   ....

3. Apakah kalian senang belajar dengan menggunakan Peer Feedback
   Technique?
   (Do you enjoy the learning by using Peer Feedback Technique?)
   Answer:..
   ....

4. Bagaimana pendapatmu dengan aktivitas menulisnya?
   (How do you think about the writing activity?)

Answer:

....

5. Apakah Peer Feedback Technique membantumu dalam menulis?
   (Did Peer Feedback Tecchnique help you in writing?)
   Answer:

   ....

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject   : **English**
Classroom   : **VIII-1**
Days / Date   :
Cycle   : **I (One)**

No	Activities	Students																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Students who has difficulties in writing																						
2	Student's confident in writing																						
3	Student has known descriptive text																						
4	Students is motivated and enjoy the lesson																						

Research Documentation

Cycle I

Picture I

Students made disturbance and talking with chairmate while teaching and learning process

Picture II

Some of students looked like still didn't serious to do the task given

Cycle II

Picture I

Students looked more serious to do the task in the second cycle test and asking for the researcher about their confusion instead of asking/talking with chairmate

Picture II

Students condition while giving feedback toward their peer writing in the second cycle

Nomor : B - 46 /In.14/E.4c/TL.00/01/2017   12 Januari 2017
Hal   : Izin Penelitian
        Penyelesaian Skripsi.

Yth. Kepala MAN Sipirok
Kabupaten Tapanuli Selatan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Mardiah

NIM   : 133400017

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Batang Miha Julu Kec.Sipirok Kab.Tapanuli Selatan

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students Writing Descriptive Text Ability Through Peer Feedback Technique at Ten Grade Students of MAN Sipirok". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

                               a.n. Dekan, N 4
                              Wakil Dekan Bidang Akademik

                               Dr. Lelya Hilda, M.Si.
                              NIP. 19720920 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH ALIYAH NEGERI SIPIROK
JalanSimangambatKelurahanBungabondar
KecamatanSipirokKabupatenTapanuli Selatan KodePos 22742
e-mail : **mansipirok@kemenag.go.id**

Nomor   : B.185/Ma.02.28/ PP. 00.6/04/2017   Sipirok, 25 April 2017
Lampiran   : -
Hal   : **Izin Penelitian**

Kepada Yth :
Bapak/Ibu Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Padangsidimpuan
Di -
          Tempat

Dengan hormat,

Sehubungan dengan surat permohonan Pelaksanaan Penelitian Nomor.B. 46 /In.z14/E.4c/TL.00/01/2017 tanggal 12 Januari 2017 atas :

Nama	: Mardiah
NIM	: 133400017
Fakultas	: Tarbiyah dan Ilmu Keguruan/TBI
Alamat	: Batang Miha Julu Kec. Sipirok Kab. Tapanuli Selatan

Dengan ini telah melaksanakan penelitian di MAN Sipirok dengan judul penelitian :

" **Improving Students' Writing Descriptive Text Ability Through Peer Feedback Technique at Ten Grade Students of MAN Sipirok** "

Demikian surat balasan penelitian ini dibuat untuk dapat dipergunakan seperlunya.

Kepala MAN Sipirok

Coharuddin Harahap, S.Ag
NIP. 19701126 199703-1 003