THE IMPLEMENTATION OF PEER ASSESSMENT TECHNIQUE IN TEACHING WRITING

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ABSTRACT

This study is intended to investigate the effects of the Implementation of Peer Assessment Technique in teaching writing to the second year students of MAN Kuta Baro Aceh Besar. The study used an experimental research to find out whether there is any significant differences in students' writing achievement by using Peer Assessment Technique in the experimental class or not. The total of population in this project was 90 students. The sample of this study was 36 students who were put into an experimental and control class. The sample was taken by using random sampling technique. The collected data were analyzed by using statistical formula. The findings show that the mean score of the post test for the experimental class is 73.28, which was higher than the mean score of the post test for the control class, which was 57.50. Furthermore, both of the scores were analyzed through the t-test that was compared with the t-table. The result of the t-test score was 5.75 and the result of the t-table score at a level of significant degree $\alpha=0.05$ was 1.68. It shows that the t-test score is higher than the t-table score (5.73>1.68). It means that there was a significant difference in students' writing achievement between the experimental and the control class. Thus, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, the application of Peer Assessment Technique proved a significant improvement in the students' writing achievement of a narrative text.

Key Words: *Teaching Writing, Peer Assessment Technique.*

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INTRODUCTION

Background of Study

English is one of the languages taught formally in high school as a compulsory subject. The purpose of teaching English at school is to help the students to express, to communicate, and to respond to the ideas stated in writing or reading. Based on the curriculum of Senior High School in the standard of competency, one of the objectives of English subject is that the students are hoped to be able to develop their competency of communication in oral and in written form to achieve an informational literacy level (Diknas, 2006: 308). The objective of English subject above means that the students are expected to be able to communicate either in speaking skill or in writing.

Writing skill is one of the skills of English taught at formal schools, such as in junior high school and in senior high school. This is part of a productive and skill and actually has a very important role in many fields for job requirements so the government puts forward the skill as an important skill to be taught at senior high school. Furthermore, in terms of standard competency of grade X of senior high school, the students are expected to be able to express meaning of a short functional text and a simple essay in the form of narrative, descriptive and news item that will be reflected in the next sentences: "To expose the meaning in short functional text and essay writing simple narrative form, descriptive and news items in the context of daily life" (Diknas, 2006: 313).

However, based on the preliminary study conducted at the second grade students of MAN Kuta Baro Aceh Besar, there were some facts that have been found. Firstly, teachers seemed to have failed in engaging the students to get involved actively and seriously in the teaching and learning process. Secondly, teachers seemed not to be able to encourage students' motivation and learning engagement in the classroom. Thirdly, teachers were not able to build a good classroom interaction through the teaching and learning process. The other problems observed were that the students were not able to reach the minimum average score criteria (KKM). The students should have attained the KKM of 70 to pass the English class.

In addition, the researcher found that students were lacking the capability to write good English; for instance the content was irrelevant to the topic, the variety of ideas or arguments and lacking of accurate details, in terms the organizational of the written text it was also not

matching with the structural of organization of the written texts. So most of the students' written works were lacking creativity and were very difficult to understand. It also had very little sense of logical sequence or coherence. The connection of the paragraphs on the students' works was not clear. Moreover, since the students also having lacked of vocabulary, it had caused mistakes in choosing the right words or idioms in the students' written works. Finally, most of students' writing problems were in word choice, spelling, punctuation, capitalization and coherency. Consequently many students did not achieve a good score in writing or to pass the minimum average score criteria (KKM) determined by the school. However, subject of English seemed difficult for many students to reach the minimum standard.

These problems need major attention for all parties such as the school, the teachers and also the students. The answer to teacher way need to find alternative teaching technique. For example, teachers perhaps may choose peer assessment as a way to improve students' writing scores. This is because peer assessment is a process in which students edit, react, and respond to the writing of peers. By implementing peer assessment technique in the classroom, students could practice writing on a daily basis and be provided with immediately feedback and interaction from their editors. Criticism from a peer can sometimes be more acceptable and effective than the teacher's comments (Strenski, 1982).

Peer assessment can be extremely effective (Min, 2006), teachers can incorporate it as a way to present writing skills to students, ideally creating student-centered classroom with learners capable of critically evaluating their own written work (Azarnoosh, 2013). In line with this reason, the researcher had assumed that peer assessment technique became the best solution to improve students' ability in writing skill.

Research Questions
1. Is there any significant difference in students' narrative text writing achievement between the students who are taught by using peer assessment technique and those who were taught by using teacher assessment technique?
2. How do the students respond toward the implementation of peer assessment technique in teaching narrative texts in the eleventh grade of the Islamic senior high school (MAN) in Kuta Baro Aceh Besar?

Research Objectives
1. To find out if there is any significant difference in the students' narrative text writing achievement between the students who are taught by using peer assessment and those taught by using teacher assessment.
2. To figure out how the students respond toward the implementation of peer assessment technique in teaching narrative texts at the eleventh grade level of Islamic senior high school (MAN) in KutaBaro Aceh Besar.

LITERATURE REVIEW

Narrative Text
Narrative text is one of the genres that focuses on telling either fiction or nonfiction stories. Hartono (2005: 20) states that narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. Regarding the generic structure of narrative, a narrative text consists of the following structure (Kurniawan & Artiningsih, 2008):
1. Orientation, introducing the participants and informing the time and the place.
2. Complication, describing the rising crises which the participants have to deal with.
3. Resolution, showing the way of participant to solve the crises, either better or worse.

According to Wyrick (1996: 135), there are two kinds of these stories that are most often used; the first one is extended narrative. It is a long episode that by itself to illustrates or supports an essay's thesis. The second one is the brief narrative, which is a shorter incident that is often used in body paragraphs to support or illustrate a particular point in an expository or argumentative essay.

Narrative is organized using story grammar. Connor and Farmer (1990: 90) states that story grammar is knowledge of how stories are organized with the beginning of the story containing the setting and the characters' problem. The middle of the narrative text is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and build excitement as story progresses.

Moreover, Connor and Farmer (1990: 92) divide the plot into two: (1) an initial event, the event that starts the main character off on a

series of events to solve the problem, and (2) a series of events in which the main character attempts to solve the problem. The excitement builds until the climax, the high point in the story where the problem is solved. Included in this events may be some road blocks that the character encounters while attempting to solve the problem. These roadblocks are setbacks for the character. During these events the excitement of the story builds as the character goes about solving the problem. The latter part of the story contains the resolution (the solving of the problem) and the ending to the story. The language features of narrative focus on specific participants, use of material for action processes, use of temporal conjunctions and temporal circumstances, and use of the simple past tense (Hartono, 2005).

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, narrative is a text that retells the story or previous experience (Hartono, 2005). The purpose of the text is to entertain or amuse readers or listeners with the story. Narrative is basically story and within this, storytelling, there are many kinds of narrative, comedy, mystery, romance, and horror are some of the more common types. A poem can also be a narrative if it tells a story rather than just describing something. In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting.

Hartono (2005: 23) mentions the common forms of narrative text which are studied in Indonesia, they are: legend, fable, fairy tale, and science fiction. They are explained as follows:

1. Legend: a legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legends in narrative text are: Sangkuriang, Malin Kundang, and Tangkuban Perahu.
2. Fable: fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. Some examples of fables in narrative texts are: The Ants and the Grasshopper and *Kancil dan Pak Tani.*

3. Fairy Tale: fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually contains magic or enchantments. The examples of fairy tales in narrative texts are: Cinderella, Snow White and Pinocchio.

4. Science Fiction: science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is a narrative about a situation that could not arise in the world we know. Some examples of science fiction are: *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein, and *A Space Odyssey* by Arthur C. Clarke. Thus, to make a high-quality of narrative text, the writer must know the generic structure, the language features and the some common forms of narrative texts.

Assessment in Writing

Teachers or lecturers often assume that assessment is an unwanted task that has the potential to weaken the relationship between them and their students. Hyland (2003:75) states that assessing student's performance however is an important phase of teaching. Assessment is not just simply a matter of setting exams and giving grades or scores. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. Therefore, knowing of assessment procedures is important to guarantee that teaching in writing is having an impact and students are being judged fairly.

The Role of the Teachers in Peer Assessment

When responding to student writing, teachers can take on different basic roles and formulate their feedback accordingly. Tribble (1996: 119) describes four basic roles a teacher can take on:

(1) As audience, teacher can respond personally and directly by showing, asking questions to clarify certain points, adding personal views, etc. As audience the teacher responds to the student's ideas, feelings and experiences and communicates his/her reactions to the writer.

(2) As assistant, teacher helps students improve their texts by giving specific tips and possible solutions. In this role the teacher sees the

text as work in progress and helps learners expand their language and text-writing skill, and the teacher.

(3) As evaluator, teachers look at the piece of writing as a finished product. They comment on the learner's performance in different areas such as content, organization, grammar, vocabulary.

(4) As an examiner who provides an objective assessment of a student's performance.

RESEARCH METHODOLOGY

Research Design

This study was an experimental research which attempts to find out the effect of peer assessment technique on the students' achievement in writing skill ability. According to Borg and Gall (1989: 113), an experimental research is the most powerful research for the design of identifying causal relationships and manipulating a treatment. Peer assessment technique is the independent variable to be applied on the experimental group, while the effect of writing skill as the dependent variable was observed and recorded.

The aim of an experimental research was not only to collect and to describe the data but also to find out the cause and the effect of the research. Furthermore, Margono (2004) adds that the aim of an experimental research was especially designed to provoke the data needed to answer the research problems. According to both of the experts above, the purpose of the experimental group measured the effect of the treatment (independent variable) toward dependent variable.

An experiment aims to determine the relationship between an independent variable and a dependent or outcome variable in a population to answer research questions, and to see an established causality between variables. In this case, peer assessment technique is an independent variable and writing is a dependent variable. Indeed, the researcher manipulated the experimental group by peer assessment technique as an independent variable that was given as treatment.

Moreover, the researcher took two classes of students as the samples and the two classes were given the different treatment, peer assessment technique was used for the experimental group and teacher assessment technique for the control group.

Population and Sample

According to Arikunto (2007), population is the totality of the research subject. Borg and Gall (1989: 103) then convinces that the larger group we wish to learn is called a population. Therefore, the target population of this research would be all of the second year students of Islamic senior high (MAN) Kuta Baro Aceh Besar. The numbers of them were 90 students. They were divided into four classes, namely class XI A, class XI B, XI C and XI D.

According to Borg and Gall (1989: 213), a sample was a smaller group that the researchers actually study. The sample of this research was 36 students, namely class 2A consists of 18 students and class 2B 18 students also. The characteristic of the class 2A was the same or homogeneous since they belonged to the same culture. The class of 2a was comprised of 8 males and 10 females. While Class 2b consists of 7 males and 11 females. In the class 2b, it was also homogeneous characteristic. In order to determine the same level of proficiency of the students in writing, the researcher was given a preliminary writing test. The students were asked to compose a paragraph in length of 150 words.

The lottery sampling technique in this research was conducted by writing all the students' names from the second year students, and then the researcher puts their names into a container. Once all the names were mixed completely, he finally picked 18 numbers of names from the container to be determined as experimental class and the rest of 18 students would be determine as control class. In experimental group (EG), the teaching learning process was conducted by using peer assessment technique. While in a control group (CG), the teaching learning process was conducted through free writing technique in teaching narrative text.

Research Instruments

The instruments used of this research in collecting the data were a test and questionnaire. The test would be used in this research, it was to know the ability of students in writing before and after peer assessment technique was applied in the classroom. The tests were separated in two sessions, pre-test and post-test which were given to the experimental and the control class.

The pre-test was given to both of the experimental class and the control class before the teaching learning process. The pre-test was conducted in order to measure the dependent variable before the

treatment began. It was given in the first meeting before teaching writing by using peer assessment technique for experimental class and teacher assessment technique for control class. The students were required to produce one or two paragraphs of a narrative texts based on the available titles were provided by researcher those are fable, legend and personal experience. Here the students might choose one of them and then they allowed writing a narrative text.

The post-test was a test given at the end of treatment. According to Slavin (1993: 287), post-test is given at the end of some treatment periods. The test was given to control class and experimental class. It was intended to find out whether there was the intervention in the experimental class was significantly improves the students' writing skill comparing to the control group.

The questionnaire was given to the experimental class which applied peer assessment technique. It was constructed to investigate the learners' response. The questionnaire consisted of 20 items asking the subject about their response towards assessing peer's work and their writing being assessed by peer, also included were open-ended test items allowing the questionnaire respondents to express their response, it was five parts of questionnaire, strategy, attitude, motivation, material, and media.

RESEARCH FINDINGS

Based on the results of the data analysis, Ho is rejected; it was found that there was a significant difference in the students' writing achievement from those who were taught by using peer assessment and those who were taught by teacher assessment technique.

Additionally, it could be found that the mean score that had been gained from pre-test of the experimental group was 47.78 while the mean score of the control group was 48.11. The difference of the mean score from both groups was 0.99. Both of the mean scores were examined through an independent sample t-test and it is compared to the t-table. The result of t-test is 0.12 while the t-table has the level of significant degree $\alpha = 0.05$ which was equivalent with 1.68 which means that t-test was lower than the t-table of (0.12<1.68). It indicated that there was no significant difference between the result of the pre-tests of the experimental and the control group. Thus, the pre-test's results of the two groups were similar with the previous writing ability.

While on the other hand, the data in post-test was analyzed in the same way as it was done in the pre-tests data analysis.

The result of the post test of the mean score of the experimental group was 73.28 while the result of the post-test's mean score of the control group was 57.50. Finally, it can be seen that the difference of the mean score of the two groups was 15.78. Therefore it can be seen that the mean score of the post test of the experimental group had increased for about 15.78, while the mean score of the control group had also increased to 9.72. Both of the mean scores were examined through an independent sample of the t-test to be compared with the t-table. The result of the t-test is 5.75 and the t-table has the level of significant degree $\alpha = 0.05$ which is equivalent with 1.68, which means that t-test is higher than t-table (5.75>1.68). Therefore it indicated that there was a significant improvement. It can be concluded that the post-test scores of the experimental group had improved better than the post-test score of the control group. It can be seen from both of the mean scores which were stated in this bracket (73.28>57.15).

If it is related to the research findings and the existing of study, it is found that there was a significant difference between the mean score of both the experimental group and the control group. Therefore, the score that had gained in the experimental had rejected the first null hypothesis stated in chapter III. Thus, the teaching writing of narrative paragraphs through peer assessment technique was significantly more effective than that of teacher assessment; this research finding has also been supported by the previous studies of the peer assessment technique. The result of data analysis of this study has revealed that the students' taught by peer assessment is better than those who were taught by the free writing activity. Since they could learn from their classmates' mistakes and try to give score for their classmates' works. As stated by Puegphrom and Chiramanee (2011), peer assessment technique helps students to improve their writing achievement.

Based on the research findings, the scores in the post-test of the experimental and control groups are improved, but the experimental group has better score than control group. It means that peer assessment is better than free teacher assessment.

Therefore it can be concluded that the improvement of both the experimental and the control group in this research findings has supported the earlier theories about peer assessment. O'Malley and Pierce (1996) find that peer assessment is an effective way to make the

students learn how to extend their own opportunities, to learn how to write well and to gain skills in writing procedures.

Apart from that, the significant difference between the mean score of the students in experimental and control groups has shown that the experimental group which is taught through the peer assessment technique is more effective in improving the students' achievement in writing narrative paragraphs.

Furthermore, the result of this study has showed that there is a correlation between the peer assessment technique and the students' response which is stated in the questionnaire in terms of strategy, attitude, motivation, material and media. The findings have revealed that there was a great enthusiast of the students; it had been shown from the graphic of the questionnaire answers that the students had positive responses. In terms of the students' responses of the questionnaire given it was found that more than 80% of the students gave a positive response which was proven by the choices of the students by choosing the choice of agree in each parts of the questionnaires.

In conclusion, there is a correlation between the peer assessment technique and the students' response sated in the questionnaire. Finally, a significant achievement has been gained by the students when it is referred to the score achieved in the experimental group and the score achieved in the posttest of the control group.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusions basically cover the answer to the question raised in the problem of the study. Based on the findings, there are four conclusions that can be drawn in relation with the teaching writing by using Peer Assessment Technique.

First, there is a significant difference in writing achievement between the students who were taught by using Peer Assessment Technique and those who were taught through teacher assessment technique. The students who were taught by using Peer Assessment Technique achieved higher score than those who were taught through teacher assessment technique.

Second, the null hypothesis is rejected and the alternative hypothesis is accepted. Peer Assessment Technique has significantly increased the students' paragraph in writing narrative text.

Third, the students mostly gave positive responses toward the implementation of peer assessment technique in teaching narrative text. The first conclusion is drawn based on the result of examining t-test compared to t-table, in which t-test is 5.75 compared to t-table with the level of significance 0.05 is 1.68. Thus, t-test score is higher than t-table score (5.75>1.68). Finally, this finding indicates that there is a significant difference in writing achievement between the experimental and the control groups.

Suggestions

After concluding the results of the study, there are two suggestions that can be put forward in relation to the teaching writing by using Peer Assessment Technique as the contributions for teachers and for further studies.

The first, the Peer Assessment Technique should be considered as an alternative technique to be used by English teachers in teaching writing in the classroom since it is effective to generate students' ideas in pre-writing stage. Indeed, this research used narrative text as the teaching material for the students. However, it does not mean that not only the Peer Assessment Technique issued for teaching narrative text in the classroom but also for English teachers are suggested to use Peer Assessment Technique as a pre-writing stage for teaching any texts stated in the school curriculum.

The second, English teachers should follow the steps suggested in the Peer Assessment Technique in teaching writing to make the students easy to develop their writing and to achieve the maximum result.

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