USING PEER EVALUATION TO IMPROVE WRITING ABILITY STUDENTS OF SMP NEGERI 1 RAMBAH HILIR

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ABSTRACT

The main purpose of this research is to find out of the improving students writing ability using peer evaluation at SMP Negeri 1 Rambah Hilir. The design of this research is classroom action research the data were collected by distributing the test to the students of participants. There were two techniques in collecting the data. They were pre-test and post-test. Pre-test has been conducted to find the ability of students' writing ability before teaching by using Peer Evaluation. After giving pre-test, the treatment has been done by using Peer Evaluation. The participants of this research were the eighth grade students of SMP Negeri 1 Rambah Hilir. The total population is 40 students of the tenth grade. This research used a cluster sampling technique to get samples. The total sample is 40 students. In this research, the data were collected by distributing the test to the students of participants. There were two techniques in collecting the data. They were pre-test and post-test. The result showed that there are increasing average scores of students from 55.96 (Pre-Test), to 61.00 (Post-Test 1), and 70.58 (Post-Test 2). It means that using Peer Evaluation in teaching writing is effective to improve students' ability in writing a recount text

Keywords: *Peer evaluation, writing, writing ability*

1. INTRODUCTION

People need to learn to write in English for occupational or academic purposes that can support their carrier in the future. Therefore, students at all level from elementary school until senior high school and university should be mastering writing skill well. Writing is one of the language skills in English. It is one of the ways to communicate. It plays an important role to convey ideas, messages, feelings and others. Hughey (2001: 33) says, "Through writing we express our feelings, hopes, dreams and joys as well as our fears, angers and frustrations". In writing, writers deliver their ideas or messages to the readers indirectly. It means the writer cannot correct the errors or revise the statements to the readers directly. Therefore, when the writers are producing ideas or messages, they should determine what to write; they should have something meaningful to convey.

It is stated in the syllabus for Junior High school based on the School Based Curriculum 13, the students are expected to be able to write, use kinds of sentences to express an event and comprehend the text of descriptive, procedure, narrative, and recount. In this research, the writer only deals with recount text for the reason that the students find it still difficult to write this kind of text.

It is also stated in the syllabus for Junior High School based on the School Based Curriculum 13; the material of English subject in the second semester of the second year students includes writing skill to recount text.

Then, the researcher interviewed some students from SMP Negeri 1 Rambah Hilir who said that they still have difficulties in using past tense in writing a recount text. They are confused in differentiate between simple past tense and past progressive tense.

They are also confused in using preposition such as *in*, *on*, and *at*. When they get confusion, they are afraid or shy to ask the teacher because the teacher sometimes are busy to guide or was talking with other students. Then, they try to ask their friends, but their friends are also busy with themselves, etc. In fact, they are lazy to ask others. Furthermore, they often make mistakes in writing and could not improve their writing ability.

Another problem that is caused the students cannot improve their ability in writing is the ways that the teacher are often used in teaching writing itself. They only asked the students to write a composition based on the topic that had been prepared in the text book without checking students' ability in mastery aspects of writing. In fact, the students did not really know about the correction of their own writing.

Then, when the teacher gave any correction, most of them only specific for the correction in punctuation and spelling without completely giving correction in organization, language use, content of writing, and vocabulary. The teacher did not give such as comments on students' worksheet when their writing is good and tell them about any errors as their weakness.

The writer also has interviewed English teacher of SMP Negeri 1 Rambah Hilir who said that the students often make mistakes in writing recount text because they have lack of knowledge about its components such as generic structure and language features of the text. The students are also lazy to ask about what they do not understand because they are shy or lack of self-confidence.

To solve the problem above, the teachers should evaluate students' writing intensively and use appropriate teaching method in order to improve students' ability in writing. The teacher

should be able to make the students have more confidence or have awareness in asking about what they do not understand, whether to the teacher or to their friends.

One of teaching method is Peer Evaluation. It allows students to participate in the assessment process by evaluating a classmate's written work, but the final grade for students' work is determined by the teacher (Pimmel, 2002: 19). In Peer Evaluation the learning environment in the classroom makes the students feel comfortable and trust one another in order to provide honest and constructive feedback. Teacher will help students to develop trust by forming them into small groups early in the semester and having them work in the same groups throughout the term. This allows them to become more comfortable with each other, leads to better peer feedback and finally they will have good self-confident to correct or evaluate their mistakes together (James, 2001: 1).

Based on the explanation above, the researcher to conduct Using Peer Evaluation to Improve the writing Ability of the Second Year Students of SMP Negeri 1 Rambah Hilir. The problem that was investigated in this research was formulated as: "Can using of Peer Evaluation improve the second year students' writing ability on recount text at SMP1 Rambah Hilir?"

2. METHOD

2. 1 Research Method

This study used classroom action research. Action research was done to acquire information in order to solve the problems that are faced in certain condition or situation. According to Azhar (2006: 2), the purpose of classroom action research is to improve students' ability or as a solution of problems in teaching learning process.

Kemmis and Taggart (2014: 5) states that a classroom action research is a form of collective self-reflective enquiry undertake by participants in social justice of their own social or educational practices, as well as their understanding of these practices and the situation in which the practices are carried out. The purpose of action research is to provide educational practitioners with new knowledge and resolve significant problems in classrooms and schools (Stringer in Azhar, 2006: 13). It means that the participants in action research are hoped to get more knowledge and understanding about a certain subject, therefore they will be able to solve the problems.

Classroom Action research is a process in cycle. The researchers should know some steps if they want to conduct the action research. Kemmis and Taggart (2014: 10) state that there are four fundamental aspects of the action research; they are planning, action, observation, and

reflection. In this research, the researcher plans to conduct one cycle design only. However, if the result is still not satisfying, the second cycle will be conducted.

In this paper, two cycles were conducted, and every cycle consisted of three meetings.

The research design can be drawn as follow:
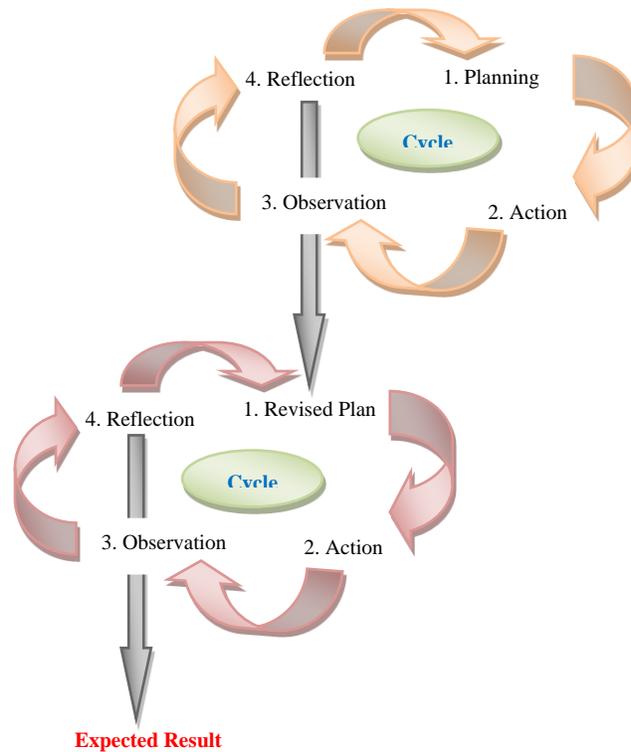
Picture 1. Research Design of Using Peer Evaluation in Teaching Writing a Recount Text
Adapted from Kemmis and Taggart (2014: 10)

2.2 Participant

The participants of this study were the second year students of SMP Negeri 1 Rambah Hilir. There were two classes in this level, class VIII A 20 students and VIII B students. According to Arikunto (2014 : 104) If the population less 100 persons so all the population should be taken as sample, but if the population more than 100 persons so it can be taken 10-25 % or 20-25% from the population. So in this research, the researcher take all the students in eight grade class A and B because less than 100 or 40 students

2.3 Data Analysis

In this research, the data were collected by distributing the test to the students of participants. There were two techniques in collecting the data. They were pre-test and post-test. Pre-test has been conducted to find the ability of students' writing ability before teaching by using Peer Evaluation. After giving pre-test, the treatment has been done by using Peer

Evaluation. During the treatment, the development of students' writing ability will be seen. Then, post-test was conducted to find the effect of using Peer Evaluation in teaching writing a recount text at the second year students of SMP Negeri 1 Rambah Hilir.

Writing test was used to know students' ability in writing a recount text. The blue print of those tests can be seen as follow:

Table 1. Blue Print of the Test

No.	Test	Topic	Subtopic
1.	Pre-Test	Personal Experience	Unlucky Experience
2.	Post-Test 1	Personal Experience	Unlucky Experience
3.	Post-Test 2	Personal Experience	Lucky experience

The scoring technique of Harris (2002: 91-93) was used. The writing aspects that are scored can be explained as the following:

Table 2. The Aspects of Writing

No.	The aspect of writing to be evaluated	Score	Description
1.	Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible.
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		3	Errors of grammar or word order frequent; effort of interpretation sometimes required on readers' part.
		4	Errors of grammar or word order fairy frequent; occasional rewriting necessary for full comprehension.
		5	Some errors of grammar or word order which do not, however, interfere with comprehension.
		6	Few (if any) noticeable errors of grammar or word order.
2.	Vocabulary	1	Vocabulary limitation so extreme as to make writing virtually impossible.
		2	Vocabulary so limited and frequent misused that reader must often rely on own interpretation.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		4	Using wrong or in appropriate words fairly frequent; expression of ideas may be limited because of ideas in adequate vocabulary.
		5	Occasionally using inappropriate terms relies on circumlocutions, expression of ideas hardly impaired.
		6	Use of vocabulary and idiom rarely (if it all) distinguishable from that or educated native researcher.
3.	Mechanics	1	Errors in spelling or punctuation so severe as to make

			comprehension virtually impossible.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
		3	Frequent errors in spelling and punctuation, lead sometimes to obscurity.
		4	Errors in punctuation or spelling fairly frequent; occasional rewriting necessary for full comprehension.
		5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.
		6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or spelling.
4.	Fluency	1	A "hatch-patch" of half learned misused structure and vocabulary items rendering communication almost impossible.
		2	Communication of impaired by completely inappropriate or misused structure and vocabulary items.
		3	Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
		4	"Patchy" with some structure and vocabulary items noticeable inappropriate to general style.
		5	Occasional lack of consistency in choice of structure and vocabulary which does not, however, impaired ease of communication.
		6	Choice of structure and vocabulary consistently appropriate; like an educated native researcher.
5.	Form/organization	1	Lack of communication so severe that communication is seriously impaired.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.
		3	Little or attempt at connectivity through researcher can deduce some organization.
		4	Some lack of organization; rewriting required for classification of ideas.
		5	Material well organized; link could occasionally be clear but communication nit impaired.
		6	Highly organized; clear progression of ideas of liked; like an educated native researcher.

Based on the table above, a writing score rubric was made. Each of students got their score based on grammar, vocabulary, mechanic, form/ organization, and fluency in their writing test. The rating of score was arranged among 1 up to 6 as the following table:

Table 3. Score Rubric of Writing Test

No.	Name	Grammar (G)	Vocabulary (V)	Mechanics (M)	Form (F1)	Fluency (F2)	Total Score (S)	Students' Score (P)
1.								
2.								
3.								
4.								
5.								
6.								
etc.								

To analyze the quantitative data, the following formulas were used:

To know the total score of students' writing, the following formulas was used:

$$S = G + V + M + F1 + F2$$

Note

S   : Total score

G   : Students' ability in grammar

M   : Students' ability in mechanics

F1   : Students' ability in form/ organization

F2   : Students' ability in fluency

To know the students' score in writing a recount text, the following formulas was used:

$$P = \frac{S}{N} \times 100$$

Note

P   : Students' score

S   : Total score

N   : Total score of items

(Wayan and Sumartana in Azhar, 2003)

After computing the individual score of the students, the level of students' ability in writing a recount text before and after using Peer Evaluation were classified, percentage grading based on the following classification was used:

Table 4. The Classification of Students' Ability Level in Writing a Recount Text

No.	Score	Classification
1.	81 - 100	Excellent
2.	61 - 80	Good
3.	41 - 60	Mediocre
4.	21 - 40	Poor
5.	0 - 20	Very Poor

3. FINDINGS AND DISCUSSION

The data was collected by giving writing test to the students individually before and after they were taught with the method in three meetings in each cycle. Pre-test was given before the treatment in order to know the students' score in writing a recount text. Then, the treatment was given for three meetings. After that, Post-Test 1 was held with unsatisfying result.

In order to get good result as it was hoped, the second cycle was conducted. After three other meetings in the second cycle, there was significant improvement which will be discussed further.

3.1 The Result of Pre-Test

Before using the method, the activity was started by giving Pre-Test in order to know students' ability in writing a recount text before they were taught by using Peer Evaluation.

After the test was administered, the classification of the level of students' ability in writing a recount text was computed and analyzed statistically. It can be seen in the following table:

Table 5. The Level of Students' Ability of Pre-Test

Score	Level	Frequency (F)	Percentages	Mean score
81 - 100	Excellent	0	0%	
61 - 80	Good	6	15%	
41 - 60	Mediocre	34	85%	
21 - 40	Poor	0	0%	
0 - 20	Very Poor	0	0%	55.96

Chart 1. The Level of Students' Ability of Pre-Test
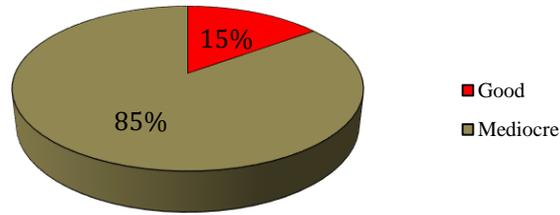
Based on the table above, it can be seen mean score was 55.96. There were only 6 students or 15% who could reach the good level while the other (the majority) 36 students or 85% in the mediocre level. It can be concluded that most of the students in this class has mediocre level of writing ability and it still was under the KKM (< 70.00).

3.2 The Result of Post-Test

3.2.1 The Result of Post-Test 1

After students had been taught through Peer Evaluation, the test was given to the students to know their ability in writing recount text. After the test was administered, the classification of the level of students' ability in writing a recount text was computed and analyzed statistically. It can be seen in the following table:

Table 6. The Level of Students' Ability of Post-Test 1

Score	Level	Frequency (F)	Percentages	Mean score
81 - 100	Excellent	0	0%	
61 - 80	Good	14	35%	
41 - 60	Mediocre	26	65%	
21 - 40	Poor	0	0%	
0 - 20	Very Poor	0	0%	61.00

Chart 2. The Level of Students' Ability of Post-Test 1
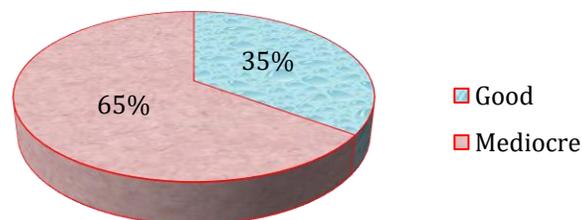
Based on the table above, at the end of the first cycle the mean score was 61.00 the number of the students who got excellent was 0 or 0%. The number of students who got good level was 14 or 35%. Then, there were 26 students or 65% who reach the mediocre level. While the number of students who got poor and very poor level was 0 or 0%. Most of them still at mediocre level of ability and still was under the KKM (< 70.00).

3.2.2 Reflection of Cycle 1

The result of research in cycle 1 was increasing from Pre-Test to Post-Test 1. It was not satisfying yet for the researcher because it had not reach Minimum Criteria of Achievement (KKM; 70.00). Then, the increasing number of students' involvement in class activities from the first meeting 80.45%, to the second meeting 83.15%, and the third meeting 85% of the total number of the students in the class also were not satisfying yet because there were some points of activities which have low number of students' involvement, they were pre-training point 7 (discussing and giving any improvement comments on their friends' work), and intervention-training point 1 (involving in class discussion to talk about their written work with the teacher) and point 2 (asking for comments and explanations about their written work in order to improve their understanding in writing a good recount text).

So, the second cycle was decided to conduct and planning had been arranged. The result of the reflection was formulated as the following:

The researcher still uses Peer Evaluation for this cycle. The researcher explains and gives more examples how to give comments on someone's writing and what the students have to give comments on (such as about the organization of the text, the tense, vocabulary, punctuation, capital letter, etc).The researcher reminds the students to be more active than before. The researcher make more interesting classroom situation such as by giving a joke, wise words, etc to the students. The teacher guides and gives special attention to the students who find that visualization activity was difficult.

*3.2.3 The Result of Post-Test 2*

Second post-test (Post-Test 2) was given to the students after the meeting in cycle 2 were finished. The test instrument was different from those in Post-Test 2. The students were divided into five levels based on the scores that they got. After the test was administered, the classification of

the level of students' ability in writing a recount text was computed and analyzed statistically. It can be seen in the following table:

Table 7. The Level of Students' Ability of Post-Test 2

Score	Level	Frequency (F)	Percentages	Mean score
81 - 100	Excellent	2	5%	
61 - 80	Good	34	85%	
41 - 60	Mediocre	4	10%	
21 - 40	Poor	0	0%	
0 - 20	Very Poor	0	0%	70.58

Chart 3. The Level of Students' Ability of Post-Test 2
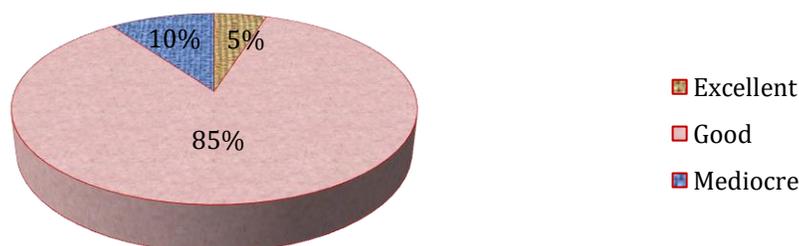
Based on the table above, the level of students' ability in this cycle was better than before (cycle 1). It means there was more improvement that the students could achieve. At the end of the second cycle, the mean score was 70.58 the number of the students who got excellent was 2 or 5%. The number of students who got good level was 34 or 85%. Then, there were 4 students or 10% who reach the mediocre level. While the number of students who got poor and very poor level was 0 or 0%.

This evidence showed that the researcher has been successful to help the students class VIII A of SMP Negeri 1 Rambah Hilir in increasing their ability in writing recount text by using Peer Evaluation.

3.2.4 Reflection of Cycle 2

At the end of this cycle, the students' achievement in writing recount text by using Peer Evaluation in teaching was increasing, the score from 61.00 (in Post-Test 1) to 70.58 (Post-Test 2). This result showed that most of the students could reach the Minimum Criteria of Achievement (KKM). Then, there were also significance increasing number of students' involvement in class activities as it was hoped from the fourth meeting 89.50%, to the fifth meeting 93.60%, and the sixth meeting 96.80% of the total number of the students in the class, especially in pre-training point 7 (discussing and giving any improvement comments on their friends' work), and intervention-training point 1 (involving in class discussion to talk about their

written work with the teacher) and point 2 (asking for comments and explanations about their written work in order to improve their understanding in writing a good recount text).Therefore, the treatment was stopped and it is not necessary to continue to the next cycle.

3.2.5 The Result of the Test

In this research, the improvement of students' ability in writing a recount text by using Peer Evaluation was found. It could be seen from the students' ability level in writing a recount text from the first test as the base score (Pre-Test), the second test at the end of cycle 1 (Post-Test 1), and the third test at the end of cycle 2 (Post-Test 2). The following table and chart show the students' level in writing a recount text.The classification of the level of students' ability in writing a recount text in Pre-Test, Post-Test 1, and Post-Test 2 can be seen in the following table:

Table 8. The Level of Students' Ability in Writing a Recount Text

No.	Test	Very Poor		Poor		Mediocre		Good		Excellent	
		P	F	P	F	P	F	P	F	P	F
1.	Pre-Test	0%	0	0%	0	85%	36	15%	6	0%	0
2.	Post-Test 1	0%	0	0%	0	65%	26	35%	14	0%	0
3.	Post-Test 2	0%	0	0%	0	10%	4	85%	34	5%	2

Chart 4. The Level of Students' Ability in Writing a Recount Text
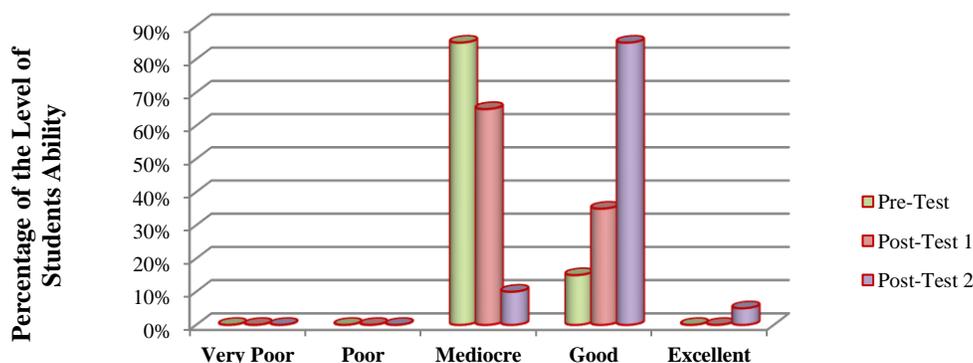
The base score of the students in writing a recount text were dominated by mediocre level of ability (with the mean score 55.96), in the second test still were dominated by mediocre level of ability (with the mean score 61.00), and in the third test most all of the students were in good level of ability (with the mean score 70.58). From previous research, Martin kustati (2014) using peer evaluation can improve students' writing ability. Therefore, it is proposed that lecturers in English should use the Peer Evaluation as one option for teaching writing to stimulate students"

interest and critical thinking in writing. The students more confidence in exploring their ability and idea in writing which it can improve their writing skills and the quality of their writing. It is also suggested that other researchers could carry out more in-depth studies on the application Peer Evaluation for other types of texts and that they may also use the information from this research as a useful input in teaching learning processes especially for teaching writing.

Ma'rifatul fadhilah (2017) also stated in her research showed that peer evaluation in writing comprehension improved the students' ability in their writing texts. Having implemented peer review in their writing, the students improved their score so that the writer could take the conclusion that peer review helped them write down well. Arina (2017) she argued that Peer Evaluation was found that not only students enjoy the process and product, but also a significant development and change was observed in their writing skill. The peer review process engaged the students in frequent reading and writing and helped them to manage their learning schedule, increased their motivation and joy writing. Erna Iftanti (2016) implementation of Peer Evaluation to EFL students will not only improve their writing skills but make their works much worthy as well. In a nutshell, in addition to publish the students' works, to write journal article is essential to improve their writing skills. Diya Hayyu Kauliyah Hazra (2018) also stated that Peer Review Technique is one of effective techniques in teaching writing. It makes the students become easier to give their opinion and work together with their partner. By giving suggestion and comment, they can think and learn together.

After conducting the research by applying the steps of Peer Evaluation to the students of class VIII A of SMP Negeri1 Rambah Hilir, some strengths and weakness were found. The strengths are listed below:

1. This method helps students solve their problems that they face as they have discussion during teaching and learning process.
2. The students were more active while studying wit Peer Evaluation method because there was discussion section in small group activity and in intervention training.

While the weakness was at the first meeting, many students were shy to ask question and they did not give any improvement comment to another draft because they did not understand yet about what they have to comment. It means that using Peer Evaluation method can improve students writing ability in recount text. It can be one of the method that teacher uses in teaching writing. It can prove there is significance increasing of writing ability the students of class VIII A of SMP Negeri1 Rambah Hilir.

4. CONCLUSIONS

Based on the data analysis of Pre-Test, Post-Test 1, and Post-Test 2, it can be concluded that using Peer Evaluation can improve the students' ability of class VIII A of SMP Negeri 1 Rambah Hilir in writing a recount text. It was proven by the increase in average scores of students from 55.96 (Pre-Test), to 61.00 (Post-Test 1), and 70.58 (Post-Test 2).

Moreover, this teaching method also helps to improve the students' interest and motivation in writing, especially recount text. It can be seen from the increasing number of students' involvement in class activities from the first cycle to the end of the cycle (80.45% in the first meeting, 83.15% in the second meeting, 85% in the third meeting, 89.50% in the fourth meeting, 93.60% in the fifth meeting, and 96.80% in the sixth meeting of the total number of the students in the class VIII A and VIII B).

The factors which influence the improvement are the discussion of students' draft in small group activity and class discussion in intervention training. Thus, using Peer Evaluation in teaching writing is effective to improve students' ability in writing a recount text.

In accordance with the research findings, some suggestions are given. First, it is suggested that in teaching writing, the English teacher may consider using the Peer Evaluation method as one of alternative method since the result can improve the students' writing ability. Second, while implementing Peer Evaluation, the English teacher needs to control the small group activity and class discussion in intervention training in order this method runs smoothly. Third, The English teacher should be able to motivate and create interesting classroom situation for the students. Fourth, for the students, they have to study harder especially about the components of writing such as grammar, vocabulary, mechanics, fluency, and form or organization. They also should practice them in writing as much as possible in order to improve their ability in writing.

Finally, the researcher hopes that all findings, conclusion, and suggestions in this research will have valuable contribution to the further researchers and researchers hope in the next research will apply this method for Senior High School.

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