

The Use of PTP Online about Teacher Written Feedback to Enhances Students' Understanding in Writing Skills

¹Vivin Purnama Sari, ²Marrieta Moddies Swara, S.Pd., M.Pd

¹²Universitas Islam Syekh Yusuf, Ta`ngerang, Indonesia

vivinps76@gmail.com mmswara@unis.ac.id

ABSTRACT

The aim of this research was to know whether there is significant effect of The Use of Peer-To-Peer (PTP) Online about Teacher Written Feedback to Enhances Students' Understanding in Writing Skills at Second Semester Grade of English Language Education Faculty of Teacher Training and Education of Universitas Islam Syekh-Yusuf Tangerang. This research is quantitative method, 26 students as the sample which taken nonrandom by using quasi experimental research-time series design. Students' test and questionnaires were used by the researcher to collect the data. Based on hypotheses testing by using Wilcoxon Signed Ranks test, it is shown that sig (0.000) is smaller than 0.05. This knows that the hypotheses (Ho) was rejected and the hypotheses (Ha) was accepted. It means that, there was significant difference used Peer-to-Peer Online about Teacher Written Feedback to Enhances Students' Understanding in writing skill at the second semester grade of English Language Education Faculty of Teacher Training and Education of Universitas Islam Syekh-Yusuf Tangerang, because the condition of students' were same proficiency, had concentration, focused, and students in experimental class had many opinions during the learning. The acquired results of this research indicated that using Peer-to-Peer Online about Teacher Written Feedback can improve students' writing skill.

Keywords: Peer-to-Peer Online, Teacher Written Feedback, Writing Skill

INTRODUCTION

Writing is one of language learning skill that is very useful for people who learns English. Writing is a skill that the most difficult for students to learn because it is the skill to express their ideas in written form. In writing, mastery of writing skills remains one of the greatest challenges for students (Brownie, 2013).

Akkaya & Kirmizi (2010) skill to mastery writing is a complex, and it places the writer to multiple demands. It means that

writing is a complex process for students because it's about how to arrange and provide the ideas into the words effectively. Therefore, the students should think about the content how to organize a text into a good paragraph and have to write about what they think and state it using the correct procedure.

Powell (2012) although writing is the most critical technique in human life, it is difficult to study and contemplate. This

means that the writing process and the manner in which students learn to write indicate a need for enhanced classroom writing education. Baker et al. (2003) stated that writing is one aspects of education in which teachers can help students learn to express their own ideas effectively.

There are many specific way for teacher to minimize the error (Liasari, 2017). It is very needed for teacher for make students' interest and stimulated them to personally engage themselves in the writing process. In order to overcome these problems, the teachers are supposed to find out suitable learning methods by looking for interesting and effective possibilities to help students in teaching and learning process (Purnawarman et al., 2016). The effective strategy, can harness students comfort level with the aim of more informed teaching and learning.

PTP online is believed that can be as an effective tool to makes easier both of teachers or students to improve their skill and understanding in teaching and learning process. It supposed by (Chi, 2009) that, in face to face and smaller circle online leaning context, peer to peer online is critical in developing deep conceptual understanding. Because of these scales, peer to peer online offer a significant in networked learning experience (Clarà & Barberà, 2013).

Boud (2001), in higher education, the peer-to-peer learning process involves students learning from one another in mutually beneficial ways because peer-to-peer learning facilitates the exchange of ideas, opinions, knowledge, and experiences. Students can connect and work with their peers to study and complete their assignments through peer-to-peer online learning.

Carless (2016) teachers' written feedback can be an important step for students' improvement to see problems from a new perspective in supporting the development of work in the writing process. Baker-smemoe (2018) stated that teachers written feedback can make students begin to see the good and bad of their writing and they will see parts of the writing that are transformed through peer feedback and they can learn to give positive comments or suggestions for change. This is effective if students act on feedback to improve their learning (Glover & Brown, 2015). Hyland & Hyland (2006) also stated that, teacher feedback as essential for the development of students writing skills, both for students' potential and motivation for learning.

The researcher focuses on PTP Online about Teacher Written Feedback to enhances students writing skill to motivate the students in learning process and help students to stimulate their skills.

METHOD

The design of this research was used a quasi-experimental research with time series design. Time series design is a realization of causal process (McCleary et al., 2017). The researcher chose this design because this design did not include the use of random assignment and one group was exposed to treatment. The schema of the research design is shown as following:

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
T	O1	X	O2

The researcher was collected the data through the experiment. The main purpose of the research were to investigated whether there were differences effect of

PTP online about teacher written feedback on students' academic writing skills.

Test	N	Min	Max	Sum	Mean	Std. Deviation
Pre	26	37	85	1691	65.04	13.739
Post	26	54	93	2051	78.88	10.320
Valid N	26					

Population

Population is a group of objects, individuals, items or entities with common characteristics (Etikan & Babatope, 2019). The population of this research was taken from second semester of English Language Education Faculty of Teacher Training and Education of Universitas Islam Syekh Yusuf Tangerang in academic year 2021. The population of this research consisted of two class as experimental class. The total of the population of this research are 30 students.

Sample

Etikan & Babatope (2019) stated that sample is a part or representative of a population. In this research, the researcher took two classes to become as an experiment class. The sample was taken from population of second semester of English Language Education Faculty of Teacher Training and Education of Universitas Islam Syekh Yusuf Tangerang. The researcher used 2nd semester class as the experimental class because they were homogenous, had same proficiency, and the sample was suitable for the purpose of the research. The class can be said represent the population because students in 2nd semester class had the learning achievements, intelligent, and abilities. And the sample of this research was 26 students.

FINDINGS AND DISCUSSION

The researcher uses second semester class in this research. In this class, the researcher gives pretest and posttest to get the students' writing skill score. Based on the scores obtained by the authors look for difference in scores will be analyzed by using SPSS 26 statistical results. It can be seen in table of descriptive statistic as below:

Table 2. Descriptive Statistics

Source: Statistical results SPSS 26

Based on the results of descriptive statistic pre-test and post-test, it can be seen from table above that the data was obtained from the students' answer of experimental class. In the pre-test which was found the minimum score was 37 and the maximum score was 85 with sum 1691, mean 65.04, and standard deviation 13.739. While, the post-test which was found the minimum score was 54 and the maximum score 93 with sum 2051, mean 78.88, and standard deviation 10.320.

To know whether the data was and homogeneous, the researcher did the testing and analyzing used Shapiro-Wilk test and the researcher used One Way Anova to test homogeneity test. The result of the significant value of pretest was 0.136, then the distribution is normal and then the posttest was 0.013, then the distribution is not normal. So, it can be conclude that the data is not normally distributed. The result of homogeneity test is $0.038 < 0.05$. It can be concluded that the variance of both data group, using Peer-to-Peer Online are not the same or not homogeneous.

The researcher would to test used nonparametric test by Wilcoxon because the data was not homogeneous and not normally distributed. In this research the significant value is 0.000, it means the significant value is smaller than < 0.05 .

Hence, it can be concluded that H_0 is rejected and H_a is accepted. It means, there is a significant difference between pretest and posttest in experimental class using Peer-to-Peer Online about Teacher Written Feedback to improve students writing skill in the 2nd semester.

The researcher have been gave the questionnaire to the experimental class that taught by peer-to-peer online in writing skill. The result of questionnaire that teacher's written feedback give the positive effect for helping students correct their errors, analyze the errors, and make them understand in learning process especially in writing skill.

Based on the result of the research hypotheses indicated that H_0 is rejected and H_a is accepted. It means that, there is significant difference using Peer-to-Peer Online about Teacher Written Feedback enhances students understanding on the writing skills in experimental class.

The result of this research is related with the previous research such as from Schillings et al. (2019) about peer-to-peer dialogue that is statistical significantly of the experimental class, the students understanding writing skills after using peer-to-peer technique was significantly higher than before their used, and peer-to-peer as a good and effective for teaching in writing skill. Also from Link et al. (2020) Teacher Feedback can be said the significant result to improvement of students' writing skills. As stated by Comer et al. (2014) that improving the students' writing skills using Peer-to-Peer technique was significantly. Paus & Jucks (2012) also stated that through peer-to-peer online could successfully result in improvement students' writing skills.

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In this research, there is significant different using Peer-to-Peer Online about Teacher's Written Feedback in improving students' writing skills in experimental class were good. It can be proved by students' scores in experimental class increased, because the students had same proficiency and the same condition. When the teacher taught the students by Peer-to-Peer Online they are focused and had concentrate. And when the teacher give feedback on the students assignment they understand the teacher feedback on writing, so that the learning outcomes acquired almost have no different or same. Hence, peer-to-peer online about teacher written feedback had positive effect and declared the contribution on the development of writing skills.

CONCLUSION

The research shows the students' score of writing skill in experimental class was increased after applying Peer-to-Peer Online technique it shown that the score posttest was higher than pretest. Based on testing of hypotheses, it was shown that the sig 0.000 was smaller than 0.05. It indicates that H_0 is rejected. It means that the research hypotheses H_a is a significant difference in improving writing skills using PTP Online about Teacher written feedback in the 2nd semester of English Language Education Faculty of Teacher Training and Education of Universitas Islam Syekh Yusuf Tangerang in academic year 2021.

This study showed that using PTP Online about Teacher's Writing Feedback in improving students' writing skills is more effective. The use of PTP online about teacher written feedback makes the writing and learning activity more interesting. It also can help the students more motivated in learning.

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