THE EFFECT OF PEER FEEDBACK THROUGH INSTAGRAM ON STUDENTS' WRITING RECOUNT TEXT

(A QUASI-EXPERIMENTAL STUDY AT THE TENTH GRADE STUDENTS OF SMA 4 REJANG LEBONG IN ACADEMIC YEAR 2018/2019)

THESIS

This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education

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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **Rafki Okta Arianto** yang berjudul **"The Effect Of Peer Feedback Through Instagram On Students' Writing Recount Text (A Quasi-experimental Study at the Tenth Grade Students of SMA 4 Rejang Lebong in Academic Year 2018/2019)"**. Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled **"The Effect Of Peer Feedback Through Instagram On Students' Writing Recount Text (A Quasi-experimental Study at the Tenth Grade Students of SMA 4 Rejang Lebong in Academic Year 2018/2019)"**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1(S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 17th august 2019

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In the name of Allah, The Beneficent, The Merciful

All praises be to Allah, Lord of the world, who has given the writer His Blessing and Mercy upon the writer in completing the last assignment in her study. Peace and salutation always be upon to the prophet Muhammad shallallahu ‘alaihi wasallam, his family, his companions, and also his followers.

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Next, the writer also would like to express his deepest gratitude for his wonderful and excellent advisors, **Mrs. Leffy Noviyenty, M.Pd and Mr. Sarwo Edy, M.Pd,** for all the precious and uncountable time, advice, guidance, corrections, and suggestions during the process of doing this assignment.

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The writer hopes and wishes for all the people who have been there for his during his academic life to have Allah's blessings. May Allah ease everything for them and give them success in this world and hereafter. The writer realizes that this skripsi is far from perfection. Therefore, it would be a pleasure to give constructive comments and any kinds of suggestion from the reader in order to create a better research paper in the future.

Curup, August 2019
Researcher

RAFKI OKTA ARIANTO
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MOTTO AND DEDICATION

Motto

"THE ONLY LIMITS YOU HAVE ARE THE LIMITS YOU BELIEVE"

Dedication

The researcher dedicates this thesis for all her beloved person in my life. They are:

1. For my amazing hero, he is my lovely father and my beloved father (**Mr. Sulaiman**) and my super woman, my all, my everything and my lovely mother (**Mrs. Armaina**) who always care me, give me support, motivation and everything that I want in my life, specifically everything that I need in life including my education. I GIVE THIS BIG LOVE TO BOTH OF YOU.
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ABSTRACT

Okta, Rafki. 2019 : The Effect Of Peer Feedback Through Instagram On Students' Writing Recount Text (A Quasi Experimental Study at Tenth Grade of SMA 4 Rejang Lebong)

Advisor : Leffi Noviyenti, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This study aimed to find out whether there is any effect of peer feedback through instagram on student's writing recount text at the tenth grade students of SMA 4 Rejang Lebong. Quasi-experimental design, since two classes are taken as the sample of the study with 36 students X IPA 1 and 34 students X IPA 3. Which class experimental class and a controlled class. The experimental class is taught by doing peer feedback through instagram while the controlled class do not. Moreover, this research is conducted through the following procedures; pretest, treatments, and post-test. The data analyzed is gained through writing test. There was significant different between the students who taught by peer feedback through instagram and those who were taught by conventional teaching. It can be seen from the post-test result. The mean score in experimen class was 75,67 and the mean score in control class was 67,38. From the result of t tesr was obtained 3,03 while t table was 1,67. It was proved that t test obtained was higher than t table (3,03>1,67) which the null hypothesis (H_0) is rejected and the hypothesis (H_1) is accepted. Finally, it can be concluded that peer feedback through instagram is effective toward students' writing ability in Recount text.

Key words: ***Peer feedback, Instagram, Recount Text***

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of four in english skills. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. Harmer says that 'writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation'.[1] It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

In academic area, writing is incredibly necessary for the students as a result of by writing they are going to be aided to mix their data of language with different language tasks additionally. It helps them find out how to make language, a way to spell, and the way to place along into a plot. Moreover, harmer states that "students could be succsesful in mastering a language which they have been studying with doing more practice through writing because it can help students to convecy and

[1] Harmer, Jeremy.*The Practice of English Language Teaching 3rd Edition*. (London: Longman,2002) P 255

share ideas and opinions".[2] Harmer also gives some advabtages of the writing for the students, those are: writing encourages students to focus on accurate language use, writing may well provoke language development, and writing can be used to reinforce the students' English mastery.[3] It can be concluded that writing is important as a bridge for the students in mastering English. Therefore, the importance and advantages of writing, it seems to the researcher that teaching and learning process particulary in teaching writing need to be well designed and implemented in order to accomodate and enhance students needs as well as their interest in writing. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have to teach there are in the class, to use some form of written test.

Writing is very crucial for students Senior High School. Writing can be found and needed in every field study. Writing also become one aspect of four basic skills that cannot be separated. Considering the importance of writing, the goverment and curriculum designer put this skill that must be learned by the Senior High School students. The standard of compotence of writing skills for the tenth grade students in the Senior High School is that should be able to express the meaning within the short functional text and simple in the form of recount text based on syllabus of Curriculum 2013. The teaching and learning of writing at this level is also aimed at directing the

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[2] Harmer, Jeremy.*How to Teach English New Edition*.(New York: Pearson education limited,2007), P.112

[3] Harmer, Jeremy.*How to Teach English New Edition*,(New York: Pearson education limited, 2007), P.113

students in order to able to express their ideas, thoughts, opinions and feelings in the written form. In the order to be able to produce a good written form, the students need to be equipped with writing ability.

In the phenomena, the students sense difficult with technique what teacher do in classroom. That means, it is not opportune in teaching writing. Teacher must have new technique for teach and make students enthuistic in writing class. Based on the observation in senior high school 4 Rejang Lebong, the researcher found that the students faced many difficulties when they were writing recount text. It can be seen from students' sheets on their last previous wiriting exercise. They could not arrange the writings into a decent form. It was difficult for them to discover the approoriate the writings that they needed to use. They additionally could not utilize the privilege gramatical guidelines for example, hard to make sentences in past tense form. In point of fact, there were several students conjointly left confused a way to begin their writing since they did not have any plan of what they needed to write. This became a phenomena the students actually have been taught about recount text. The problems stated above might be caused by the teachers' technique which did not support students in writing process. He taught recount text just by giving the example and the technique very bored.[4] That implies that he does not care about the teaching process of writing itself. As a result, students less know about how to write recount text. They did not know what they have written. In other words, they were lack of knowledge and proper ways for writing recount text. Other students said, teacher just show what

[4] Interviewed on some students at SMA 4 Rejang Lebong, on Monday Jan, 21th

recount text about and give example. I assume that technique is expired for the students in this era.

Based on the fenomena above, it is very required for English teacher to use an effective technique to support students' in writing process because theoretically the succeess of teaching writing relies on its proccess. Basically, there are many techniques. In this research, the researcher use Peer Feedback technique through Instagram to teach writing recount text.

According to Topping, Peer Feedback has a pivotal role in improving student writing skills and learning achievement.[5] Peer feedback is also close to peer review or assessment. It because peer feedback is one of important component of formative assessment. When students give response to others works' they just begin on judging or assessing their peers' as teachers usually do. The students are principally giving the feedback to the language options like synchronic linguistics errors, adverb, and verb used, and additionally comment to the content of the writing. This technique consist with curriculum 2013, because the students need more active in the class. Nowdays, we live in another thousand years many new media we can use in our class as promote our writing. As mentioned above, Instagram can facilitate the writing of the teaching-learning process. Instagram also became a favorite media and easy to use it supported by students argument when the researcher observation. Since Instagram have the tools to share, comment, and exchange the ideas, those things are

[5] Topping, K., Smith, F. F., Swanson, I., & Elliot, A. (2000). Formative peer assessment of Journal of academic writing between postgraduate students. Assessment and Evaluation in Higher Education, 25(2), 149−169.

appropriate to do peer feedback towards the writing posted by students their accounts. This reality is supported by Hansen and Jun Liu that “peer response” or “peer editing”, typically refers to the synchronic linguistics and rhetorical issues.[6] Peer feedback through Instagram can also give a good atmosphere for students. Ronan Kelly investigated the effectiveness of Instagram for ESL learner’s descriptive writing with giving of corrective feedback among the learners that focused on vocabulary range and accuracy, and it is effective as the pedagogical tool that creating authentic interaction, learning communities, and learner autonomy.[7]

The technique will use in grade X science in Senior High School. the researcher get license by Headmaster and English teacher based on the permission obtained for the research. There are two classes, X IPA 1 and X IPA 3. English teacher said, both of that classes have homogenous characteristic, such as the homogenous age, level, knowledge, ability and etc. This technique is very important to support the teacher to teach in class. Beside the teacher has other technique to teach and the students’ will active in class. They also use the favorite media social namely Instagram not just to fun but also to improving their academic and knowledge.

Therefore, the researcher wants to know wheter is a significant effect on students writing by using social media. A writing genre chosen by the researcher is recount text, and instagram is applied in this research. Therfore, an experimental

[6] Jette G Hansen and Juni Liu,”Guiding principles for Effective Peer Response”, ELT Journal volume 59 :Oxford University Press, 2005, p.31

[7]Ronan Kelly,“An Exploration of Instagram to Develop ESL Learners‟ Writing Proficiency”, British Council : Ulster University, 2015,p.9

study entitled “The Effect of Peer Feedback Through Instagram on Students Writing Recount Text**”** was conducted .

B. Research Question

Based on the background, the problems of this research were formulated follows:

1. How is the students’ writing ability in recount text before and after by using conventional technique ?

2. How is the students’ writing ability in recount text before and after peer feedback through instagram technique ?

3. Is there the effect by using peer feedback through instagram on students’ writing recount text ?

C. The Objectives of the Research

The research aims at finding out the answer of the questions stated in problem of the research. Thus, the objectives the research were:

1. This study aims to find out the students’ writing ability in recount text before and after conventional technique.

2. This study aims to investigate the students’ writing ability in recount text before and after peer feedback through instagram.

3. To know the effect of peer feedback through instagram in writing recount text.

D. Delimitation of the Research

In this research, researcher use 2 classes as the Experiment class and Control Class with seven meeting for experiment class and seven meeting for control class. In experiment class, the researcher use peer feedback technique and instagram as the media. The researcher use coventional teaching in control class.

E. Operational Definition

1. Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas.[8] In this research, writing ability is the skill of first grade of senior high school number 4 Rejang Lebong in expressing ideas, thoughts, and feeling in written from which is gotten by the researcher from the score of the post test from writing recount text. Which is evaluated from 5 aspects, they are Content, Organization, Language Use, Vocabulary and Mechanic.

2. Peer Feedback Technique

The students are principally giving the feedback to the language options like synchronic linguistics errors, adverb, and verb used, and additionally comment to the content of the writing. This reality is supported by Hansen and Jun Liu that “peer

[8] Pincas, Teaching English Writing : *Essential Language teaching Series*.London: “ The Machmilan Publisher.1998, P.56

response" or "peer editing", typically refers to the synchronic linguistics and rhetorical issues.[9]

3. Convetional Teaching

Coventional teaching refers to the traditional way teaching wherein most of the time teacher method is used. This method of teaching is textbook centered, teacher domainant and exam-oriented.

4. Instagram

Instagram have the tools to share, comment, and exchange the ideas, those things are suitable to do peer feedback towards the writing posted by students their accounts. In this research, peer feedback by using instagram as the media is a technique used by the researcher to support the X grade students of senior high school number 4 Rejang Lebong in writing process. In conducting the study the researcher implemented peer feedback by using instagram as the media in whole process of learning activities.

5. Recount Text

According to Knapp, recount text basically it is written out to make a report about an experience of a series of related event.[10] In this research the recount text refers to the some domestic and familiar stories which live and develop around the students.

[9] Jette G Hansen and Juni Liu,"Guiding principles for Effective Peer Response", ELT Journal volume 59 :Oxford University Press, 2005, p.31

[10] Knaap Peter, Genre, text, and grammar, (Sydney: University of New South Wales, 2005), P. 224.

F. Hypothesis

Hypothesis is a speculation concerning either observer or expected relationship among phenomena. In addition, hypothesis is a temporary answer for the research problem. The hypothesis are stated as the following:

H_0 : There is no effect of peer feedback through Instagram on students writing recount text.

H_1 : There is effect of peer feedback through Instagram on students writing recount text.

G. Significant of the Research

Hopefully the result of this research will be able to contribute for:

1. The English Teacher

   a. Giving and showing an alternative way of teaching writing, that was peer feedback.

   b. The teacher could know all of students need well, so that teacher could provide appropriate tratment for each students.

2. The Students

   a. The students would be interested in writing class.

   b. The students would write a good English composition confidently

3. Researcher

The last is for researcher in that he can enlarge and get experiences on the conducted study and also encounter the effect of peer feedback through instagram on students writing recount text.

H. Organization of the Research

The organization of this thesis involve, Chapter I, this chapter consist of background of the study, problem of the research, objectiveof the research, limitation of the research, Operational definition, Hypothesis, Significant of the research and organization of the research. Chapter II, its explains about literature review which consist theories about the nature of writing, the teaching writing (the objective teaching, the importance of teaching writing, principle teaching writing, strategi in teaching writing, teaching writing in senior high school), Peer feedback strategy(definition peer feedback, types feedback, and the procedure), Recount text, Social media for teaching writing, instagram and Writing assesing recount text. Chapter III, it explains about the research method which of research design, population and sample, validity and reliability, procedure of the study, the schedule of the treatment, instrument of the research, data collecting teacnique and technique of analyzing data. Chapter IV, it explains about finfing and discussion involving students' wirting ability before taught by using peer feedback stratety, after taught by using peer feedback strategy and the effect of using peer feedback strategy towards students writing ability in recount text. Chapter V consist of conclusion and suggestions

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Writing

a. Understanding writing skill

In learning english as foregin language, leaners have to master four basic skills, on of them is writing. Writing is away to cummunicate our ideas through written form. Like speaking, writing needs somebody to provide a language which is why writing clustered as productive ability as declared by Harmer.[11] However, speaking and writing has necessary variations. That is, once someone speaks people do not always arouse any detail or reason whereas writing must be supported by John Langan.

Next, writing is an important skill to be mastered. Long time ago, most of people was using speaking as their primarily language form, and writing was a skill that only used and mastered exclusively by scholars in education or religious institution.[12] All business transaction, legal documents, political and military agreement were written by experts who can transmit spoken to written language.

[11] Jeremy Harmer.1996.*The Practice of English Language Teaching*.New York: Longman Publishing. p.16

[12] H. Douglas Brown.2003.*Language Assessment Principle and Classroom Practices*.California: Longman. P. 218.

Then, people started to think that it is important to acquire that skill in order to ease their communication. Writing can be said as a language skill used to communicate inderectly, whether people can not face to face each others.[13] There are four reasons what makes writing vital expressed by Axelrod and Cooper, first writing will influences the means people suppose, helps to be told, fosters personal development, connects to others, and promotes success in school and at work.[14] To acquire writing as a skill is not easy. Heaton stated that writing skill is a complex and difficult to teach, because it needs to be integrated with other skills.[15] Then, many of us think that to write a good writing we need a natural gift and actually it is not. Same with any other skills, writing can be learned and mastered by practicing.[16]

Based on description above, the writer assumes that writing skill is an activity to transform or express our thought and feeling through sentences and formulate them into a text. It is beneficial and difficult skill to be mastered because there are many aspects that have to be learned. But, it is not impossible, writing is same with other skill, it is not automatically mastered but need series of hard work to learn it.

b. Purpose of Writing

According to Gear, purpose of writng is important to know what kind of purposes on writing we would make, because it brings the writer to different thinking

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[13] Dwi, Ade Jayanti. 2019. "*Students' Writing Ability on English Descriptive Text at grade VIII in SMPN 33 Padang*". Vol 3. English Franca: Academic Journal of English Language and Education. P. 71-72

[14] Rise B. Axelrod, and Charles R. Cooper.2010.*The St. Martin"s Guide to Writing*.Boston: St.Martin's.9th edition. P 1-3.

[15] J.B. Heaton.1990.*Writing English Language Tests*.New York: Longman. P. 135

[16] John Langan.2003. *English Skills with Readings*.New York: McGraw Hill.7th edition. P. 8

strategist.[17] In line with this, Kane adds that purpose of writing is deeper than strategies and style of writing itself. It supports that aspects and involved how the writer affect readers.[18] In addition, Clouse explained deeper about writing purposes and included each of theirs samples, there are:

1. To share experience

   This kind of purpose is to express writer feeling about the experience and reflect upon it. For example, someone share their experience to his/her friend when she/he been a lab assistant and told how nervous he/she was. Writing journal can be categorized as this sample.

2. To inform

   The goal of this kind of purpose is to increase the reader's knowledge a magazine article, government historical document are the same of this kind of purpose.

3. To persuade

   This purpose uses to invite readers to think or act in certain ways. A complain letter is one of this sample.

4. To entertain

   Short stories, romance novels, and humorous newspaper columns are written to entertain. This kind of purpose is used to give pleasure to the readers.[19]

In conclusion, what and the way the author write principally depends onthe reader and the purpose of writing itself. By knowing the goal of writing, the message that the writer desires to share will be received by the reader properly. Moreover, understanding the needs will facilitate the author organize the ide appropriately.

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[17] Adrienne Gear.2014.*Nonfiction Writing Power*.Markham: Pembroke Publisher. p. 12.

[18] Thomas S.Kane.2000.*The Oxford The Essential Guide to Writing*.New York: Berkley Books. p. 9.

[19] Barbara Fine Clouse.2005.*A Troubleshooting Guide Strategist & Process for sWriters*.New York: McGraw-Hill. p. 7

2. Teaching Writing

a. The Objective of Teaching Writing

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer, there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing.[20] However, teachers have to pay attention to the various stages of any piece of writing process. Furthermore, the objective of teaching writing is not only to help the leaners expressing the ideas, but also getting them to acquire writing abilities and skills in order that the leaners can produce written text on their own language. It is mentioned by the statements of that:

> The objective of the teaching writing in a foreign language is to get leaners to aquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own langage.[21]

In encouraging the leaners to acquire the writing abilities and skills, teachers are also given the syllabus as reference. However, in the real teaaching, teachers have their own materials to teach. Therefore, they need to adopt the materials to the syllabus. Based on the statements above, it can be said the objective of teaching writing depend on two things. They are teaching situation and the objectives of teaching writing expresed in the syllabus. The objectives of teaching writing in the

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[20] Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Pearson Limited Edition. P. 25

[21] Penny, Ur.2009. *A Course In Language Teaching*: Pratical and Theory.Cambridge: Cambridge University Press. P. 162

syllabus then are referred to Standar Kompetensi and Kompetensi Dasar it said that teaching writing is the process of helping students to express them in arranging sentences in short functional text and short essay in the form pariticular text in the daily life contect.[22]

b. The Importance of Teaching Writing

Writing is the most difficult skill for second language and foreign language leaners. The teacher need big responsibility that they have to deal with when they teach writing to the students. Actually, teaching writing is very important for students who study English. According to Harmer, there are some reasons why teaching writing is must for the students. Teaching writing becomes important because writing is as reinforcement. Writing is useful for language development, writing can give effect on the student's learning styles, and writing is as a skill.[23]

1. Reinforcement:

   Leaners can aquire language orally, but most of them can acquire languages well if they are seeing the languages written down.

2. Language Development:

   The writing process can help the students to learn. Construcing proper written texts can help them is learning process.

3. Learning Style:

   Writing is appropriate for learnes who produce language slowly.

4. Writing as a skill

[22] English Syllabus for first grade of SMAN 4 Rejang Lebong.

[23] Harmer, Jeremy. 2004. *How to Teach Writing*. Edinburgh Gate: Pearson Limited Edition. P. 79

5. The most important reason for teaching writing is that it is a basic language skill and they need to know some special conventions writing such as punctuation, paragraph construction and so on.

As mention above, it is very required for the students to have a good writing ability because it will give many advantages for then especially in learning foreign language. Morever, the teacher should support students to have a good writing ability by facilitate them in process of learning.

c. Priciple Teaching Writing

Teaching writing is not as simple it appears. There are many problems that will occur within the category and truly it desires a lot of time to be done and so the teachers should have some techniques to assist the students produce their writing. According to Brown there are some principles for designing writing class. They are:

1. Incorporate practices of “good” writers

   Good writes have to focus on a goal of writing, gauge the audie perceptively, spend enough time to plan to write, let the first ideas flow into the paper easily, follow the general organizational plan as they write, utilize feedback on their writing, do not want to change their believe,revise their work efficiently, and make as revisions as needed patienly.

2. Balance process and product

   Teachers have to make sure that the students are led to appropriate stage in the process of composing carefully since writing is a composing process and it usually requires multiple drafts before the effective product is made.

3. Account for cultural/literary backgrounds

   Teachers should bring the students to know the language that comes from different country and the students are not familiar with.

4. Connect reading and writing students learn by observing or reading the written word and by reading and studying a variety of relavant text types, the students are able to determine how they should write.

5. Provide as much authenic writing as possible sharing writing with other students in the class can be a way to add authenticity.
6. Frame your teqniques in terms of prewriting, drafting, and revising stages.[24]

Based mention above, it can concluded that in designing writing class the teacher should consider some principles in order to support students in writing skill as well.

d. Teaching Writing in Senior High School

English is one of the sucject for students in senior high school. In teaching and learning process, teachers work as the controller and decicion maker. The succesful of teaching and learning process is lies on them.[25] Based on English syllabus, must cover the four skill in English language which one is writing skill. There are some writing competencies that the student must accomplish according to the regalution of ministry of national education. The content of the standard of compotence and basic compotence for senior high school students especially grade X 2nd Semester can be seen in the table below.

[24] Brown, H.Douglas.2001.*"Teaching by Principle: An interactive approach to Language Pedadogy*.Second Edition.White Plains, NY: Pearson Education. P. 345

[25] Apriani, Eka.2017.*Ultilzing Preservice English Teacher Strategis and Classroom Managementat Junior High School in Rejang Lebong Regancy"*.Vol 1 No 2. English Franca: STAIN Curup. p.150

TABLE 1

Standart Of Compotence And Basic Compotence Of Writing Skill For Senior High School Students X Grade At Second Semester[26]

Standart Compotence		**Basic Compotence**	
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah. **(Keterampilan)**	**4.7.1.1**	Menangkap makna secara kontekstual tenteng teks recount.
4.7.2	Menyusun teks recount lisan dan tulis, pendek dan sederhana terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks. **(Keterampilan)**	**4.7.2.1**	Menyusun teks recount lisan dan tulis pendek dan sederhana.

From the table, researcher can conclude that the standard of competency of writing in Senior High School is producing the meaning of simple essay related to several text types in the written form in the context of daily life and academic purposes to interact with the environment. In this case, he is going to focus on the text type only. The text type that is going to be used here is the Recount text.

[26] English Syllabus for X grade second semester of SMAN 4 Rejang Lebong

3. Peer Feedback Technique

a. Peer Feedback Technique

Technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basic for teaching and learning. Teacnique as implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective.[27] As mention before in background, writing is the most dificult skill for leaner to master. To solve the problems and dificulties as mentioned above, English teachers are expected to be able to use an interesting technique. The teachers' techniques to teachwriting are important factors that may effect the students' ability in writing. There are some kinds of tecniques that can be applied by the English teacher to develop their students' ability in writing. One of tecniques that can be used in teaching writing is peer feedback. According to Topping, Peer Feedback has a pivotal role in improving student writing skills and learning achievement.[28] Peer feedback is also close to peer review or assessment. It because peer feedback is one of important component of formative assessment. When students give response to others works' they just begin on judging or assessing their peers' as teachers usually do. Perhaps, they might be not as perfect as their teachers, but somehow peers can see what teachers do not concern to. Moreover, Nicole and

[27] Fazauti, endang. *Methods of Teaching English as a Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, Scientific Approach*.(Surakata: Era Pustaka Utama.2014) p.12-13

[28] Topping, K., Smith, F. F., Swanson, I., & Elliot, A. (2000). Formative peer assessment of Journal of academic writing between postgraduate students. Assessment and Evaluation in Higher Education, 25(2), 149−169.

Macfarlane-Dick suggested seven principles for feedback practice.[29] They claimed that good feedback practice:

1. Helps clarify what good performance is (goal, criteria, expected standards);
2. Facilitates the development of self-assessment (reflection)in learning;
3. Delivers high-quality information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to students that can be used to help shape teachin;

From the explenation above, it can be conluded that peer fedback is an activity which involve students who has similar grade skill or ability to response other students' draft. Peer feedback can be helpful successfully when teachers aware about how peer feedback can be conducted by pointed out to those principles.

b. Types of Feedback

According to Nelson, feedback have two types namely, cognitive and affective.[30] Cognitive is given the content of the work and involves, they are summarizing, specifying and explaining aspects of the work under review. In other types, Affective feedback concentrates on the quality of works and uses affective language to give praise "well written" and critics "badly written" or uses non verbal expression, such as facial expression gesture and emotional tones.

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[29] Nicol, D, and Macfarlane Dick.2006.*Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice, Studies in Higher* Education.Vol.31(2). p. 7.

[30] Melisa M. Nelson and Christian D. Schunn.2008.*The Nature of Feedback: How Different Types of Peer Feedback Affect Writing Performance*.Springer. p. 377.

c. The procedure of Peer Feedback in Teaching Writing

According to Barkley, some steps peer feedback are going to be used as the procedures in the experimental class in this research. They are:[31]

1. Students work in pairs, taking turns describing ideas for the paper that each individually intend to write. Each students describes his or her ideas partner take notes, asks question, and makes suggestion.
2. Each students conducts research for individual paper, keeping an eye open for material that might prove useful to the partner.
3. Students write their papers individually.
4. Whitin each pair, students exchange paper draft for peer editing.

   Students editors make proofing marks and comments directly on the paper and score or rate the paper with a peer review from. Student editors also complete and sign the peer review from, indicating their ratings of each these elements.
5. Each author revises his or her paper, taking the peer editing into consideration.
6. Author attaches the peer review form the final draft and submits it to the teacher for evaluation.

Based on procedure by expert, the writer will conduct that procedure with social media, namely is Instagram. Therefore, the students not only doing peer feedback in theirs paper, but also doing peer feedback on instagrams in the comment tool of picture.

d. Advantages and Disanventages of Peer Feedback

Advantages of peer feedback Peer feedback has been advocated in several studies for a number of benefits. For example, Yarrow and Topping claim that peer feedback plays a pivotal role in "increased engagement and time spent on-task,

[31] Barkley.E.F., Cross.K.P & Major C.H.2005. *Collaborative Learning Techniques*.San Fransisco:Jossey-Bass. P.251

immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement".[32] Moreover, using peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing.

Disavantages also has been advocated in this study. According to Tsui and Ng discovered that, all students prefer teacher feedback than peer feedback. The main reason is that they assume teacher is the one who is qualified to provide them with useful comments.[33] So, the teacher is defined as the only source of authority for giving the suitable comments.

4. Instagram for Teaching Writing

Nowdays, we live in a new millenium when the developtment technology become a major part of our lives. Actually, teacher must have new technique especially in teaching writing. Many media can improve students writing skills for example social media. Teacher can create a new media learning on teaching learning of writing proces is seemed very important to be relized since students have low interest in learning writing, less practice, difficulty on getting idea, low grammar mastery, and many some problems they face.[34] In this case, we need something for solve the problems. In social media have many facilities such as sharing photos,

[32] Yarrow, F. and Topping K. J. (2001). Collaborative Learning: The Effects of Metacognitive Prompting and Structured Peer Interaction. British Journal of Educational Psychology, 71. P.261 – 282

[33] Tsui, A. B., & Ng.M. (2000). Do secondary L2 writers benefit from peer comments? Journal of Second Language Writing. P.147-170.

[34] Irfan Zidny. "*Improving Student"s Writing Skill Using Instagram,*".Jurnal UNY. p.18

stories, an others can supports a writing learning process where the students can creating their own stories and others students can giving feedback towards the posting about content language features, or generic structures in the comment tool. By doing peer feedback through social media, Hansen and Liu add that it can generate a rich source of information for content and rethorical issues, enhance intercultural communication and give students a sense of group cohesion.[35] The researcher choose Social media, namely Instagram for this research. Instagram was launched in October 2010 and gained popularity boosting over 300 million active users in 2015. Instagram is an online mobile photo-sharing and video-sharing. It is one of the social media tools originally designed for mobile use through application.[36] Instagram users can perfom a few of fuctions: post contents (pictures and videos with duration 1 minute), add captions, tag users, add location, add hastags, follow other users, check feeds, add comment, like contents, explore other users, collect contents online, and send direct message. According to Ronan Kelly, investigated the effectiveness of Instagram for ESL learner‟s descriptive writing with giving of corrective feedback among the learners that focused on vocabulary range and accuracy, and it is effective as the pedagogical tool that creating authentic interaction, learning communities, and learner autonomy.[37]

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[35] Hansen, J., & Liu, J.2005. "*Guiding Principles For Effective Peer Response*".(ELT Journal,). p. 31

[36] Kelly, R.2015. *An Exploration of Instagram to Develop ESL Leaners Writing Proficlency Unpiblished Master's Dissertation*. British Council Ulster University. P.1

[37] Ronan Kelly,"An Exploration of Instagram to Develop ESL Learners‟ Writing Proficiency", British Council : Ulster University, 2015,p.9

Based on superioty above, Instagram has potential to be learning tool in writing. When pictures are uploaded with recount text, the students can do peer feedback on comment tool.

5. Procedure Peer Feedback through Instagram

Based on the theory above, the researcher make the procedure peer feedback through instagram. They are :

1. The researcher make some group in class. They are become 4 groups.
2. The setudents must have instagram. (each person must have 1 account).
3. Each person in group must do peer feedback in comment tool based on the post in instagram.
4. Peer feedback in this meaning is Each person in group will find incorrect word and they will comment best on the correct word.
5. The procedure feedback not just in schooling time, they can doing peer feedback in their home.

6. Recount Text

a. Definition Recount Text

Recount text as one of subject at Senior High School in English study. There are some expert who tired to define what recount is. Recount is a piece of text that retells past events, usually in order in which they occoured. Its purpose is to provide the audience a description of what occurred and when it occured. Also speaking or

writing about past events is called recount. That is stated by Anderson and Anderson.[38] Recount is very similar with Narative, so the thing that differentiates both of them is the body paragraph and schematic sturcture. In recount text, there is no complication among the participants. However, it just focuses on the events themselves.

Based on definition above, the researcher are able to involve their experience to be told in written form, and that will be intersting because every students has a different story in the past.

b. Generic Structure of Recount Text

In writing, we also need to know about generic structures which develop the text itself, beside we should have skill and practice. The generic structure of recount text are:

a. Orientation

An introduction that tells the readers who was involved in the story, what happended, when and where the story happened.

b. Events

To tell the sequence of events in a chronological order.

c. Reorientation

[38] Anderson Mark and Anderson Kathy.1998.*Text Types in English 3*.South Yarra:Macmillan Education Australia. P. 24

To tell the conclusion of the events or and personal comments about the events.

c. Linguistic Feature of Recount Text

According to Anderson and Anderson, have some lingustic feauture of Recount text there are:[39]

a. The use of past tense to retell the events

b. Descriptive words give details about who, what, when, where, and how.

c. Words that show the order of evens (for example, first, next, then)

d. The Example of Recount Text

TABLE 2
The Example of Recount text
"Diving in Enggano Island"

Orientation	Last year, i left curup for Enggano island. I went there with a group of Enggano divers. Getting there was not quite easy.
Event 1	Soon after our arrival at Enggano, we got general briefing. It included a description about how to take pictures under water.
Event 2	Then, we began our diving in our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was dificult to identify.
Re- Orientation	In summary, the trip was mostly enjoyable. This place is some impressive with its marine life.

[39] Anderson and Anderson , *op*. cit,. P.50

Moreover, in writing recount text have three social skills. They are: first, self awarness, when students write about their own experience they will find what had they have been feel or think about their past. Second, empathy. When students write a recount with same topic they will find many constrasting audience. They will learn how to understand what their peers feel or view. Third, reasoning, as mentioned before students will put detail information that become the way they explain the reason about what happened.

B. Assesing Students' writing

Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.[40] Writing assessment can be considered a combination of scholarship from composition studies and measurement theory within educational assessment. Writing assessment can also refer to the technologies and practices used to evaluate student writing and learning. In writing assesment have some metohd of writing assesment which one is rubric. Rubric is a tool used in writing assessment that can be used in several writing contexts. A rubric consist of a set of criteria or descriptions

[40] Behizadeh, Nadia and George Engelhard Jr.2011. *Historical View of the influences of measurement and writing theories on the practice of writing assessment in the United States" Assessing Writing 16*. P. 189-211.

that guides a rater to score or grade a writer.[41] The rubric can be seen in the table below:

TABLE 3

Scoring Rubric for Assesing Recount Rext[42]

CONTENT	30 – 27	**EXCELLENT TO VERY GOOD:** Knowledgeable – substantive – etc.
	26 – 22	**GOOD TO AVERAGE:** Some knowledge of subject – adequate range – etc.
	21 – 17	**FAIR TO POOR:** Limited knowledge of subject – little substance – etc.
	16 – 13	**VERY POOR:** Does not show knowledge of subject – non substantive – etc.
ORGANIZATION **(Generic structure)**	20 – 18	**EXCELLENT TO VERY GOOD:** Fluent expression – ideas clearly stated – etc.
	17 – 14	**GOOD TO AVERAGE:** Somewhat choppy – loosely organized but main ideas stand out – etc.
	13 – 10	**FAIR TO POOR:** Non fluent – ideas

[41] Turley, Eric D. and Chris Gallagher.2008.*"On the 'Uses' of Rubrics: Reframing the Great Rubric Debate" The English Journal Vol 97. No. 4*. P. 87-92

[42] Heaton, J.B.1990.*Wrting English Language* Test. New York.Longman

		confused or disconnected – etc.
	9 – 7	**VERY POOR:** Does not communicate – no organization – etc.
VOCABULARY	20 – 18	**EXCELLENT TO VERY GOOD:** Sophisticated range – effective word/idiom choice and usage – etc.
	17 – 14	**GOOD TO AVERAGE:** Adequate range – occasional errors of word/idiom form, choisce, usage but meaning not obscures.
	13 – 10	**FAIR TO POOR:** Limited range – frequent errors of word/idiom form, choice, usage – etc.
	9 – 7	**VERY POOR:** Essentially transiation – little knowledge of English vocabulary
LANGUAGE USE **(Tense in Recount text)**	25 – 22	**EXCELLENT TO VERY GOOD:** Effective complex constructions – etc.
	21 – 19	**GOOD TO AVERAGE:** Effective but simple constructions – etc.
	17 – 11	**FAIR TO POOR:** Major problems in simple/complex constructions – etc.
	10 – 5	**VERY POOR:** Virtually no mastery of sentence construction rules – etc.

MECHANICS	5	**EXCELLENT TO VERY GOOD:** Demonstrates mastery of conventions – etc.
	4	**GOOD TO AVERAGE:** Occasional errors of spelling, punctuation – etc.
	3	**FAIR TO POOR:** Frewuent errors of spelling puntuation, capitalization – etc.
	2	**VERY POOR:** No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

The range of score is 100 max can be explained as follows:

100 – 80	Execellent to very good
79 – 70	Good to average
69 – 60	Fair to poor
59 – 50	Very poor
< 50	Not qualified to be followed in the calculation

As mention above, This rubric was used in anylyzing students' writing ability in pre-test and post-test which was very important to mesuare whether the peer feedback strategy has effect towards students' writing ability or not.

C. Review of Related Finding

The researcher finding the related reseach in the same field the tittle is “The effectiveness of Instagram compared to teacher writing to teach recount text with High and Low motivation" by Gisty Listiani. She had investidated the Effect instagram by a teacher to support student in writing recount text. This research is led by the phenomena that the students in SMP Kesantrian Semarang. In addition, she presented that the teacher used instagram to support students in writing recount text.[43] Results indicated that the final average score of experimental group was 73. Meanwhile, the control group got a lower average score with 67.15. After calculating the significance of the test, the result of the t-value was 2.210 and table was 2.002. With regard to the previous results, it can be concluded that teaching recount text using instagram resulted a better achievement.

The second research, the same field the title is “The effectiveness of peer feedback tecnique to teach writing viewed from students’ creativity” by Andianto.[44] He had investidated the effect peer feedbcak to teach writing as the technique he used in classroom. In addition, he presented that teacher need peer feedback technique to teach writing in SMA Muhammadiyah 1 Metro. The result of the q0 is 3.353 and the qt at the level of significance α 0.05 is 3.113 in which q0 (3.353) is higher than qt (3.113). It can be concluded that teaching writing by using Peer Feedback technique to the students having low creativity is significantly different from the students having low creativity taught by using Teacher Feedback Technique. Because the

[43] Listiani, Gisty.2016.*The Effectiveness of Instagram Writing Compared to Teacher Centered Writing To Teach Recount Text To Students with High and Low Motivation*. ELT Forum:State University Semarang

[44] Andianto.2014. *The effectiveness of peer feedback tecnique to teach writing viewed from students’ creativity*.Muhammadiyah University of Metro

mean of A2B2 (73.73) is higher than that of A1B2 (68.64), it can be concluded that Teacher feedback technique is more effective than Peer Feedback Technique to teach writing for students who have low level of creativity.

Based on the finding above, the result of the research use media instagram and peer feedback technique have to improve students' writing ability. Yet, the researcher will use Instagram and peer feedback technique in this research to know is there the effect of peer feedback through instagram on student writing recount text.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is classifed as a quasi-experimental study. The experiment class will using treament by peer feedback strategy for each meeting, while the control class will using the convetional teaching strategy. According to gay and peter, this design should be familiar since it looks very much like the pre-test and post-test control class design.[45] Furthemore, by comparing the pre- test and post-test scores which is also used to know whether there was significant effect of peer feedback strategy. Bellow the design of the study.

TABLE 4

Treatment designed

X	**T_1**	**O**	**T_2**
Y	**T_1**	**-**	**T_2**

Explanation:

X : Experiment class

Y : Control class

T1 : pre test for the experimental class and control class

T2 : Post test for the experimental class and control class

O : Treatment for experimental class

\- : Non treatment control class

[45] C. R. Gay and Peter D..*Educational Research Competency for Analysis Application: an imprint of practice Hall*. (Columbus: New Jersey.2000)

B. Population and Sample

a. Population

A researcher needs to difine the population carefully before collecting the sample, including the description of member to be included. According to Frankell, population is group to which the researcher of the study indeed to apply.[46] In addition, Sugiyono says that population is the generalization range that consists of object or subject that has quality or specific characteristic which is determined by the researcher to be learned and withdrawn the conclusion.[47] The study population was all IPA students first grade students of SMA 4 Rejang Lebong. Based on quasi-experimental methods whose main characteristic is without mastery of random and using an exiting group, the research used existing group as sample, so the study did not take sample from members of the population individually but in class. The population in this study can be as in the table below:

TABLE 5

The number of population

NO	CLASS	M	F	TOTAL
1	X IPA 1	12	24	36
2	X IPA 2	10	26	36
3	X IPA 3	10	24	34
4	X IPA 4	13	22	35
SUM OF POPULATION				141

b. Homogenity Sampling

[46] Jack, R.Frankell and Mormale Walln.*How Design and Evaluate Research in Education.*International Edition.Grow Hill. P. 78

[47] Sugiyono.*Metode Penelitian Pendidikan.(*Bandung:Alfabete.2011) p. 117

The researcher used homogenity sampling before determine which classes as a sample in this research. Homogenesis sampling is predominantly used in statistic in connection with samples from different population, which may or may not exhibit identical behavior, or display similar characteristic. The researcher determines the effect experiment both separately and in combination to the mean of analysis sample. The homogenity test would be distributed to the first grade science students of SMA 4 Rejang Lebong. The score for homogenity referred to what they had got based on their last previosly writing test paragraph giveb by the English teacher respectively. The students' scores were then adminestered with taking the mean score from each class in x grade science students. Those mean scores can be seen on the table below:

TABLE 6

The Result of Mean Scores From the Population

NO	CLASS	MEAN SCORE
1	X IPA 1	63,6
2	X IPA 2	65,3
3	X IPA 3	63,3
4	X IPA 4	64,8

The means homogenity test was done to the students in population. The homogeneity test has been gotten based on students score in English subject at SMA 4 Rejang Lebong. From the homogeneity test, the researcher took classes, which had homogenous score. They are X IPA 1 as the control group with the means score achieving 69.7 and X IPA 3 as the experiment group with the means score attaining the number in the amount of 69,1. X IPA 2 will as the class in Trying out the test.

c. Sample

Sample is a representative from the population that has large number, according to David, Sample is a part of population from which we actually collect information.[48]. To get the sample in this study, the researcher choose. The sample in this study was X IPA 1 and X IPA 3 because based on the mean scores of students' marks from students' ability test given by the English teacher on the last previously mid term semester examination. The researcher selected X IPA 3 as the experimental group and X IPA 1 as the control group. The researcher used lucky spin application in deciding experimental group and control group from both clasess.

C. Procedure of The Research

1. Procedure of Recount Text in Control Class

Meeting + Time	**Topic And Theme**	**Class Activities**
3 Meeting (2x45 minute each meeting)	Generic Structure Orientation Event Re –orientation (The theme is My Experience)	Students focus to learn about Generict Structure on three meeting, they are: 1. First meeting student learn how to write Orientation. 2. Second meeting, how to write event. 3. Third meeting, how to write Re-orientation.
1 Meeting (2x45	Temporal Sequence (The theme is	Focus on temporan sequence. Recount are written in chronological order. Use time connectives to introduce each

[48] Moore, David.*The Basic Practice of Statistic*.(New York:Perdue University.1996) P. 202

minute each meeting)	My Experience)	section, such us first, then, after that, before, when, at last, finally.
3 Meeting (2x45 each meeting)	Tense Use (The theme is My Experience)	Student focus recount text usualy use past tense. **a. Past Actions** Pattern: Subject + V 2 Example: I spent my holiday in Bandung. **b. Past for adjectives** Pattern: Subject + was/were + Adjective Example: I was surprised when i met my idol. We were happy when we arrived in Bali.

2. Procedure of Recount Text in Experimental Class

Meeting + Time	**Topic And Theme**	**Treatment in The Class**	**Treatment out of class (Peer feedback through Instagram)**
3 Meeting (2x45 minute each meeting)	Generic Structure Orientation Event Re – orientation (The theme is My Experience)	Students focus to learn about Generict Structure on three meeting, they are: 1. First meeting student learn how to write Orientation. 2. Second meeting, how to write event. 3. Third meeting, how to write Re-orientation.	**1.** The researcher make some group in class. They are become 4 groups. (8 person each group) **2.** Each students must have Instagram account. **3.** Students write a paragraph based on the meeting. **4.** Each person in group must do peer feedback on comment tool through the post in instagram of their friend. (Peer feedback through instagram in this mean is Focus on their friend Orientation, Event and Re-orientation).
1 Meeting	Temporal Sequence	Focus on temporan sequence. Recount are written in	After they focus on generic structure, they will focus on temporan sequence:

(2x45 minute each meeting)	(The theme is My Experience)	chronological order. Use time connectives to introduce each section, such us first, then, after that, before, when, at last, finally.	**1.** The researcher make some group in class. They are become 4 groups. 8 person each group) **2.** Each students must have Instagram account. **3.** Students write a recount text in instagram. **4.** Each person in group must do peer feedback on comment tool through the post in instagram of their friend. (Peer feedback through instagram in this mean is Focus on their friend temporal connectives)
3 Meeting (2x45 each meeting)	Tense Use (The theme is My Experience)	Student focus recount text usualy use past tense. **a. Past Actions** Pattern: Subject + V 2 Example: I spent my holiday in Bandung. **b. Past for adjectives** Pattern: Subject + was/were + Adjective Example: I was surprised when i met my idol. We were happy when we arrived in Bali.	After they focus on generic temporal connectives, they will focus on Tense use. **1.** The researcher make some group in class. They are become 4 groups. 8 person each group) **2.** Each students must have Instagram account. **3.** Students write a recount text. **4.** Each person in group must do peer feedback on comment tool through the post in instagram of their friend. (Peer feedback through instagram in this mean is Focus on their friend what tense they use).

D. Technique of Collecting Data

The technique of collecting data used by the researcher in doing this study only relied on the test. The data were collected by organizing the test into pre test and post test.

a. Pre - test

The researcher gave the pre test to experimental and control group. Pre test was given to know how far the students' standard abilities in writing recount text. this step become a first data of this study. In pre test students' experimental and control group have not get the treatment by using peer feedback. The form of pre-test was organized into the writing paragraph test format which included the material fields as recount text. Based in the syllabus, recount text is in of subject for first grade second semeste at SMA 4 Rejang Lebong.

In pre test, the researcher used one meeting being out of time period for do pre test. The length of time in giving pre test to both groups was allocated as 90 minutues. Based on syllabus they make a simple recount text. The researcher also controlled students when they write recount text in the class. In this study, pre test had been provided to students on 2 April in both of groups.

b. Post – test

Post test was given by the researcher to the students after the implementation of peer feedback technique at the end or after treatment had really finished to be given in experimental group. The researcher also was given post test to students who

are control group. The post test was also contstructed in writing paragraph format in which the material tested was the same as those in the pre test which is simple recount text. It was aimed at finfing out the significant result after using peer feedback.

In post test, the researcher aslo used one meeting being out of time period for collecting data after cultivating study treatment. The length of time in giving post test to both groups was allocated as long as 90 minutes. Based on syllabus they make a simple recount text. The researcher controlled students when they write recount text at in the class. In this study, post test had been provided to students on 4 May in experimental dan control group.

In the last, the researcher finally knew scores pre-test and post-tes both of groups, and also the differences between those groups. After collecting the data, the researcher then got the conclusion whether effect peer feedback technique had toward students writing ability or had not effect.

c. The Treatment

The treatment was given almost three times in a week. In every meeting, each class was taught 90 minutes. The treatment was given to the experimental class. Treatment was given to the students of X IPA 3 as the experimental class. They were treated by using peer feedback. On the contrary, there was no treatment for the students of X IPA 1 as the control class. They were tearted without peer feedback.

The schedule of treatment and without treatment for both groups is presented in the table below:

TABLE 7
The schedule of treatment and without treatment for experimental and control group

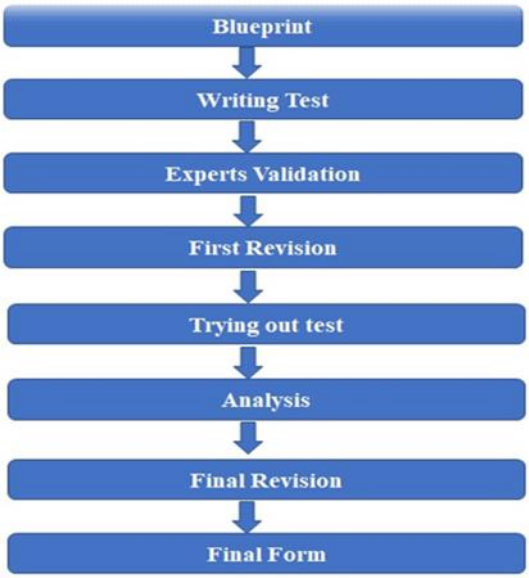
No	Experimental group		Control Group	
	Date	**Topic**	**Date**	**Topic**
1	April, 2nd 2018	Pre – test	April, 2nd 2018	Pre – test
2	April, 6th 2019	Generic Stucture recount text (orientation) With peer feedback through instagram	April, 6th 2019	Generic Stucture recount text (orientation)
3	April, 9th 2019	Generic Stucture recount text (event) With peer feedback through instagram	April, 9th 2019	Generic Stucture recount text (event)
4	April, 13rd 2019	Generic Stucture recount text (re-orientation) With peer feedback through instagram	April, 13rd 2019	Generic Stucture recount text (re-orientation)
5	April, 16th 2019	Recount text (Temporal Sequence) with peer feedback through instagram	April, 16th 2019	Recount text (Temporal Sequence)
6	April, 20th 2019	Tense Use in Recount Text with peer feedback through instagram	April, 20th 2019	Tense Use in Recount Text
7	April, 23rd 2019	Tense Use in Recount Text with peer feedback through instagram	April, 23rd 2019	Tense Use in Recount Text
8	April, 27th 2019	Tense Use in Recount Text with peer feedback through instagram	April, 27th 2019	Tense Use in Recount Text
9	May, 4th 2019	Post – test	May, 4th 2019	Post - test

E. Instrument

In this study, instrument is the tool used to collect the data or the needed information.[49] Instrument in this study involved test regularized in pre test and post test. The instrument used was paragraph writing test. The researcher made the material of this instrument based on the syllabus of first grade of SMA 4 rejang Lebong and to evaluate the test, the researcher used that are provided by Heaton. There were several steps that the researcher did in developing and constructing the test. The frame work of the test is presented in following figure below.

FIGURE 1

Framework in designing the test



(Designing the test by Prof.Gunadi Sulistyo)

[49] M. Toha Anggoro, dkk.2003.*Metode Penelitian.Jakarta*:Universitas Terbuka, based on information in Ruly Morgana's Thesis. *The Effectiness of Inductive Teaching Teqhnique in Improving Students Grammatical Ability*.Unpublished IAIN Curup

1. Writing Blue Print

In developing and constructing the take a look at the research worker ready the blue print of the test. The take a look at blueprint for writing test delineated regarding coming up with a test before construcing the test. The blueprint specification consisted of some points. supported identiifing program, deciding the target of the take a look at and sort of test. It absolutely was a suggestion in writing a take a look at. Generally, it thought-about of what talent of the language being tested. The essential ability to be reached and therefore the item indicator supported the basic competence.

Identifying syllabus was important because it was related to ensure the content validity. the test must measure what have to be measured based on the syllabus. the basic compotence of writing for first grade students of SMA 4 Rejang Lebong was that the students are able to respond the meaning and rhetorical steps in recount. Some criteria stated on the blueprint above guided the researcher in making test. To have clerer about the format of blueprint see *appendix 3*.

2. Writing Test

Writing test consisted of directions, and item of the test. The instruction had to be clear to make the students easier in understanding the test intrusction. The test are included pre-test and post test. The test is students write recount text. The bad/sad experience for the pre-test on April, 2nd 2019, and the Good experience for the post-

test on May, 4th 2019. The students are able to compose a recount text at leats 150 words. The test will be carried out at SMA 4 Rejang Lebong.

3. Expert validation

The researcher need a expert to validated the result. The professional validation is an professional in writing subject. The researcher gave the writing test to professional validation to get the comments and feedback. There were three points stated in professional validation form: the appropriateness of indicators, the language used in the test and the appropriateness of the test accuracy. The table of professional validation can be seen on *Appendix 4*.

4. First Revision

The purpose of first revision was to evaluate test whether there was a test or some points that had to be revised. The researcher revised the test based on professional suggestions. The revised by professional suggestion is give explanation about the use of word transition. It can be seen on *Appendix 4.*

5. Trying out the test

The try out test aimed at producing the requirement data with rekatively valid instrument. The try out was given to another class execpt experimental and control class for two times. However, the class which was given the try out should have the same level as the subject of this study it is mean same grade. In this research, the try out was conducted in X IPA 2 on the March 25th for pre test and 29th for post test.

6. Analyzing the try out test

The result of try out from class of X IPA 2 on the March 25th for pre test and 29th for post test at SMA 4 Rejang Lebong. In addition, to administrate the recount text test, the researcher used an analitic score in order to be more reliable in scoring students' writing recount text. The score of the test will using the criteria given by the researcher from Heaton to make sure the result of the study. The following rating scale devised by Heaton.

TABLE 8

Scoring Rubric for Assesing Recount Rext[50]

CONTENT	30 – 27	**EXCELLENT TO VERY GOOD:** Knowledgeable – substantive – etc.
	26 – 22	**GOOD TO AVERAGE:** Some knowledge of subject – adequate range – etc.
	21 – 17	**FAIR TO POOR:** Limited knowledge of subject – little substance – etc.
	16 – 13	**VERY POOR:** Does not show knowledge of subject – non substantive – etc.
ORGANIZATION	20 – 18	**EXCELLENT TO**

[50] Heaton, J.B.1990.*Wrting English Language* Test. New York.Longman

		VERY GOOD: Fluent expression – ideas clearly stated – etc.
	17 – 14	**GOOD TO AVERAGE:** Somewhat choppy – loosely organized but main ideas stand out – etc.
	13 – 10	**FAIR TO POOR:** Non fluent – ideas confused or disconnected – etc.
	9 – 7	**VERY POOR:** Does not communicate – no organization – etc.
VOCABULARY	20 – 18	**EXCELLENT TO VERY GOOD:** Sophisticated range – effective word/idiom choice and usage – etc.
	17 – 14	**GOOD TO AVERAGE:** Adequate range – occasional errors of word/idiom form, choisce, usage but meaning not obscures.
	13 – 10	**FAIR TO POOR:** Limited range – frequent errors of word/idiom form, choice, usage – etc.
	9 – 7	**VERY POOR:** Essentially transiation – little knowledge of English vocabulary
LANGUAGE USE	25 – 22	**EXCELLENT TO VERY GOOD:** Effective complex constructions – etc.
	21 – 19	**GOOD TO AVERAGE:** Effective but simple

		constructions – etc.
	17 – 11	**FAIR TO POOR:** Major problems in simple/complex constructions – etc.
	10 – 5	**VERY POOR:** Virtually no mastery of sentence construction rules – etc.
MECHANICS	5	**EXCELLENT TO VERY GOOD:** Demonstrates mastery of conventions – etc.
	4	**GOOD TO AVERAGE:** Occasional errors of spelling, punctuation – etc.
	3	**FAIR TO POOR:** Frewuent errors of spelling puntuation, capitalization – etc.
	2	**VERY POOR:** No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

The range of score is 100 max can be explained as follows:

100 – 80	Execellent to very good
79 – 70	Good to average
69 – 60	Fair to poor
59 – 50	Very poor
< 50	Not qualified to be followed in the calculation

Analytic scale for rating composition task by Heaton, J.B. Wrting English Language Test. New York.Longman. After the procces of scoring has done, the researcher did validity and relibility to the try out test in order to make sure the tes was appropriated to be used as the instrument in this research. The score of the students in try out test can be seen on the *Appendix 5*.

a. Validity of the try out test

A test is valid if it measures what is intended to be measures, said Hughes.[51] Based on Hughes stated before, the validity of the test used was valid or not. In term of content validity, the researcher get the data from score try out test class of X IPA 2 on the March 25th for pre test and 29th for post test at SMA 4 Rejang Lebong. The vadility test was to assure that this study instrument could be proper to become pre-test and post-test. Furthemore, both pre-test and post-test were given to control and experimental class. The score can bee seen in *Appendix 5*.

The construct validity of try out test, the researcher used formula where :

$$\mathbf{r} = \frac{\Sigma XY}{\sqrt{(\Sigma x^2)(\Sigma Y^2)}}$$

1. r is the Instrumen validity.
2. Σx^2 is the total from x quadrat.
3. Σy^2 is the total from y quadrat..
4. ΣXY is the total from X *times* Y.

i. Validity of pre-test try out

[51] Op.cit Hughes. P.22

To know the validity try out in pre test the researher use the formula whereas r is the result of ΣXY *divided* by $\sqrt{\Sigma x^2}$ *times* Σy^2 **(1)**. ΣXY is the total score from X *times* Y resulting the total of 143361 , both Σx^2 and Σy^2 is the total score from x quadrat = 135284 and y quadrat = 154625 (**2**) resulting the total of 20918288500(**3**). Square root of Σx^2 times Σy^2 is resulting the total of 144631 (**4**). Thus the result of r is 0,99 (**5**).

(1) $r = \frac{\Sigma XY}{\sqrt{(\Sigma x^2)(\Sigma Y^2)}}$

(2) $r = \frac{143361}{\sqrt{(135284)(154625)}}$

(3) $r = \frac{143361}{\sqrt{20918288500}}$

(4) $r = \frac{143361}{144631}$

(5) r = 0,99

ii. Validity of post-test try out

To know the validity try out in post test the researher use the formula whereas r is the result of ΣXY *divided* by $\sqrt{\Sigma x^2}$ *times* Σy^2 **(1)**. ΣXY is the total score from X *times* Y resulting the total of 107358, both Σx^2 and Σy^2 is the total score from x quadrat = 116805 and y quadrat = 116805 **(2)** resulting the total of 12539951190 **(3)**. Square root of Σx^2 times Σy^2 is resulting the total of 144631 **(4)**. Thus the result of r is 0,95 **(5)**.

(1) $r = \frac{\Sigma XY}{\sqrt{(\Sigma x^2)(\Sigma Y^2)}}$

(2) $r = \frac{107358}{\sqrt{(116805)(100108)}}$

(3) $r = \frac{107358}{\sqrt{12539951190}}$

(4) $r = \frac{107358}{111981}$

(5) r = 0,95

In addition, to assure wheter the caculation of validity and realibity was valid and reliable or no, the researcher was led by the guide as on the table below:

TABLE 9

The Validity Criteria[52]

Correlation Mark	Meaning
0,800 – 1,000	Highest
0,600 – 0,800	High
0,400 – 0,600	Enough
0,200 – 0,400	Low
0,000 – 0,200	Lowes

Based on the criteria of validity, so the item on pre-test and post-test were valid on **Highest** category in which the score of validity on pre-test 0,99 and post-test try out were 0,95. Yet, the test can be used and given to contro and experimental group.

b. Reliability of the try out the test

[52] Arikunto, Suharsimi,*Prosedur Penelitian Suatu Pendidikan Prakter*.(Jakarta:Rienaka Cipta,2000), P. 155

A test was considered realible if the same test was given to the same subjects of matched subjects in two different occasions. The test should yield similar result said Brown.[53] In term of content realibility, the researcher get the data from score try out test class of X IPA 2 on the March 25th for pre test and 29th for post test at SMA 4 Rejang Lebong. In order to have reliability of instrument, the researcher used product moment formula to compute thr try out the test. The score can bee seen in *Appendix 5*.

To know the reliability, the researcher used the following formula where:

$$\mathbf{r_{xy}} = \frac{N.\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N.\Sigma X^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

1. r_{xy} is the instrument of Realibility
2. N is total Students in groups
3. ΣXY is the total from score X *times* Y
4. ΣX is the total from test 1
5. ΣY is the total from test 2
6. Σx^2 is the total from first testing in quadrat
7. Σy^2 is the total from second testing in quadrat

i. Realibility of pre-test try out

r_{xy} is the result from N *times* $\Sigma XY\ minus\ (\Sigma X)\ times\ (\Sigma Y)$ *divided* by $\sqrt{\{N\ times\ \Sigma X^2\ minus\ (\Sigma x)^2\}\ times\ \{N\ times\ \Sigma Y^2\ minus\ (\Sigma Y)^2\}}$ **(1)**. The total of N *times* $\Sigma XY\ is$ 5028135 and $the\ total\ of\ (\Sigma X)\ times\ (\Sigma Y)\ is$ 4918870,

[53] Brown, D.*Language Assesment: Principles and Classroom Practices*. (NewYork: Pearson Education.2004), P.20

$\sqrt{\{the\ total\ of N\ times\ \Sigma X^2\ minus\ (\Sigma x)^2\}}\ is\ 5411875 - 5313025\ and\ the\ total\ of\ \{N\ times\ \Sigma Y^2\ minus\ (\Sigma Y)^2\}\ is\ 5028135 - 4553956$

(2). The result of $N.\Sigma XY - (\Sigma X)(\Sigma Y)\ is\ 109265$ and the total of $\sqrt{\{N\Sigma X^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}\ is\ \sqrt{46872594150}$ **(3)**. Thus the total result of r_{xy} is 0,50 **(4)**.

(1) $r_{xy} = \frac{N.\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$

$r_{xy} = \frac{35.143661 - (2305)(2134)}{\sqrt{\{35.154625 - (2305)^2\}\{35.143661 - (2134)^2\}}}$

(2) $r_{xy} = \frac{5028135 - 4918870}{\sqrt{\{5411875 - 5313025\}\{5028135 - 4553956\}}}$

$r_{xy} = \frac{109265}{\sqrt{(98850)(474179)}}$

(3) $r_{xy} = \frac{109265}{\sqrt{46872594150}}$

$r_{xy} = \frac{109265}{216500}$

(4) r_{xy} = 0,50

ii. Realibility of post-test try out

r_{xy} is the result from N times $\Sigma XY\ minus\ (\Sigma X)\ times\ (\Sigma Y)$divided by $\sqrt{\{N\ times\ \Sigma X^2 minus\ (\Sigma x)^2\}\ times\ \{N\ times\ \Sigma Y^2\ minus\ (\Sigma Y)^2\}}$ **(1)**. The total of N times $\Sigma XY\ is\ 3757530$ and $the\ total\ of\ (\Sigma X)\ times\ (\Sigma Y)\ is\ 3647190$,

$\sqrt{\{the\ total\ of N\ times\ \Sigma X^2\ minus\ (\Sigma x)^2\}}\ is\ 54088175 - 3972049\ and\ the\ total\ of\ \{N\ times\ \Sigma Y^2\ minus\ (\Sigma Y)^2\}\ is\ 3503780 - 3348900$

(2). The result of $N.\Sigma XY - (\Sigma X)(\Sigma Y)\ is\ 110340$ and the total of $\sqrt{\{N\Sigma X^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}\ is\ \sqrt{17985594880}}$ **(3)**. Thus the total result of r_{xy} is 0,82 **(4)**.

(1) $r_{xy} = \frac{N.\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$

$r_{xy} = \frac{35.107358 - (1993)(1830)}{\sqrt{\{35.116805 - (1993)^2\}\{35.100108 - (1830)^2\}}}$

(2) $r_{xy} = \frac{3757530 - 3647190}{\sqrt{\{4088175 - 3972049\}\{3503780 - 3348900\}}}$

$r_{xy} = \frac{110340}{\sqrt{(116126)\ (154880)}}$

(3) $r_{xy} = \frac{110340}{\sqrt{17985594880}}$

$r_{xy} = \frac{110340}{134110}$

(4) r_{xy} = 0,82

in addition, the reliability of the writing test can be known by its reliability cofficient. In order to know the categorization of the reliability cofficient, the researcher used the category given by Suharto as stade on the table below:

TABLE 10

The Range Score and Interpretation of Reliability[54]

	Index Range	Interpretation
Reliability	<.40	Low
	.40 - .69	Moderate
	.70 – .1.00	High

The result shown that the score of reliability calculation of pre-test and post-test were 0,50 pre-test moderate and 0,82 post-test is high. Therefore, they were thoroughly obvious that the instrument of this study was reliabel. Based on the calculation, it could be concluded that this study instrument had really been appropriate to use in giving pre-test and post-test section of this study.

8. The Final form

After prcedures have done by the researcher, the test was ready to use as instrument in this study. The final form of pre-test and post-test can be viewed on *Appendix 6.*

F. Technique of Analyzing Data

In analyzing the data, the researcher relied on some points below:

1. Mean score

To acquire, the mean score of pre-test and post-test experimental group, the researcher used the formula below:

[54] Suharto, G,*Pengukuran dan Penilaian Hasil Belajar Bahasa Ingris*.(Yogyakarta:Universitas Negeri Yogyakarta,2006)

$$M_1 = \frac{\Sigma x}{N}$$

Where:

M_1 : Mean score of experimental group

$\sum x$: The sum of students score in experimental group

N : The amount of students at experimental group

In addition, in order to acquire the mean score of post-test and pre-test result in the control group, the researcher also used the same formula as the following below:

$$M_2 = \frac{\Sigma y}{N}$$

Where:

M_2 : Mean score of control group

$\sum y$: The sum of students score in control group

N : The amount of students at control group

2. Standar Deviation

In this study the researcher used standart deviation to know the range or quarrel between highest score and lowest score.[55] In gaining the standard deviation of the scores in conducting the reseacrh at the experimental group, the reseacher applied the formula below:

[55] Opcit., Nana Sudjana and Ibrahim. P.136

$$S_x = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

Where :

S_x : standart deviation of experimental group

$\sum(X - X)^2$: Score of experimental group

N : The amount of student at experimental group

In addition, in order to aquire the standard deviation in control group, the reseacher used the formula:

$$S_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

Where :

S_y : standart deviation of control group

$\sum(Y - Y)^2$: Score of control group

N : The amount of student at control group

3. Hypothesis Testing

In testing the hypothesis devised previously, the researcher used the statistical formula such the following bellow:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

t	: t test
M_1	: Mean score of the post test at experimental group
M_2	: Mean score od the post at control group
S_1	: Standard deviation of post-test result at experimental group
S_2	: Standard deviation of post test resul at control group
N_1	: The amount of students at experimental group
N_2	: the amount of students at control group

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Students' Writing Ability In Control Class (Using Conventional Teaching)

A. The Result Of Pre-Test On Control Class

In this reserach, the conventional teaching was applied in the control class which was refered to the class X IPA 1. To acuire the first data before the learning process was carried out; the reseracher gave students the pre-test. The result of the pre-test which was reached can be viewed on the table below in which students' names were represented by students' sequence based on the attendace list.

Table 11

The Scores of Students' Pre-test in Control Class

No	Students' sequence based on attendance list	Y (Score)	Y^2
1	Student 1	96	9216
2	Student 2	91	8281
3	Student 3	84	7056
4	Student 4	87	7569
5	Student 5	95	9025
6	Student 6	79	6241
7	Student 7	81	6561
8	Student 8	83	6889
9	Student 9	84	7056
10	Student 10	78	6084
11	Student 11	72	5184
12	Student 12	60	3600
13	Student 13	76	5776

14	Student 14	65	4225
15	Student 15	60	3600
16	Student 16	60	3600
17	Student 17	70	4900
18	Student 18	65	4225
19	Student 19	55	3025
20	Student 20	60	3600
21	Student 21	60	3600
22	Student 22	60	3600
23	Student 23	68	4624
24	Student 24	48	2304
25	Student 25	50	2500
26	Student 26	50	2500
27	Student 27	46	2116
28	Student 28	46	2116
29	Student 29	60	3600
30	Student 30	55	3025
31	Student 31	63	3969
32	Student 32	69	4761
33	Student 33	68	4624
34	Student 34	63	3969
35	Student 35	65	4225
36	Student 36	60	3600
SUM		**(ǵy) 2432**	**(ǵy^2) 170846**

i. Mean Score

$M_y = \frac{\Sigma y}{N}$

$M_y = \frac{2432}{36}$

$M_y = 67.55$

ii. Standard Deviation

$$S_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

$$S_y = \sqrt{\frac{170846 - \frac{(2482)^2}{36}}{36-1}}$$

$$S_y = \sqrt{\frac{170846 - \frac{5914624}{36}}{36-1}}$$

$$S_y = \sqrt{\frac{170846 - 164295}{35}}$$

$$S_y = \sqrt{\frac{6551}{35}}$$

$$S_y = \sqrt{187,171}$$

$$S_y = 13,68$$

Based on the data shown on the table above, the result of calculation of 36 students' scores in pre-test at control group proved that they possess the mean score as 67,55 and the standard deviation found out has the degree of score as 13,68. From the result, it implies that the students' score were not good, there were large range score between them. Some students got higher and others got lower score.

b. The Result Of Post-Test In Control Class

In faciliating to understand the condition of students' writing ability after the conventional teaching was implemented, it was measured based on the result of post-

test given to 36 students in control class or X IPA 1. The result of post test in control class could be viewed based on the table below in which students' names were presented by students' sequence based on the attendant list:

Table 12

The Scores of Students' Post-test in Control Class

No	Students' sequence based on attendance list	Y (Score)	Y^2
1	Student 1	87	7569
2	Student 2	86	7396
3	Student 3	84	7056
4	Student 4	83	6889
5	Student 5	77	5929
6	Student 6	79	6241
7	Student 7	75	5625
8	Student 8	76	5776
9	Student 9	63	3969
10	Student 10	78	6084
11	Student 11	82	6724
12	Student 12	59	3481
13	Student 13	79	6241
14	Student 14	62	3844
15	Student 15	67	4489
16	Student 16	58	3364
17	Student 17	71	5041
18	Student 18	63	3969
19	Student 19	56	3136
20	Student 20	61	3721
21	Student 21	58	3364
22	Student 22	55	3025
23	Student 23	71	5041
24	Student 24	65	4225
25	Student 25	48	2304
26	Student 26	60	3600
27	Student 27	43	1849
28	Student 28	48	2304
29	Student 29	74	5476
30	Student 30	56	3136
31	Student 31	65	4225

32	Student 32	70	4900
33	Student 33	68	4624
34	Student 34	68	4624
35	Student 35	66	4356
36	Student 36	65	4225
SUM		**(ǵy) 2426**	**(ǵy^2) 167822**

i. Mean Score

$$M_y = \frac{\Sigma y}{N}$$

$$M_y = \frac{2426}{36}$$

$$M_y = 67{,}38$$

ii. Standard Deviation

$$S_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

$$S_y = \sqrt{\frac{167822 - \frac{(2426)^2}{36}}{36-1}}$$

$$S_y = \sqrt{\frac{170846 - \frac{5885476}{36}}{36-1}}$$

$$S_y = \sqrt{\frac{170846 - 163485}{35}}$$

$$S_y = \sqrt{\frac{7361}{35}}$$

$$S_y = \sqrt{210{,}314}$$

$S_y = 14,50$

Based on the data shown on the table above, the result of calculation of 36 students' scores in post-test at control group proved that they posses the mean score as 67,38 and the standard deviation that is found out has the degree of score as 14,50.

c. The Analysis Of Pre-Test And Post-Test In Control Group

In cultivating the result of pre-test and post-test in control group, it also has the basic function to encounter five aspects score. They involved the highest score, lowest score, total score, mean score and the standard deviation. In accordance with the data displayed on table 10 and 11 the five aspects can be seen on the table 12 below:

Table 13

The Comprative Result Between Pre-Test And Post-Test in Control Group

Group	Higest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Control	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Pos-test
	96	87	46	43	2432	2426	67,55	67,38	13,68	14,50

In the control group which consist of 36 students, concerning with the score of students' writing before conventional teaching was applied. The highest score attains 96 possessed by one student and the lowest score was 46 got by two students. Meanwhile, after conventional teaching, the highest score attains 87 by one student and the lowest score is 43 attains by one student. Before getting the mean score, the researcher firstly encounterred the total score owned by 36 students in which it

reached the number as 2432 on pre test and 2426 on post test. Based on the total score, there was found the mean score which achieved 67,55 on pre test and 67,38 on post test. The researher then did the calculation to get the standard deviation on the pre test and post test result. The standard deviation was 13,68 on the pre test and on the post test is 14,50.

2. Students' Writing Ability In Experimental Class (Using Peer Feedback Through Instagram)

a. The Result of Pre-test

In this research, treatment (peer feedback through instagram) in teaching was applied in the experimental class referring to the class X IPA 3. To acquire the first data before the learning process was carried out; the researcher gave students the pre-test of recount text. The result of pre-test which was reached can be seen on the table below:

Table 14

The Score's of Students Pre-test in Experimental Class

No	Students' sequence based on attendance list	X (Score)	X^2
1	Student 1	85	7225
2	Student 2	86	7396
3	Student 3	73	5329
4	Student 4	76	5776
5	Student 5	75	5625
6	Student 6	84	7056
7	Student 7	62	3844
8	Student 8	68	4624

9	Student 9	63	3969
10	Student 10	62	3844
11	Student 11	63	3969
12	Student 12	60	3600
13	Student 13	60	3600
14	Student 14	65	4225
15	Student 15	65	4225
16	Student 16	73	5329
17	Student 17	62	3844
18	Student 18	65	4225
19	Student 19	77	5929
20	Student 20	83	6889
21	Student 21	73	5329
22	Student 22	80	6400
23	Student 23	60	3600
24	Student 24	67	4489
25	Student 25	73	5329
26	Student 26	66	4356
27	Student 27	55	3025
28	Student 28	63	3969
29	Student 29	60	3600
30	Student 30	56	3136
31	Student 31	60	3600
32	Student 32	78	6084
33	Student 33	60	3600
34	Student 34	85	7225
SUM		**(ǵx) 2343**	**(ǵx^2) 164265**

i. Mean Score

$M_x = \frac{\Sigma x}{N}$

$M_x = \frac{2343}{34}$

$M_x = 68{,}91$

ii. Standard Deviation

$$S_x = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

$$S_x = \sqrt{\frac{164265 - \frac{(2848)^2}{34}}{34-1}}$$

$$S_x = \sqrt{\frac{164265 - \frac{5489649}{34}}{34-1}}$$

$$S_x = \sqrt{\frac{164265 - 161460}{33}}$$

$$S_x = \sqrt{\frac{2805}{33}}$$

$$S_x = \sqrt{85}$$

$$S_x = 9{,}21$$

Based on the data shown on the table above, the result of calculation of 34 students' scores in pre-test at experimental class proved that they posses the mean score as 68,91 and the standard deviation that is found out has the degree of score as 9,21.

b. The Result Of Post-Test In Experimental Class

In faciliating to understand the condition of students' writing ability after the peer feedback through instagram teaching recount text was implemented, it was measured based on the result of post-test given to 34 students in experimental class or

X IPA 3. The result of post test in experimental class could be viewed based on the table below in which students' names were presented by students' sequence based on the attendant list.

Table 15

The Scores of Students' Post-test in Experimental class

No	Students' sequence based on attendance list	X (Score)	X^2
1	Student 1	86	7396
2	Student 2	85	7225
3	Student 3	73	5329
4	Student 4	70	4900
5	Student 5	78	6084
6	Student 6	81	6561
7	Student 7	75	5625
8	Student 8	80	6400
9	Student 9	81	6561
10	Student 10	66	4356
11	Student 11	65	4225
12	Student 12	80	6400
13	Student 13	70	4900
14	Student 14	78	6084
15	Student 15	73	5329
16	Student 16	82	6724
17	Student 17	76	5776
18	Student 18	78	6084
19	Student 19	80	6400
20	Student 20	84	7056
21	Student 21	88	7744
22	Student 22	83	6889
23	Student 23	68	4624
24	Student 24	67	4489
25	Student 25	80	6400
26	Student 26	67	4489
27	Student 27	68	4624
28	Student 28	62	3844
29	Student 29	67	4489
30	Student 30	70	4900
31	Student 31	68	4624
32	Student 32	82	6724

33	Student 33	72	5184
34	Student 34	90	8100
SUM		**(ǵx) 2573**	**(ǵx^2) 196539**

i. Mean Score

$$M_x = \frac{\Sigma x}{N}$$

$$M_x = \frac{2573}{34}$$

$$M_x = 75{,}67$$

ii. Standard Deviation

$$S_x = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

$$S_x = \sqrt{\frac{196539 - \frac{(2573)^2}{34}}{34-1}}$$

$$S_x = \sqrt{\frac{196539 - \frac{6620329}{34}}{34-1}}$$

$$S_x = \sqrt{\frac{196539 - 194715}{33}}$$

$$S_x = \sqrt{\frac{1824}{33}}$$

$$S_x = \sqrt{55{,}27}$$

$S_x = 7,43$

Based on the data shown on the table above, the result of calculation of 34 students' scores in post-test at experimental class proved that they posses the mean score as 75,67 and the standard deviation that is found out has the degree of score as 7,43.

c. The Analysis Of Pre-Test And Post-Test In Experimental Class

In cultivating the result of pre-test and post-test in experimental class, it also has the basic function to encounter five aspects score. They involved the highest score, lowest score, total score, mean score and the standard deviation. In accordance with the data displayed on table 13 and 14 the five aspects can be seen on the table 15 below:

Table 16

The Comprative Result Between Pre-Test And Post-Test in Experimental Class

Group	Higest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Experimental	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Pos-test
	86	90	55	62	2343	2573	68,91	75,67	9,21	7,43

In the experimental class which consist of 34 students, concerning with the score of students' writing before peer feedback through instagram teaching recount text was applied. The highest score attains 86 possessed by one student and the lowest score was 55 got by one student. Meanwhile, after peer feedback through instagram teaching recount text, the highest score attains 90 by one student and the

lowest score is 62 attains by one student. Before getting the mean score, the researcher firstly encounterred the total score owned by 34 students in which it reached the number as 2343 on pre test and 2573 on post test. Based on the total score, there was found the mean score which achieved 68,91 on pre test and 75,67 on post test. The researher then did the calculation to get the standard deviation on the pre test and post test result. The standard deviation was 9,21 on the pre test and on the post test is 7,43.

3. **The Effect of Peer Feedback Through Instagram Toward Students Writing Ability**

The effect here was known based on the abalysis of comparison between the data got by both control and experimental group. To clarify the comparison of the data possessed by both groups, the reseracher relied on four elements as the directives in comparing the data of both groups. The four criteria included mean score, standard deviation and the point of students' standard of competence based on the curriculum in SMA 4 Rejang Lebong. To have clearer comparison, the researcher presents the table below:

Table 17
The Comparative Result Between Control and Experimental Class

Group	Mean Score		Standard Deviation		Students who get the score <75		Students who get the score >75	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	67,55	67,38	13,68	14,50	25	25	11	10
Experimental	68,91	75,67	9,21	7,43	24	15	9	18

In accordance with the scores shown on the table above, in control class the mean score of pre-test is 67,55 and the mean score of post-test is 67,38. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 13,68 and the result of post-test has the standard deviation as 14,50. Based on the table above, the number of students connected with students' has standard of competence, there are 11 students who achieve the score higher than 75 and 25 students achieve the score lower than 75 in the pre-test. In post-test there are 10 students who achieve the score higher than 75 and 25 students achieve the score lower than 75. The result of calculation which is elaborated above is measured based on the quantity of 36 students.

In the experimental class with the scores shown on the table above, the experimental class the mean score of pre-test is 68,91 and the mean score of post-test is 75,67. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 9,21 and the result of post-test has the standard deviation as 7,43. Based on the table above, the number of students connected with students' has standard of competence, there are 9 students who achieve the score higher than 75 and 24 students achieve the score lower than 75 in the pre-test. In post-test there are 18 students who achieve the score higher than 75 and 15 students achieve the score lower than 75. The result of calculation which is elaborated above is measured based on the quantity of 34 students.

In reviewing the data presented on the table 16 the fact shows that experimental class produces the scores higher than the scores found out from the

control class. It can be viewed from the comparison mean scores of both of groups. To have clearer it can be viewed on the table below:

Table 18

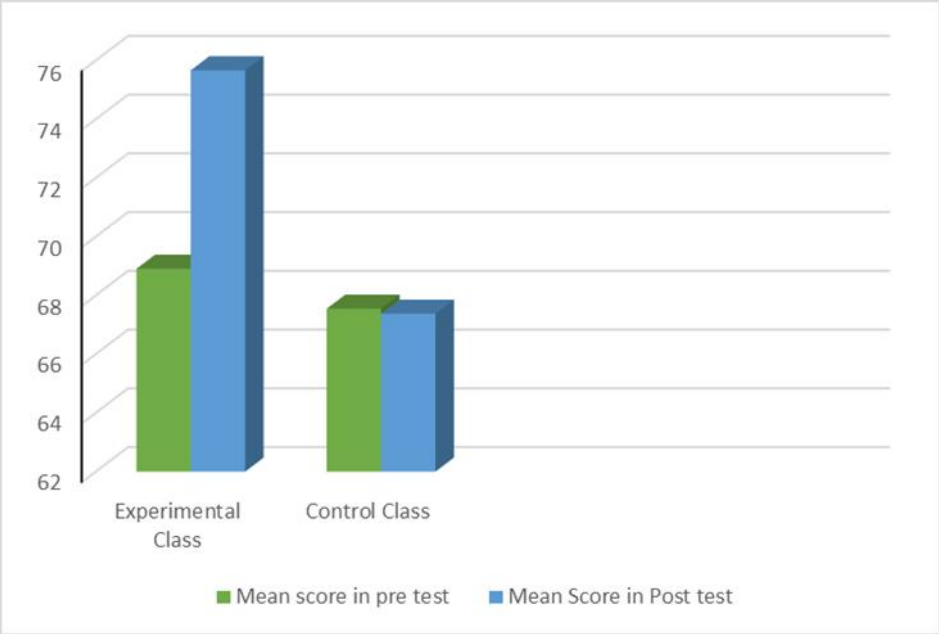
The Range Of Increasing Score In Pre-Test And Post-Test Of Experimental And Control Class

Group	Mean Score		The range of increasing score in pre-test and post test
	Pre-test	Post-test	
Control	67,55	67,38	- 0,17
Experimental	68,91	75,67	6,76

Based on the table above it can be viewed that the range of increasing score on control class form pre-test and post-test was 0,17 points where the mean score in pre-test was 67,55 and the mean score in post test was 67,38. Meanwhile, in the experimental class the range of increasing score from pre-test and post-test was 6,78 points where the mean score in pre-test 68,91 an the mean score in pos-test was 75,67. Based on range score in control and experimental class was higher than control class that is improvement of students' writing ability on the same procedure of measurement through the same valid and realible instrument.

Figure 2

The Comparative Mean Score In Pre-Test And Post-Test Of Both Experimental And Control Class



The range of increasing score in pre-test and post test that show treatment in experimental class has benn obviously succsessful. In order to have further information concerning with the data of both groups, the researcher forms the table below:

Table 19

The Score of Pre-test and Post-test on Both Experimental and Control Class

No	Subject	Control Class		Experimental Class	
		Pre-test score	Post-test Score	Pre-test score	Post-test score
1	Student 1	96	87	85	86
2	Student 2	91	86	86	85
3	Student 3	84	84	73	73
4	Student 4	87	83	76	70
5	Student 5	95	77	75	78
6	Student 6	79	79	84	81

7	Student 7	81	75	62	75
8	Student 8	83	76	68	80
9	Student 9	84	63	63	81
10	Student 10	78	78	62	66
11	Student 11	72	82	63	65
12	Student 12	60	59	60	80
13	Student 13	76	79	60	70
14	Student 14	65	62	65	78
15	Student 15	60	67	65	73
16	Student 16	60	58	73	82
17	Student 17	70	71	62	76
18	Student 18	65	63	65	78
19	Student 19	55	56	77	80
20	Student 20	60	61	83	84
21	Student 21	60	58	73	88
22	Student 22	60	55	80	83
23	Student 23	68	71	60	68
24	Student 24	48	65	67	67
25	Student 25	50	48	73	80
26	Student 26	50	60	66	67
27	Student 27	46	43	55	68
28	Student 28	46	48	63	62
29	Student 29	60	74	60	67
30	Student 30	55	56	56	70
31	Student 31	63	65	60	68
32	Student 32	69	70	78	82
33	Student 33	68	68	60	72
34	Student 34	63	68	85	90
35	Student 35	65	66	-	-
36	Student 36	60	65	-	-
	Total	**2432**	**2426**	**2343**	**2573**
	Mean Score	**67,55**	**67,38**	**68,91**	**75,67**

From the table above it is clear to see that the scores in both experimental class and control class from the pre-test and post-test. Where the mean score in pre-test on control class 67,55 not increased to 67,38 in post test. In experimental class the mean score was increased from 68,91 became 75,67. These reseult were

indicated the good condition before and after the conventioanl and peer feedback through instagram was implemented.

B. The Normality Test

It is one of several requirements that have to be fulfilled before conducting t-test. It purposed to know whether the data from two classes have been normally distributed or not. The writer used Komogrov-Smirnov and Shapiro-walk to do the normality test. SPSS 25 is used to anyalyze the data. The result can be seen as follows:

Tests of Normality Control and Experimental Class

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Assesment	Pre-test Control Class	,130	36	,132	,952	36	,121
	Post-test control Class	,061	36	,200*	,980	36	,745
	Pre-test Experimental Class	,164	34	,021	,915	34	,012
	Post-test Experimental Class	,131	34	,146	,958	34	,217

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result showed $p \geq \alpha$ ($0.132 \geq 0.05$) and ($0.21 \geq 0.05$). It means that the pre-test data in this research was normally distributes. The score of p can be checked through the Sig. In table of Kolmograv-Smirnov coloumns.

While the result revealed that $p \geq \alpha$ ($0.200 \geq 0.05$) and ($0.146 \geq 0.05$). in others words, the post-test data was obtained from the study was considered normal. If the data is higher in a significance $\alpha = 0.05$, the data is normally distributed. It can be concluded that the data is normally distributed because bot classes' significances are above 0.05.

C. Hypothesis Testing

To verify the hypothesis of this research, the researcher employs the t-test formula. The t-test used to find whether the t obtainded indicates a significant difference between the mean score of both control and experimental classes. Furthermore, based on the researchers' analysis toward the result of the test produced by both classes, he has dared to certify that peer feedback through instagram has effect toward students' writing ability in recout text. Someshow, the calculation by using t-test formula is steadily needed to prove that hypothesis alternative (H_1) is accepted and the null hypothesis (H_0) is rejected. The information about t test can be viewed in the following table below:

Table 20

All The Result of Post-test in Control and Experimental Class

No	Subject	Control Class		Experimental class	
		Y	Y^2	X	X^2
1	Student 1	87	7569	86	7396
2	Student 2	86	7396	85	7225
3	Student 3	84	7056	73	5329
4	Student 4	83	6889	70	4900
5	Student 5	77	5929	78	6084

6	Student 6	79	6241	81	6561
7	Student 7	75	5625	75	5625
8	Student 8	76	5776	80	6400
9	Student 9	63	3969	81	6561
10	Student 10	78	6084	66	4356
11	Student 11	82	6724	65	4225
12	Student 12	59	3481	80	6400
13	Student 13	79	6241	70	4900
14	Student 14	62	3844	78	6084
15	Student 15	67	4489	73	5329
16	Student 16	58	3364	82	6724
17	Student 17	71	5041	76	5776
18	Student 18	63	3969	78	6084
19	Student 19	56	3136	80	6400
20	Student 20	61	3721	84	7056
21	Student 21	58	3364	88	7744
22	Student 22	55	3025	83	6889
23	Student 23	71	5041	68	4624
24	Student 24	65	4225	67	4489
25	Student 25	48	2304	80	6400
26	Student 26	60	3600	67	4489
27	Student 27	43	1849	68	4624
28	Student 28	48	2304	62	3844
29	Student 29	74	5476	67	4489
30	Student 30	56	3136	70	4900
31	Student 31	65	4225	68	4624
32	Student 32	70	4900	82	6724
33	Student 33	68	4624	72	5184
34	Student 34	68	4624	90	8100
35	Student 35	66	4356	-	-
36	Student 36	65	4225	-	-
	Total	**2426**	**167822**	**2573**	**196539**
	Mean Score	**67,38**	**-**	**75,67**	**-**

1. The analysis of Post-test Result

a. Standard Deviation of Post-test Result on Experimental Class

$N_1 = 34$

$\sum X = 2573$

$\sum X^2 = 196539$

M1 = 75,67

S_1 = ... ?

$$S_1 = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{196539 - \frac{(2573)^2}{34}}{34-1}}$$

$$S_1 = \sqrt{\frac{196539 - \frac{6620329}{34}}{34-1}}$$

$$S_1 = \sqrt{\frac{196539 - 194715}{33}}$$

$$S_1 = \sqrt{\frac{1824}{33}}$$

$$S_1 = \sqrt{55,27}$$

S_1 = 7,43

b. Standard Deviation of Post-test Result on Control Class

N_2 = 36

$\sum Y = 2426$

$\sum Y^2 = 167822$

M2 = 67,38

S_2 = ... ?

$$S_2 = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{167822 - \frac{(2426)^2}{36}}{36-1}}$$

$$S_2 = \sqrt{\frac{170846 - \frac{5885476}{36}}{36-1}}$$

$$S_2 = \sqrt{\frac{170846 - 163485}{35}}$$

$$S_2 = \sqrt{\frac{7361}{35}}$$

$$S_2 = \sqrt{210,314}$$

S_2 = 14,50

c. The “t” Calculation

M_1 = 75,67

M_2 = 67,38

S_1 = 7,43

$S_2 = 14{,}50$

$N_1 = 34$

$N_2 = 36$

t = ...

$$t = \frac{M_1 - M_2}{\sqrt{\frac{{S_1}^2}{N_1} + \frac{{S_2}^2}{N_2}}}$$

$$t = \frac{75{,}67 - 67{,}38}{\sqrt{\frac{(7{,}43)^2}{34} + \frac{(14{,}50)^2}{36}}}$$

$$t = \frac{8{,}29}{\sqrt{1{,}62 + 5{,}84}}$$

$$t = \frac{8{,}29}{\sqrt{7{,}46}}$$

$$t = \frac{8{,}29}{2{,}73}$$

$t = 3{,}03$

$t_{test} = 3{,}03$

$t_{table} = n_1 + n_2 - 2$

$t_{table} = 34 + 36 - 2$

$t_{table} = 70 - 2$

t_{table} = 68

t_{table} = 1,67

T_{test} = 3,03 $T_{test} > T_{table}$ H_1 Accepted

T_{table} = 1,67 3,03 > 1,67 H_0 Rejected

Based on the result above, there is significant different between the students who were taught by peer feedback through instagram on students writing recount text and those who were taught by conventional teaching technique. It can be viewed from the post test result. The mean score in experimental class was 75,67 and the mean score in control class was 67,38. From the result of calculation of t-test was obtained 3,03 while t table was 1,67. It proved that t-test obtained was high than t-table (3,03 > 1,67). Yet, the altaernative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Finally, it can be the effect that peer feedback through instagram on students writing recount text is effective toward students ability in recount text.

C. Discussion

The research of peer feedback of writing recount text process can be facilitated by Instagram toward students' writing ability in recount text. Where the tenth grade students in SMA 4 Rejang Lebong anding were as the population of the research. Based on the result of calculation score both of experimental and control class above, it was found that there was a significant effect of peer feedback through instagram toward students' writing ability particulary in experimental class. It was proved by

the result of calculation for experimental class showed that they had higher score than the control class which was taught by conventional teaching.

Before conducting the treatment, the mean score for the control group was 67,55. After conducting the treatment, the mean score was 0,17 points became 67,38. It means that there was not in creasing range of the score in control group which was taught by conventional teaching.

Meanwhile, the mean score for experimental group before the treatment was 68,91. After conducting the treatment by using peer feedback through instagram, the mean score increased 6,76 points became 75,67. It means that there was also increasing range of the score in experimental class which showed there was a significant effect of peer feedback through instagram toward students' writing ability. Furthemore, the increasing score in experimental class was higher than control class (6,76 > 0,17) points after they learn with two different technique which was conventional and peer feedback through instagram. In addition, based on the calculation of the post test result, the t-test obtained was also compared the value of the t table. In this study, t-table was 1,66 while the t-test was 3,03 it measn that the t-test obtained was higher than t-table (3,03>1,67). This calculation brings the study to the decision that the null hypothesis (H_0) was rejected and the alternative htpothesis (H_1) was accepted.

From the research finding above, it is clear that peer feedback through instagram had effect toward students' writing ability particularly in the experimental class. The resesearch also found the increased from students writing recount text like

more explain in event, and achievement in write recount text after using peer feedback through instagram. It also supported advantages by Yarrow and Topping, claim that peer feedback plays a pivotal role in "increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Moreover, using peer feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. On the other hand, this technique is effective toward students' writing ability in recount text. the activity of peer feedback through instagram creates the learning community since we do know the social media is a platform to make comunication. He has tool like fiture comments to give opinion. This enviroment is good to facilitate the learning process. It mens that peer feedback through instagram technique can be used to improve student writing ability. Those benefits when applying the peer feedback through instagram in teaching writing became the reseason for the improvement of students' writing ability particularly in post test.

The theories and the result show of mean score in experimental class which higher than control class and the calculation show of t-test which higher than t-table (3,03 > 1,67). The final result also reveals a possitive effect and aswer that peer feedback through instagram has significant toward students' writing ability in recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As stated in the formulation of the problem previously, this study aimed at finding out whether there was significant difference in writing ability between students at SMA 4 Rejang Lebong in academic year 2018/2019 who were taught by using peer feedback through instagram and they who were taught conventional teaching. According to the result of research in the previous chapter, it has been figured out un the calculation of mean score from both classes. Further, the result of the t-test calculation showed the experimental class had higher than controlled class and also comparing the t_{test} with the t_{able} showed the final result is $t_{test} > t_{table}$ (3,03 > 1,67).

Based on result above, the conclusion can be made that the alternative hypothesis (H_1) is accepted and in contary the null hypothesis (H_0) is rejected. This means there is a significant difference between students who are taught recount text by using peer feedback through instagram than the students taught conventional teaching. In conclusion, the researcher concluded the finding as follows: there was a significant effect of peer feedback through Instagram on students' writing recount text at tenth grade of SMA 4 Rejang Lebong in academic year 2018/2019.

B. Suggestion

Based on the conclusion above, it leads to several suggestion

1. Teacher

Hopefuly the teacher can be more creative and innovative in order to make students become more interested and feel satisfied in learning recount text. Instagram as the media social as they always use veryday can be a media and peer feedback to teach them in the class for the students to avoid improve the writing skills.

2. Students

Students can be enjoyed and come to confidently in learning process in writing class. The students are expected to use technology like Instagram not only to ammuse themselves but also to their learning needs to practice writing.

3. Futher Researcher

This research can be one of other research in english skill like speaking skill. Thus, the next reseracher can use peer feedback through instagram to teach speaking and can be imrprove students cofidence when they speak English.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor 1214 /In.34/PP.00.9/12/2018
Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Menimbang
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat
1. Keputusan Menteri Pendidikan Nasional RI Nomor 181/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
   Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
5. Keputusan Menteri Agama RI Nomor B.II/3/13447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Leffi Noviyenti, M.Pd** — **19761106 200312 2 004**
2. **Sarwo Edy, M.Pd** — **20011038702**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Rafki Okta Arianto**
N I M	:	**15551032**
JUDUL SKRIPSI	:	**The Effect Of Peer Feedback Through Instagram On Students Writing Recount Text.**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 26 Desember 2018
a.n. Rektor IAIN Curup
Plt. Wakil Rektor I,

Hendra Harmi

Tembusan :
1 Pembimbing I dan II;
2 Bendahara IAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan IAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Fakultas Tarbiyah

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 4
REJANG LEBONG

Alamat : Jalan SMA 4 No 03 Desa Teladan Kec. Curup Selatan Kab. Rejang Lebong
Website : http://sman4rl.sch.id email : sman4curup@gmail.com Telp. 0732-23618

SURAT KETERANGAN PENELITIAN

Nomor :421.3/ 395 / PL/ SMAN 4/RL/2019 .

Yang bertandatangan di bawah ini Kepala Sekolah Menengah Atas SMA Negeri 4 Rejang Lebong , menerangkan bahwa ,

Nama	**: Rafki Okta Arianto**
NPM	**: 15551032**
Program Studi	**: Pendidikan Bahasa Inggris**
Fakultas	**: Tarbiyah**

Telah melaksanakan Penelitian yang berjudul **"The Effect of Peer Feedback Through Instagram on Students' Writing Recount Text (A quasi-experimental Study at tenth Grade Students of SMA N 4 Rejang Lebong in Academic Year 2018/2019"**, waktu penelitian 15 April s/d 15 Juli 2019.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan seperlunya.

Rejang Lebong , 21 Agustus 2019
Kepala Sekolah

Harison, M.Pd
NIP.197209091998011001

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rafki Okta Arianto
NIM : 15551032
FAKULTAS/ JURUSAN : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Leffy Noviyenty, M.Pd
PEMBIMBING II : Sarwo Edy, S.Pd.I., M.Pd
JUDUL SKRIPSI : "The Effect of Peer Feedback Through Instagram on Students' Writing Recount Text"

- Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungki 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Rafki Okta Arianto
NIM : 15551032
FAKULTAS/ JURUSAN : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Leffy Noviyenty, M.Pd
PEMBIMBING II : Sarwo Edy, S.Pd.I., M.Pd
JUDUL SKRIPSI : "The Effect of Peer Feedback Through Instagram on Students' Writing Recount Text"

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Leffy Noviyenty, M.Pd
NIP. 197610.6 2032 2.004

Pembimbing II,

NIP. 16 [illegible]

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	23 01 2019	- Konsultasi judul skripsi - Cari jurnal dan teori		
2	20 03 2019	- Acc BAB I - Konsultasi teori		
3	22 03 2019	- Konsultasi BAB II		
4	22 03 2019	- Acc BAB I & II		
5	25 03 2019	- Acc BAB III & Instrumen		
6	15 08 2019	- Acc BAB IV & V - Acc sidang munaqosah		
7				
8				

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	22 01 2019	- konsultasi judul skripsi - cari jurnal dan teori		
2	19 02 2019	- Acc BAB 1 - perbaikan penulisan		
3	5 03 2019	- Konsul BAB II - penambahan teori		
4	18 03 2019	- Konsul BAB III dan Instrumen		
5	20 03 2019	- Acc BAB I & II		
6	25 03 2019	- Acc BAB III & Instrumen		
7	7 08 2019	- Konsul BAB IV & V		
8	15 08 2019	- Acc sidang munaqosah		