THE EFFECT OF FEEDBACK TECHNIQUES AND STUDENTS’ VOCABULARY MASTERY ON STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE ESSAY

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Abstract: This study was quantitatively conducted to discover whether Feedback Techniques had effect on students’ achievement in writing descriptive essay. By controlling the effect of vocabulary mastery, this study was also conducted to investigate the interaction effect of both independent variables. The population was grade X students of SMA Harapan I Medan 2010-2011 school year. There were eight classes. Each classes consisted of 35 students. Sample of this research was two classes divided into two groups representing the high and low level of vocabulary mastery. The first group was taught by using Peer Response Technique and the second was taught by using Teacher Response Technique. The data collected were analyzed with two ways analysis of variance (2x2 ANOVA). The findings indicated that (1) Peer Response and Teacher Response Techniques significantly affect students’ achievement in writing Descriptive Essay (Sig = 0.013<0.05). Students’ achievement in writing Descriptive taught by using Peer Response Technique is significantly higher than that of students’ taught by using Teacher Response Technique (76.8>74.8), (2) the achievement in writing Descriptive of the students with high vocabulary mastery is significantly higher than that of with low vocabulary mastery (79.8>71) and (3) There is an interaction between feedback techniques and vocabulary mastery to the students’ achievement in writing descriptive (0.002<0.05). Therefore, feedback techniques and students’ vocabulary mastery significantly affect the students’ achievement in writing descriptive. Based on the findings, it is suggested that feedback techniques should be applied in English instruction to develop the students’ writing achievement.

Key Words: Vocabulary Mastery, students’ Achievement, Writing, Descriptive Essay

Abstrak: Penelitian ini secara kuantitatif dilakukan untuk mengetahui apakah Teknik memberikan umpan balik berpengaruh pada kemampuan siswa dalam menulis karangan deskriptif. Dengan mengontrol efek dari penguasaan kosakata, penelitian ini juga dilakukan untuk mengetahui pengaruh interaksi dari kedua variabel independen. Populasi adalah siswa kelas X SMA Harapan I Medan tahun ajaran 2010-2011. Ada delapan kelas yang mana setiap kelas terdiri dari 35 siswa. Sampel dari penelitian ini adalah dua kelas yang dibagi menjadi dua kelompok yang mewakili siswa yang tinggi dan rendah penguasaan kosakatanya. Kelompok pertama diajarkan dengan menggunakan teknik rekan merespon dan kelompok yang kedua diajarkan dengan menggunakan teknik guru merespon. Data yang dikumpulkan, dianalisis dengan dua cara analisis varians (2x2 ANOVA). Temuan menunjukkan bahwa (1) teknik rekan merespon dan teknik guru merespon secara signifikan mempengaruhi kemampuan siswa dalam menulis karangan deskriptif (Sig = 0,013 <0,05). Kemampuan siswa dalam menulis karangan deskriptif yang diajarkan dengan menggunakan teknik rekan merespon secara signifikan lebih tinggi dari siswa yang diajarkan dengan menggunakan teknik guru merespon (76,8> 74,8), (2) kemampuan siswa dalam menulis karangan deskriptif denganpenguasaan kosakata tinggi
secara signifikan lebih tinggi dibandingkan dengan siswayang memiliki penguasaan kosakata rendah (79,8 > 71) dan (3) Ada interaksi antara teknik memberikan umpan balik dan penguasaan kosakata dengan kemampuan siswa dalam menulis karangan deskriptif (0,002 < 0,05). Oleh karena itu, teknik memberikan umpan balik dan penguasaan kosakata secara signifikan mempengaruhi kemampuan belajar siswa dalam menulis karangan deskriptif. Berdasarkan temuan tersebut, disarankan agar teknik memberikan umpan balik harus diterapkan dalam pengajaran bahasa inggris untuk mengembangkan kemampuan menulis siswa.

**Kata kunci:** Penguasaan Kosakata, Kemampuan Siswa, Menulis, Karangan Deskriptif

**Introduction**

Many students are less competent in writing. From the four skills taught in English subject, most students get difficulties in writing. It is not surprising, because it is the latest skill mastered by the students after listening, speaking, and reading. Considering the difficulty of mastering writing skill, many methods and techniques are used in the teaching and learning of writing. Certain methods and strategies are used to help students to have good ability in writing. Certain method or techniques are used to improve students’ writing ability. One of them is the use of Peer Response and Teacher Response techniques in the teaching and learning writing.

The use of teacher and peer response techniques in the teaching and learning writing are suitable with the teaching and learning context in Indonesia, especially in secondary school. There are two ways to give response, written and orally. Written response is usually given after students finished writing. Response can be given directly on students’ writing sheet. It also can be given on another sheet. While oral response is usually given when writing work is in progress orally. It also can be given after students finished their writing project. Response is usually given by the teacher. It is in accordance with one of the teacher’s role during writing activity as feedback provider. Response can be given by peer. Using peer response technique, it does not need longer time as when using teacher response technique. It makes students helping each other in the writing activity. Peer Response technique provides the students’ opportunity to write short essays, it will have an effect to their ability to reason cogently, think clearly and develop an argument with appropriate support. It makes their writing skills (grammar and mechanics) will also improve as a consequence of focusing on the organizational, structural, and content aspects of the writing.

In addition the vocabulary development should be improved by the students. It is not only influence in speaking but also writing, reading and listening skills. Peer response is a kind of feedback in which the students revise their peer’s writing. Meanwhile, Teacher response is a kind of teacher-centered feedback in which the teacher gives the written response or comment on students’ writing.

The use of peer response and teacher response techniques becomes the concern of the study. It was interesting area to be investigated. Using Peer response and teacher response techniques, students themselves are familiar with the criteria of a good writing work. They also feel responsible of their own writing. They will be an autonomous and successful writer because they are accustomed to self-asses their writing.
Problem of the Study

Based on the background of the study previously stated, the problems are formulated as follows:
1. Is the students’ achievement in writing descriptive taught by using Peer Response Technique higher than that of the students taught by using Teacher Response Technique?
2. Is the achievement in writing descriptive of the students with high vocabulary mastery higher than that of the students with low vocabulary mastery?
3. Is there any interaction between Peer Response and Teacher Response Techniques and vocabulary mastery to the students’ achievement in writing descriptive?

Review of Literature

The Nature of Writing

Writing is one of productive skill besides speaking. It is the act of conveying language to other own written way. Writing has to be both coherent and cohesive. Coherent writing makes sense because of following the sequence of ideas and points. To make cohesion writing, a writer concentrates on the various linguistic ways of connecting ideas across phrases and sentences.

Writing Achievement

Writing Achievement is the mastery of prerequisite knowledge and skill that are fundamental for proficient writing at each grade. Students have demonstrated competency over challenging subject master, including subject skills appropriate to the subject matter. In writing achievement, there is an achievement test. Achievement test is related directly to classroom lessons, units or even total curriculum.

Approaches in Teaching Writing

Here are approaches in the teaching writing.
1. Product Approach
   Product Approach is an approach of writing focus on the final product, the coherent and error free text. Using this kind of approach, students’ writing are just seen from the result.
2. Process Approach
   Process approach is an approach of writing that emphasizes on the various stages that any piece of writing goes through. Those various stages consist of four basics stages, prewriting, drafting, revising and editing.

Writing Genre

In this part, we just deal with writing genre associated with the text type of school. This genre includes narrative, recount, and expository, argumentative, discussion, descriptive. Each of genres is explained below.
1. Narrative
   Narrative is a type of text that has purpose to entertain the readers or to teach.
2. Recount
   Recount is a type of text that has purpose to tell the readers what happened.
3. Expository
   Expository writing appears in and is not limited to letters, newsletters, definitions, instruction, guidebooks, catalogues, newspaper articles, magazine articles, manual
pamphlets, reports and research papers. Exposition text seeks to inform, explain, clarify, define or instruct.

4. Argumentative
Argument is a type of text that has purpose to persuade others, to take a position and justify it from one side.

5. Discussion
Discussion is a type of text that has purpose to persuade others, to take position and justify it from two sides.

6. Descriptive
Descriptive writing is the clear description of people, places, objects, or events using appropriate details. The characteristics of descriptive writing are: (1) uses details that appeal to the five sense: sight, hearing, smell, taste and touch, (2) uses concrete, vivid, specific and lively detail to support the main impression, (3) uses figurative language such as simile, hyperbole, metaphorical, symbolism and personification, (4) showing rather that telling through the use of active verbal’s and precise modifiers.

Teacher’s Response Technique
Teacher Response technique involves the teacher to provide instructor with a theoretical understanding of peer response/review. The teacher as an instructor employs process pedagogy to enable students to develop critical thinking, writing and researching skills. The following are the steps of teaching through Teacher Response Technique.

1. The teacher gives motivation at the beginning of the class. Then giving the brainstorming to the students about the material that is going to be discussed.
2. The teacher gives some reading and handouts about descriptive writing. Then the teacher gives the examples of descriptive writing and guides them to the generic structure and linguistic features of descriptive writing.
3. The teacher asks some students to describe something they like., e.g. My bedroom, my favorite restaurant, etc.
4. The teacher conducts the students in a group. Then the teacher asks the students to read their writing and response it by giving the response sheet.
5. After giving the response and corrections to grammar, usage, linguistic features and generic structure, the teacher gives it back and asks them improve it.

Peer Response Technique
The Peer Response activity give the students the opportunity to anonymously review each other’ papers, allowing for more honest feedback. Peer Response Technique involves the teacher in observing and modeling the technique provided them with specific behaviors that they could replicate. The following are the steps of teaching through Peer response Technique.

1. The teacher gives the brainstorming to the students in the class.
2. The teacher teaches in both classes according to the same syllabus and followed by the same schedule of activities.
3. The teacher of the two classes collaborates on the design of the course.
4. The teacher explains the principles of descriptive writing. Then the teacher gives some models of descriptive writing and guides the students to the generic structure and linguistic features of descriptive writing.
5. The teacher assigns the students to write down the descriptive essay.
6. The teacher conducts the students in peer response group by providing students with guided peer response sheets containing specific questions.

**Vocabulary Mastery**

Vocabulary is an important element in language since language basically consists of three elements construing it so that the language can be used in communication. Vocabulary is the basic need that has to be had by the students themselves. They will find it difficult to speak up without having many vocabularies as it is difficult to understand someone else speaking. There are two kinds of vocabulary mastery namely High-level of vocabulary mastery and Low-level of vocabulary mastery. High level of vocabulary mastery means they can master much both active and passive vocabulary. Low–level of vocabulary mastery means they cannot master much both active and passive vocabulary.

**Conceptual Framework**

The Differences between the Students’ Achievement in Writing Descriptive Taught by Using Peer Response Technique and that of the Students Taught by Using Teacher Response Technique

Revising the students’ descriptive writing by applying Peer response technique is better than revising the students’ descriptive by applying Teacher Response Technique. Peer Response employs process pedagogy to enable students to develop critical thinking, writing and researching skills.

The Differences between the Achievements in Writing Descriptive of the Students with High Vocabulary Mastery and Low Vocabulary Mastery

The students who have high vocabulary mastery tent to be more creative in choosing the glossaries or diction. For instance in asking questions, delivering, propose ideas in learning and revise their writing. The students who are lowly vocabulary mastery are not confident of their abilities; these make them doubtful about taking decision. The students who have low vocabulary mastery will be stuck in constructing their writing because lack of vocabularies.

Based on the explanation above, it can be assumed that the learning achievement of the students who have high vocabulary mastery is higher than the learning achievement of the students who have low vocabulary mastery.

The Interaction between Peer Response and Teacher Response Techniques and Students’ Vocabulary Mastery on the Students’ Achievement in Writing Descriptive.

The students who have high vocabulary mastery by applying Peer Response Technique will learn how to articulate their own peer review goals more effectively. This activity is not meant to replace traditional peer review; instead it is geared both by providing variety in feedback experience to the students and enhancing communication skills in future reviews. While, if they are taught by applying Teacher Response Technique they feel that the learning process make them bored because learning process is centered to the teacher. It can narrow their creativity and opportunity to anonymously response each other’s papers, allowing for feedback that is more honest.
The students who have low Vocabulary mastery in Learning English are less active in the teaching learning process. The consequence is that it is difficult for them to get good achievement and give information and interactants for each in such a way that learners assume roles and responsibilities normally taken on by formally teacher, tutor, or editor in commenting on and critiquing each other’s draft in both written and oral in the process of writing. The teacher Response technique is more effectively applied. This technique assists the students to give response since the students’ just response based on the teacher statements. In this case, their creativities are less used because the generation of the ideas is limited to the teacher proposed. While when they are taught by using Peer Response technique they will face difficulties in writing and reviewing descriptive. It is because they usually less active, creative, and just write and reviewing the descriptive based on the teacher’s statement given. They will also get difficulties in exploring and expanding their ideas. They will also face difficulties in involving, sharing one is writing with a group of peer readers who offer response and suggestions for improvement. Due to the great effect of peer response on the students’ revision in particular and on students’ writing skill in general. Thus, it can be assumed that there is interaction between Peer Response and Teacher Response Techniques and students’ vocabulary mastery to the students’ descriptive writing.

Methodology

The Research Design

The designed used in this research is experimental design by using Factorial Design 2x2. The reason to choose this design are: (1) to prove the hypotheses in one experiment, (2) to recognize the interaction between the dependent and independent variables. There are three variables in this study, they are: independent variables; Teacher Response and Peer Response, moderator variable; High level of vocabulary mastery and Low level of vocabulary mastery, and dependent variable; students’ descriptive writing achievement. There were two groups of students in this research namely group that was taught by using Teacher Response Technique and the group was taught by using Peer Response Technique. The research design can be seen on the table below:

<table>
<thead>
<tr>
<th>Teaching Techniques (A)</th>
<th>Vocabulary Mastery (B)</th>
<th>Peer Response (A1)</th>
<th>Teacher Response (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High (B1)</td>
<td>A1B1</td>
<td>A2B1</td>
</tr>
<tr>
<td></td>
<td>Low (B2)</td>
<td>A1B2</td>
<td>A2B2</td>
</tr>
</tbody>
</table>

Note:
A1B1 = Students who has high vocabulary mastery and are taught by using Peer Response Technique.
A2B1 = Students who have high vocabulary mastery and are taught by using Teacher Response Technique.
A1B2 = Students who have low vocabulary mastery and are taught by using Peer Response Technique
A2B2 = Students who have low vocabulary mastery and are taught by teacher Response Technique.

The Population and Sample

The population of this study was all the students of grade X of 2010/2011 academic year of SMA Harapan I Medan. There are 8 parallel classes of them, namely X1, X2, X3, X4, X5, X6, X7, X8. Each class consists of more than 30 students so the total number of the students is more than 240.

The sample of this research was taken by applying multistage cluster random sampling with lottery technique. Not all of the population was taken as the sample. Two classes, namely X3 class and X4 classes were selected as the sample. The total number of the sample was 70 students. 35 students were taught by using Peer Response Technique and 35 students were taught by using Teacher Response Technique. From each group, the researcher assigned the students into 2 sub-groups in. The sub-groups represented the level of vocabulary mastery high and low level which was obtained from the result preliminary test on vocabulary. The reason for choosing the amount of the sample was the representativeness of the sample to the population.

The Instrument of Data Collection

The instrument that were used in this study would be the instrument of vocabulary test which were used to classify the students’ vocabulary mastery level and the instrument of writing test namely writing short descriptive essay.

The Procedure of Data Collection

Here are the procedures of collecting the data;
1. Preparation
2. Treatment
3. Post Test

Control of the Treatment

1. Internal Validity refers to the control of variables.
2. External Validity refers to the generality or representation of the findings.

Validation of Instruments

Before the vocabulary test and the writing test are used to obtain the data in the experiment, these will be tried out to find out whether the instruments used valid and reliable or not.

Validity refers to the extent to which an instrument measures what is intended to measure.
1. The Validity of the Vocabulary Test
   From three types of validities namely, content validity, criterion-related validity, construct validity, content validity was chosen as a validity of test measurement. This was because
the questions in vocabulary test are adopted from UAN which was nationally regarded valid and three was only single item for writing descriptive text.

2. The Validity of the Writing Test
In line with the concept of validity and the nature of writing regarded as a construct, the most valid instrument to measure the sample’s ability in writing is administering the writing test therefore it will fulfill the requirement of the construct validity. In other words, considering the nature of writing and the concept of validity, construct validity will be applied.

Reliability

1. Reliability of the Vocabulary Test
A test is reliable to extent that is measure whatever is measuring consistently. The reliability of the characteristics of a good test refers to the consistency of the measurement, to obtain the vocabulary test, The Cronbach Alpha formula is used.

2. Reliability of the Writing Test
The reliability established in this test will be inter-rater reliability. It is determined by having two people independently score the same set of test paper and then calculating a correlation between their scores, determine by the scores. The correlation coefficient is computed by using Pearson Product Moment Formula.

\[
r = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{N(\Sigma x^2) - (\Sigma x)^2}[N(\Sigma y^2) - (\Sigma y)^2]}}
\]

Notes :
\( r \) = The reliability of the test
\( \Sigma x \) = Sum of scores of rater I
\( \Sigma y \) = Sum of scores of rater II
\( N \) = Number of students

According to Arikunto (2003:75), the reliability of the test can be categorized as follows :

- 0.00-0.20 = The reliability is very low
- 0.20-0.40 = The reliability is low
- 0.40-0.60 = The reliability is significant
- 0.60-0.0 = The reliability is high
- 0.80-1.0 = The reliability is very high

The Technique of Analyzing Data

In testing the hypothesis, ‘Two Way ANOVA’ (Analysis of Variance) technique with F test at the level of significance \( a = 0.05 \) is used. Before the technique was used, the normality of the test by using Liliforce technique and homogeneity of two variance by using Statistical Package for the Social Science (SPSS) version 17 is computed.

To prove whether there is interaction between teacher response technique and Peer response technique and vocabulary test, Scheffe test is computed. The hypothesis can be formulated as follows.

Hypothesis 1 :
Hypothesis 2:
\[ H_0 : \mu A_1 = \mu A_2 \]
\[ H_a : \mu A_1 > \mu A_2 \]

Hypothesis 3:
\[ H_0 : \mu B_1 = \mu B_2 \]
\[ H_a : \mu B_1 > \mu B_2 \]

Note:
\[ \mu A_1 \] = The mean of students who are taught by using teacher response technique
\[ \mu A_2 \] = The mean of students who are taught by using peer response technique
\[ \mu B_1 \] = The mean of students who have high vocabulary mastery
\[ \mu B_2 \] = The mean of students who have low vocabulary mastery
\[ A > B \] = Interaction between peer response and teacher response technique and vocabulary mastery

Findings

After analyzing the data, the problem statements mentioned in the previous were successfully testified. Comparing the F (observed) and the F (table) at 0.05 significance level, it was found out that:

1. Peer Response and Teacher response Technique significantly affect the student’s achievement in writing descriptive essay. The mean score of the student’s achievement in writing descriptive essay taught by using Peer Response Technique is significantly higher than that of the students taught by using teacher Response Technique.
2. The students’ vocabulary mastery significantly affects the student’s achievement in writing descriptive essay. The achievement in writing descriptive of the students with high vocabulary mastery is significantly higher than the achievement in writing descriptive essay of the students with low vocabulary mastery.
3. There is an interaction effect between the feedback techniques and students’ vocabulary mastery on the students’ achievement in writing descriptive essay.

Conclusions and Suggestions

Conclusions

Based on the data analysis, some conclusions are derived through meaningful interpretation of the findings in this study and drawn as the following:

1. The teaching writing with peer Response technique can be expected to make the students’ performance higher than Teacher Response technique does because the Peer Response technique in teaching writing significantly affected the students’ performance in writing.
2. The students’ vocabulary mastery significantly affected to the students performance in writing descriptive essay. The higher students’ vocabulary mastery is, the higher their achievement in writing descriptive essay.
3. The teaching writing with Peer Response technique can be expected to have better students’ performance in writing descriptive essay on the students’ of any condition of vocabulary mastery.
4. The effect of two variables on the students writing performance can be concluded on their own side without any interaction of one to another. However, by examining the mean of the first group with low level of vocabulary mastery which was higher than those with low level of vocabulary mastery in the second group. The effect of the teaching technique with Peer response technique can be expected to increase the students’ vocabulary mastery where the two variables, eventually, affected together the students’ writing performance.

Suggestions

The results of the findings provide valuable suggestion for the improvement of the students’ writing in descriptive essay. Thus, the following points are suggested:
1. English teachers should pay more attention to the students’ vocabulary mastery development for the success of their writing since the vocabulary mastery significantly affected the students’ writing performance.
2. English teacher are recommended to teach writing using Peer response technique since this technique can develop the students’ awareness of different text types and of the composing process.
3. Teachers should motivate students to read because through reading, they can increase their vocabulary and teachers should assign the students to read so as to develop their ability to write well because by intensive and extensive reading, their horizon will be broadened.
4. Students who read and come across difficult words should look them up the dictionary so that they know the meanings and can use them in their writing.
5. Writing should be included in the National Examination to motivate the students to learn how to write well.
6. A similar research with different subjects needs to be conducted since the subjects of this research are limited on their Senior High School students only. Such researchers are hopefully valuable to be applied to find out more detailed information on the phenomena under study.
7. A further study of this kind is in need of implementation to find out more detail information about the effect of teaching technique on the students’ writing achievement.

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