

COVER
PEER VS TEACHER CORRECTIVE FEEDBACK
AND THEIR EFFECT ON STUDENTS' GRAMMAR MASTERY

THESIS

Presented to
State Islamic Institute of Kediri
in Partial Fullfillment of The Requirement
for Thesis in English Language Education



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2019

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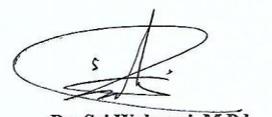
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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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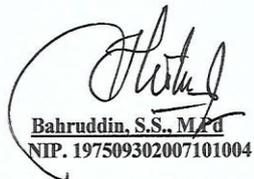
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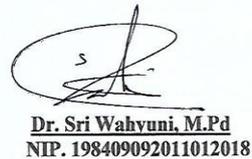
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Setelah disepakati materi dan susunannya sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal mei 2019 kami dapat menerima dan menyatakan hasil perbaikannya.

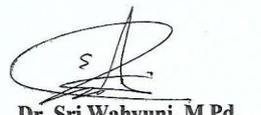
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MOTTO

Go confidently in the direction of your dreams. Live the life you have imagined

All good things are wild, and free

It's not what you look at that matters, it's what you see

(Henry David Thoreau)

DEDICATION

All praise is due to Allah SWT, the Lord of the Worlds, for His mercies and blessings that have been given to me to finish this thesis.

With all my love, I dedicate this thesis to:

- My dearest parents, my mother (Warti) and my father (Supriyono) who always prays for my success every day, support, and encourage me. Thank you so much for raising me up until I grow as well as I am now.
- My most beautiful sister (Frinda Widyaning Sari), my cutest brother (Muhammad Fatihul Ihsan), my most helpful brother (Waldi Setya Putra), and my most unclear brother (Fernanda Tegar Utama) who have painted so many colours in my life. Thank you for so much love, laugh and help during my whole days.
- All my beloved lecturers at IAIN Kediri, especially for my advisors, Bahruddin SS, M.Pd. and Dr. *Sri Wahyuni*, M.Pd. Thank you so much for your kind guide, advice and suggestion to make my thesis much better.
- My super duper lovely (Atiq Zulfiati Roziya) and also my best friend ever in this world (Julia Ratnasari) thank you for making me a lucky girl because of having a helpful and caring support systems like you all since my first semester.
- My valuable friends, Ardhea Putri, Dhea Tutut Pujaningrum, Bella Eka and Tiara Dewi. Thank you for being with me in my hardest time and accompanying me when I need help.

- My incredible friends, Geng Rumah Julia (Julia Ratnasari, Ana Maratus, Meilinda, Aji, Jimmy, Affif, Aldi, Iqbal, Umi, Intan, Lily) who have helped me a lot in passing the obstacles in finishing my bachelor's degree.
- All of my friends at English Education Department, in IAIN Kediri, thanks for every single moment we create together here. Good luck!

I wish Allah SWT always gives us mercies and blessings. Aamin.

ACKNOWLEDGEMENT

In the name of Allah SWT., The Most Gracious and The Most Merciful, because of His blessing that the thesis can be finished properly on appropriate time. Peace and blessing be upon for Muhammad SAW., the last prophet in the world.

In this valuable chance, I would like to express my appreciation and thank to those who have a great contribution in helping me finishing this thesis. It is my pleasure to acknowledge:

1. Dr.Nurchamid, MM. as the Rector of IAIN Kediri.
2. Dr. H. Ali Anwar, M.Ag. as the Dean of Faculty of Education
3. Dr.ArySetya B.N. M.Pd. as Head of English Department
4. I would like to express my special appreciation to my first advisor, Bahruddin,SS., M.Pd and my second advisor Dr. Sri Wahyuni, M.Pd for their valuable assistance and inspiration to the completion of this thesis.
5. The principal of Vocational High School Pawyatan Daha 1 Kediri, Drs. Agus Santoso who gives permission for the researcher to conduct a research at Vocational High School Pawyatan Daha 1 Kediri
6. Nurin Asrianingrum, S.Pd. as the English teacher in Vocational High School Pawyatan Daha 1 Kediri who have helped me a lot in conducting the test and obtaining the data.
7. All the staffs in Kajar,Akademik, SLC and Library of IAIN Kediri

8. My parents, my sister and my brothers. Thanks for your affection, advices, guidance, and help in my life.
9. All of my friends who always give support and encouragement to finish this thesis. Thank you very much.

At last, the author realizes that this thesis still is still far from perfect. The suggestions and criticcs for the author are very welcomed. Hopefully, this thesis can be useful for us and become the input for the parties in need.

Kediri, 24th of Mei 2019

Researcher

ABSTRACT

Wati, Nungki Cesar. 2019. *Peer Vs Teacher Corrective Feedback and Their Effect on Students' Grammar Mastery*. English Language Education Department. Faculty of Tarbiyah. State Islamic Institute of Kediri. Advisors : (1) Bahruddin SS, M.Pd., (2) Dr. Sri Wahyuni, M.Pd.

Keyword: Peer Feedback, Teacher Feedback, Grammar Mastery

Feedback on final exams or many exercises is mostly neglected in the school in Indonesia where the students are just made aware of their score with no further feedback on their errors. Feedback will make students understand about their mistakes and will try to justify them. So that, feedback is very necessary in learning English, especially in grammar. In this study is aimed to find out the difference students' grammar mastery that conduct peer feedback and get teacher feedback and which one between peer feedback and teacher feedback better improves students' grammar mastery.

This research was classified as a quasi-experimental study. The sample are 60 students from two groups, Class XI-PM Matahari (30 students) was as the teacher feedback group and Class XI-AKL 1 (30 students) was as the peer feedback group. The teacher feedback group was taught by using teacher feedback technique whereas the peer feedback group was taught by using peer feedback technique. The data were obtained by using two grammar tests in using passive voice; pre-test and post-test. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested by using ANCOVA (Analysis of Covariance).

The result of this study indicates that both of feedback gives positive impact on students' grammar mastery and both of feedback can improve students' grammar mastery especially in using passive voice form. It can be seen from the result of the linier regression in each feedback that the value of the coefficient regression is possitive. Then, there is a difference on students' grammar mastery who conduct peer feedback and get teacher feedback it can be seen that the result of corrected model is 0.214. It indicates that the result of ANCOVA rejected H_0 . The last peer feedback better improves students' grammar mastery than teacher feedback. It can be seen from the result of the linier regression that every one percents the students conduct peer feedback, the post test score increase 84.181. It is different with students who get teacher feedback that every one percents the students get teacher feedback, the post test score increase 56.276.

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CHAPTER I

INTRODUCTION

This study is about the effectiveness of peer feedback and teacher feedback to improve the grammar mastery of second grade students at Vocational High School. This part is divided into six parts, namely background of the study, research problems, the objective of the study, scope and limitation of the study, significances of the study and definition of key term.

Background of the Study

Training English to the student exactly in exploring grammar is not an easy thing. So many parts of grammar that must be mastered by students make it very difficult for students to understand how to use them properly. One of them is the use of passive voice. There are many students who can't understand well in changing active form into passive form. Based on that reason to overcome those problems, corrective feedback will make it easier for them to find out their mistakes, so they will not repeat the same mistakes. Besides that, they will know how to correct their mistakes from the corrective feedback given.

Corrective feedback is one way to make students know their mistake and how to revise it. Corrective feedback can make students know where is their mistake and how to correct it. According to Ellis (2009), corrective feedback relates to the type of negative feedback. Because what is corrected is the error made by students. Although corrective feedback is

included in negative type of feedback, this strategy has effectiveness in improving students' grammar understanding. As explained by Bitchener and Knoch (2008) the class who is given corrective feedback, between the score of the pre-test and post-test has a significant increase. While the class who don't given corrective feedback between the pre-test and post-test scores don't experience a significant increase. Based on that explanation, corrective feedback can be applied in learning English especially in grammar mastery in using passive voice.

The corrective feedback strategy needs a corrector. The corrector can be from teacher to students or student to student. The corrector is called the source of feedback. Lewis (2002: 15-23) says that there are three types of source of feedback. They are teacher feedback, peer feedback, and self evaluation. Among those types, researcher only uses peer feedback and teacher feedback.

Peer feedback as a technique does not have a uniform nature because each student has different opinions. As recorded by Yu and Lee (2014) students try to write more clearly and put more effort in not making mistakes when they know their exercises would be corrected by their classmates, since they know that it would be more difficult for them to understand it. This fact seems to indicate that peer feedback motivated students to pay more attention to the readability of their grammar mastery.

The second feedback is teacher feedback, which is different from peer feedback. Teacher feedback is the correction from the teacher to the

student. Miao, Badger and Zhen (2006) argue that teacher feedback has a much greater value impact than peer feedback, though with considerable variation, but that teacher feedback can contribute to learning development. It indicates that teacher feedback also gives a good effect to the student.

Based on the reason above, the researcher wants to know the effectiveness of that two sources of feedback and which one better improves students' grammar mastery. The researcher want to apply it in the Vocational High School students. Especially second grade student. The reason why the researcher chooses second grade student because they have enough experience about study English and they also have to prepare well for the next grade to face National Examination.

In addition to the second grade student of Vocational High School is the last time that can make students focus on learning English especially in grammar. Because in the next level they will focus on learning their majors that they take, as long as in the national examination, English includes the category that will be tested. So, the second grade student is very suitable to be used to strengthen their grammar mastery.

The vocational schools chosen in this study were Vocational High School Pawyatan Daha 1 Kediri. The researcher chose the school because the school was one of the best private schools in Kediri. Students at that school also often won the Olympics and other competitions. So, even though this is a private school, it also has many achievements that are not

inferior to the state schools in Kediri. It indicates that students in the school are active in various activities. The selected class is the superior class in that school. So their basic English is better than other classes. It is suitable for applying the method the researcher chooses.

Before the researcher do this research, the researcher observes the classes to know what material is still not mastered by students and the researcher finds that students have not mastered the material about passive voice. There are still many students can't understand well in using passive form. And one of the material in second grade student of Vocational High School that uses passive form is passive voice. So that, it is very suitable to be used to improve students' understanding in using passive form.

Based on that reason, a solution is needed to improve students' grammar mastery in using passive form. Peer feedback and teacher feedback is taught as the techniques that can be implemented in teaching grammar. For peer feedback, it provides students opportunity to evaluate their peers' work. And for teacher feedback, it makes students already know their mistake. Hopefully, these feedback are able to improve students' grammar mastery as well. So that, the researcher does the research, under the tittle **“Peer Vs Teacher Corrective Feedback and Their Effect On Students' Grammar Mastery”**

Research Problem

Based on the background above, the researcher formulates the research question:

“Is there any significance difference on students’ grammar mastery between students conduct peer feedback and students getting teacher feedback?”

The Objective of the Study

Based on the research questions, the objectives of this study are to find out:

1. The difference students’ grammar mastery that conduct peer feedback and get teacher feedback
2. Which one between peer feedback and teacher feedback better improves students’ grammar mastery

Hypothesis

To find out any differences between the result of peer feedback and teacher feedback, therefore the hypothesis of this research are:

1. $H_0 = \mu_1 = \mu_2$; There is no difference on students’ grammar mastery who conduct peer feedback and get teacher feedback.
2. $H_a = \mu_1 \neq \mu_2$; There is a difference on students’ grammar mastery who conduct peer feedback and get teacher feedback.

Scope and Limitation of the Study

The scope of this study is teaching grammar by using peer corrective feedback and teacher corrective feedback. This study wants to know the effectiveness of that two strategies. Besides that, this study also

wants to know which one is better improves students' grammar mastery. While the limitation of this study is focused in students' grammar mastery in using simple present tense form, present continuous tense form and past tense form in passive voice. This study just focused on the students of second grade Vocational High School because they already learn English and they have to prepare well for National Examination in the next grade. One of the material in second grade student of Vocational High School is passive voice. So, the learning strategy "peer corrective feedback" and "teacher corrective feedback" is used to correct students' mistake in using simple present tense form, present continuous tense form and past tense form in passive voice.

Significance of the Study

The result of the study is expected to be useful to students in order to know their mistake in using passive form. It is also expected the student will not make a same mistake in using passive form, exactly passive form of simple present tense, present continuous tense and simple past tense. Moreover, it also hoped can make students easier in changing active form into passive form.

Definition of Key Terms

To clarify the concept and misinterpretation, the researcher provides some definitions of terms are presented. Those definition of terms are corrective feedback, peer feedback, teacher feedback and grammar mastery.

1. Corrective Feedback

According to Leki (as cited in Hyland, 2003, p. 179) One type of favorite feedback to be given to the students' is feedback on grammar, while the most familiar written feedback to be given in the classroom setting is corrective feedback, in which the teacher gives visible marks on the students' mistakes.

2. Peer Feedback

Nooreiny Maarof, Hamidah Yamat and Kee Li Li (2011) argues that peer feedback is a learning strategy in which a student corrects another students' work by giving feedback.

3. Teacher Feedback

According to Stajner (2013: 1) teacher corrective feedback is defined as a means of giving information about students' errors, that information can be in form of correction, comment or more location of the error.

4. Grammar Mastery

Ms. Rajarajeswari M., Dr K Balamurugan (2013: 61-62) said that grammar is used as a assaying tool to test whether the language being spoken or written is correct and acceptable or not.

While, mastery is same as competence, Brown (1994:31) explains that in reference to language, competence is basic knowledge of the system of the language its rules of grammar, its vocabulary, all the parts of a language and how those parts fit together. So, grammar

mastery is the competence in the use of grammar in order to all of part
of a language can fit together to be good sentence.

CHAPTER II

THEORITICAL FRAMEWORK

This chapter explains the several theories related to the issue of this thesis. It consist of corrective feedback, source of feedback, peer and teacher feedback and grammar mastery.

A. Corrective Feedback

In Lyster and Ranta's study (1997), corrective feedback means as either negative or positive correction that is given by the teacher to the students who make an error in their work. Based on the literature of review, the point of view as regards the role of feedback has changed a lot together with the changes in the approaches and methodologies in language teaching. Under the influence of Behaviorism and Structuralism, error correction is reflected as a needs in solving students' errors.

According to Kepner (1991), the comparison of the feedback on grammatical structure with feedback on the content of the writings of students get to the conclusion that those who gotten feedback on content performed better in later writings. Similar result was observed by Shepperd (1992). Despite these studies, and their claims on ineffectiveness and also unfavorable of Corrective Feedback, other scholars have continued to explain how Corrective Feedback can be effective and useful as a tool in helping the learners. Based on the explanation above corrective

feedback is very useful as a tool in helping the learners. Students will know their mistake and how to correct it by using corrective feedback.

B. Source of feedback

In applying corrective feedback, sources are needed to provide corrections to students' mistakes. According to Lewis (2002: 15-23) there are three sources of feedback. They are teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

1) Teacher feedback

Lewis (2002:15) states that teacher has been the main source of feedback both an oral or written language in many classes. In many classes, teachers are the main source for the students to get feedback. Indeed, teachers are very helpful when students are getting some difficulties as they are writing a composition. Teachers guide them by giving an outline on how to write well and check the content and then write the mistake in their work. After receiving feedback, the students can directly recheck and correct what mistake they have made based on the teachers' written feedback. Commonly, teachers correct the students' work one by one then, they discuss face to face with each other. It is called as conferencing feedback. In addition, they may use another variation to give feedback to their students. If teachers have more time, teachers usually used collective feedback. Collective feedback is when the teacher gives feedback by commenting orally one by one and then summarizing feedback on the board.

2) *Peer feedback*

Rollinson (2005:25) states that peer feedback, with its prospective high level of response and interaction communication between reader and writer can motivate a collaborative dialogue in which two-way feedback is established, and meaning is discussed between the two parties". Based on that explanation, there is a relationship between peer feedback and cooperative learning. By working cooperatively, the students not only see their work from their perspective but also sees from another perspective through their peer. Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take parts or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in writing process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

3) *Self- evaluation (self-directed feedback)*

In self evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self-feedback may encourage them to be self sufficient and independent students .The students are expected to remember what mistakes that they have done so that they will not do the same mistakes later on. Moreover, self-evaluation

saves time in a large class. On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

C. Peer and Teacher Feedback

This study just focuses on the two sources of feedback in applying corrective feedback. They are peer feedback and teacher feedback. Peer feedback is a corrective feedback that is given from student to student. While teacher feedback is a corrective feedback that is given from teacher to the student.

1. Peer Feedback

Peer feedback particularly formative feedback can enhance disciplinary understanding, critical thinking skills, give students more ownership over their work, encourage active engagement with studies, foster student autonomy and increase understanding of learning outcomes particularly less tangible ones (Sadler 2010). The practice of peer feedback not only provides students with the opportunity to enhance learning outcomes and transferable skills but it also provides staff with the opportunity to assess the progression of students. Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments,

and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect cooperative learning as it requires interaction between one student with another student. Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in the writing process. To sum up, peer feedback is a technique in giving of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. The students themselves take roles which are normally done by teachers in commenting or criticizing their own writings in the teaching and learning writing.

Peer feedback is believed to provide several advantages. Ferris (2003:70) states several advantages of peer feedback as follows;

- 1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks.
- 2) Students get more feedback on their writing than they could from the teacher alone.
- 3) Students get feedback from a more diverse audience bringing multiple perspectives.
- 4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language.

5) Peer review activities build a sense of classroom community. Based on the benefits above, peer feedback is helpful and useful in teaching-learning process of writing class. It can develop the students' critical thinking when they give critics or comment on their friends' work. It also can build a sense of classroom community.

Based on the benefit above it can conclude that peer feedback is very useful to teach grammar. Students will more understand well in which part they make a mistake. Beside that, students who check their friend work will study more from the mistake of their friend.

2. Teacher Feedback

Different with peer feedback, teacher feedback is a correction from the teacher to the student. Students work the duty from the teacher and the teacher will check it. After that, the student will revise the teacher correction. Research on teacher feedback has been focused primarily on its ineffectiveness in both the L1 (Hillocks, 1986; Sommers, 1982) and the L2 contexts (Semke, 1984; Zamel, 1985), blaming either the vague, "rubber-stamp" quality of the comments or the reliance on error correction as the primary feedback type (Semke, 1984; Truscott, 1996) that has resulted in negative student attitudes toward and inattention to the feedback (Robb et al., 1986; Semke, 1984). The lack of positive, encouraging comments (Cohen & Cavalcanti, 1990; Leki, 1990; Hillocks, 1982) has also been given as a reason for student inattention to the feedback, although Nelson and Carson (1998) recently found that students actually preferred negative

comments that showed them where their problems were. Research has even suggested that while re-writing does facilitate writing improvement, teacher intervention may not play a significant role (Fathman & Whalley, 1990; Polio et al., 1998; Robb et al., 1986).

However, when teachers provide more specific, idea-based, meaning-level feedback in the multiple-draft context, it can be more effective in promoting student revision in both the L1 (Hillocks, 1982; Ziv, 1984) and L2 contexts (Hyland, 1990). Ferris (1997) and Kepner (1991) both found, in the L2 context, that longer, text-specific teacher comments did lead to substantial student revisions that positively affected the writing

As teachers have moved toward providing more specific, text-based feedback as part of the process-approach classroom, an understandable ‘mismatch’ between the type of feedback that students expect and the type of feedback actually given has been found (Cohen, 1987; Cohen & Cavalcanti, 1990; Leki, 1991; Radecki & Swales, 1988; Saito, 1994), with students still expecting the error-correction approach from which teachers have begun to move away. However, recent studies have shown students with a more positive attitude toward teacher feedback (Enginarlar, 1993; Ferris, 1995; Hedgcock & Lefkowitz, 1996, 1994) possibly as teachers begin to more clearly justify and explain the rationale behind the process-approach classroom.

D. Grammar Mastery

Ms. Rajarajeswari M., Dr K Balamurugan (2013: 61-62) said that grammar is used as a assaying tool to test whether the language being spoken or written is correct and acceptable or not. While, mastery is same as competence, Brown (1994:31) explains that in reference to language, competence is basic knowledge of the system of the language its rules of grammar, its vocabulary, all the parts of a language and how those parts fit together.

As the limitation of the study, researcher took passive voice but not all of part in passive voice is used in this research. It is because the subject of this research only study passive voice in simple presents form, present continous tense and simple past tense. So, in this research, the competence or mastery is the rules of grammar in passive voice form. From the explanation above, it can be concluded that grammar mastery is the competence in the use of grammar in order to all of part of a language can fit together to be good sentence.

E. Previous Study

This study was inspired from the research articles by Miren and Camino (2017). In their article they used the theory of peer corrective feedback and teacher corrective feedback in teaching grammar. In the article also explained that the two theories had a good impact on student grammar learning outcomes. They did the research on the first year of the year four secondary mandatory school education in Spain. The results of

the present study showed that peer feedback was more effective than teacher feedback.

Then, the theory that is used in this study is from Lewis (2002), he explains there are three types of sources of feedback. They are teacher feedback, peer feedback and self-evaluation feedback. But in this study just uses peer and teacher feedback. And to analyze the result of this study is used the theory from Miren and Camino (2017). Their theory can be used to know the effectiveness between peer corrective feedback and teacher corrective feedback in student grammar mastery. They classify the effectiveness of the two strategies into three points. They are students who improved after the feedback, students who worsened after the feedback and students who remained the same after the feedback.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the descriptions of the research methodology. It consists of Research Design, Research Variable, Population and Sample, Research Instrument, Procedure of Treatment, Data Collection, and Data Analysis.

Research Design

This study is conducted by using an experimental design. According to David Nunan (1992), experiment is a produce for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. In addition, Kothari (2004) remarks that “Experiment is the process of examining the truth of a statistical hypothesis, relating to some research problem. Creswell (2012) also states that “Experiment is used when you want to establish possible cause and effect between independent and dependent variables.”

This study uses a quasi experiment research specifically because in this research, the researcher uses the number of students throughout the class and gives the different treatment. One class conducts peer feedback and the other class gets teacher feedback. According to Creswell (2012) “A quasi design is an experimental design in which the variable can not be randomly assigned. It is because the interactions of variable with other factors are possible.”

This research is divided the population into two experimental groups. The first group is given the treatment of Peer Feedback and the second group is given the treatment of Teacher Feedback.

Table 3.1
Research Design of Two Group Pretest Posttest Design

Group	Pretest	Treatment			Posttest
A ₁	T ₁	X1	X2	X3	t ₁
A ₂	T ₂	Y1	Y2	Y3	t ₂

A₁ = Class which uses peer feedback

A₂ = Class which uses teacher feedback

T₁ = Pretest of peer feedback group

T₂ = Pretest of teacher feedback group

X1/X2/X3 = Implementation of peer feedback

Y1/Y2/Y3 = Implementation of teacher feedback

t₁ = Posttest of peer feedback

t₂ = Posttest of teacher feedback

Population and Sample

The population of this research consists of all classes of second grade semester two in Vocational High School Pawyatan Daha 1 Kediri in teaching period 2018/2019. The total of population is 338 students.

The sample is 60 students from two classes; XI PM Matahari (30 students) and XI AKL 1 (30 students). The researcher implemented teacher feedback in the first class (XI PM Matahari) and peer feedback is implemented in the second class (XI AKL 1).

Variables

This research has two kinds of variable; they are independent variable (X) and dependent variable (Y). Independent variable is the variable that is

changed or controlled in a scientific experiment to test and give effects on the dependent variable (Helmenstine, 2018). The independent variabel of this research is types of feedback.

While, dependent variable is a variable being tested and measured in a scientific experiment (Helmenstine, 2018). In this research, grammar mastery as the dependent variable.

Instrument

The instrument of this study is a test of grammar in passive voice. The tests are in the form of pretest and posttest. The reseacher uses same grade level of test between for pretest and posttest. The pretest will be administrated in both classes of second grade students at Vocational High School Pawyatan Daha 1 Kediri. It consists of some test in form of multipel choice and essay related to the passive voice. It is necessary to do the pre test because the researcher wants to determine or know the students' beginning knowledge before they are given treatment and the data of pretest will be compared with the data of posttest later on. Then, after treatment, the researcher will hold another grammar test which is called as posttest.

The researcher arranges 20 items, 15 items are multiple choice and 5 items are essay. Items of the tests taken from internet and students' book about passive voice especially in simple present tense form, simple continous form and past tense form. Before the test is applied, the items of the test are tested first toward students of third grade to know its validity

and reliability. The instrument test is needed because it is the characteristic and the rule of experimental research that the data which will be used should be valid and reliable. The researcher makes a blue print for this instrument. The complete blue print can be seen in the appendix 2.

The score of the test is given by using the scoring rubric. In the multiple choice test, the student get score 1 if the answer is true, and get score 0 if the answer is false. Then, for essay test, the researcher uses scoring rubric. The rubric for scoring the students' grammar test here is adapted from The Speaking Assessment Rubric by David P. Haris, 1969 (as cited in Meilyaningsih, 2015). The researcher adapted that scoring rubric because the researcher only uses the scoring part in grammar. The scoring rubric can be seen below:

Table 3.2
The Grammar Assessment Rubric

No	Criteria	Rating Scores	Description
1.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, owever obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make the sentence virtually unintelligible.

The validity and reliability of the pilot project test is analyzed by using SPSS. In the SPSS, all the result of the instrument test is shown

include the difficulty index. Difficulty index text tends to be used to know whether the question in test is easy, medium, or difficult.

The level of difficulty and discrimination power of criteria that is used to know the item difficulty this instrument is the theory from Ebel and Frisbie (1986). The theory can be seen bellow;

Table 3.3
Discrimination Power

D	Quality	Recomendations
>0,39	Excellent	Retain
0,30 – 0,39	Good	Possibilities for improvement
0,20 – 0,29	Mediocre	Need to check / review
0,00 – 0,20	Poor	Discard or review in depth
< -0,01	Worst	Definitely discard

Then, the criteria that is used to know the discrimination power of this instrument is the theory from Kelly (1999). The theory can be seen bellow;

Table 3.4
Level of Difficulty

Mean	Quality
0,75 – 1,0	Easy
0,25 – 0,75	Average
0,25 or bellow	Hard

The result of validity test, reliabilty test, discrimination power and the level of difficulty can be seen bellow;

1. Multiple Choice Test

The validity and reability multiple choice test can be seen in this table bellow. The item test can be called valid if Corrected Item – Total Correlation > R table. The sample of this try out is 25 students, so R table is 0,3809.

Table 3.3
The Validity of the Instrument

Corrected Item – Test Total Correlation	R Table	Category
.999	0,3809	Valid
.999	0,3809	Valid
.998	0,3809	Valid
.981	0,3809	Valid
.998	0,3809	Valid
.991	0,3809	Valid
.998	0,3809	Valid
.995	0,3809	Valid
.999	0,3809	Valid
.998	0,3809	Valid
.996	0,3809	Valid
.869	0,3809	Valid
1.000	0,3809	Valid
1.000	0,3809	Valid
.994	0,3809	Valid

From the table above, it can be seen that all of items test are valid. So, this instrument can be used to measure students' grammar mastery in passive voice. For the detail analysis can be seen in appendix 2.

Then, the reliability of the multiple voice test can be seen in the table bellow. The instrument can be called reliable if Cronbach's Alpha Based On Standarized > R table. The sample of this try out is 25 students, so R table is 0,3809.

Table 3.4
Reliability Statistics

Cronbach's Alpha Based on Standardized Items	R table	Category
.998	0,3809	Excellent

From the table above, Cronbach's Alpha Based On Standardized is 0,998 and the R table is 0,3809. It can be concluded that $0,998 > 0,3809$. So, this instrument is reliable. And the category based on Cronbach's Alpha is excellent. For detail analysis can be seen in appendix 2.

Then, the result of Discrimination Power of the multiple choice test are 14 questions are **excellent** and 1 question is **good**. It can be concluded that this instrument is good to use in measuring students' grammar mastery especially in passive voice. For detail analysis can be seen in appendix 2.

While, the result of the level of difficulty of the multiple choice test are 7 questions are **easy** and 5 questions are **average** and 3 questions are **hard**. It can be concluded that this instrument is appropriate to use in measuring students' grammar mastery especially in passive voice. For detail analysis can be seen in appendix 2.

2. Essay Test

The validity and the reability of essay test is explained in this table bellow. The item test can be called valid if Corrected Item – Total Correlation $>$ R table. The sample of this try out is 25 students, so R table is 0,3809.

Table 3.5
The Validity of the Instrument

Corrected Item – Test Total Correlation	R Table	Category
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.381	0,3809	Valid
.893	0,3809	Valid
.680	0,3809	Valid
.837	0,3809	Valid
.781	0,3809	Valid

From the table above, it can be seen that all of items test are valid. So, this instrument can be used to measure students' grammar mastery in passive voice.

While the reliability of the essay test can be seen in the table bellow. The instrument can be called reliable if Cronbach's Alpha Based On Standarized > R table. The sample of this try out is 25 students, so R table is 0,3809.

Table 3.6
Reliability Statistics

Cronbach's Alpha Based on Standardized Items	R table	Category
.874	0,3809	Good

From the table above, Cronbach's Alpha Based On Standarized is 0,873 and R table is 0,3809. It can be concluded that $0,873 > 0,3809$. So, this instrument is reliable. And the category based on Cronbach's Alpha is excellent. For detail analysis can be seen in appendix 2.

Then the result of the discrimination power of the essay test are 5 questions are **excellent**. It can be concluded that this instrument is good to use in measuring students' grammar mastery especially in passive voice.

While, for the result of the level of difficulty of the essay test are 2 questions are **easy** and 2 questions are **average** and 1 questions is **hard**. It can be concluded that this instrument is appropriate to use in measuring students' grammar mastery especially in passive voice. For detail analysis can be seen in appendix 2.

Procedure of Treatment

The procedure of treatment for both classes mostly same. In pre teaching activity, the researcher greets the student, asks the students' preparation, checks the attendance list to know whether there is an absent student or not and gives such kind of ice breaking to make students cheerful, spirit and ready to start the lesson. Then, in main teaching activity, the researcher explains some steps related to the implementation of teacher feedback for XI PM Matahari and peer feedback for XI AKL 1. And the last activity is post teaching activity. After every student has done their exercise in using passive voice, the researcher start critisizing the error that the students made for teacher feedback group (XI PM Matahari) and the teacher guides the student to correct each other's work for the peer feedback group (XI AKL 1). The last, the teacher in both classes gives them advice to do it much better in the following meeting.

Table 3.3
The Differences Procedures of Treatment
Between Teacher Feedback Group and Peer Feedback Group

No	Teacher Feedback Group	Peer Feedback Group
1.	The first meeting of treatment, the researcher explains the material and the procedures to do teacher feedback. In	The first meeting of treatment, the researcher explains the material and the procedures to do peer

	the last activity continued by giving exercise. After all of students have done the exercise, their work is collected and it is corrected by the researcher. On the next meeting this correction is revised by the student.	feedback. In the last activity continued by giving exercise. After all of students have done the exercise, their work is collected and changes with her friend. The student corrects their friends' work. Then, it returns to their friend to revise it. And the last the student collect their revision.
2.	The second meeting, the researcher divides the students' work and the student revise it. When all of students have done their revision, they collect it to the researcher and do the next different exercise about passive voice. The last they collect it and the researcher gives the revision on the next meeting	The second meeting of treatment, the researcher gives different exercise with first meeting. After all of students have done the exercise, their work is collected and changes with her friend. The student corrects their friends' work. Then, it returns to their friend to revise it. And the last the student collect their revision.
3.	The third meeting, the researcher divides the students' work and the student revise it. When all of students have done their revision, they collect it to the researcher and do the last exercise in treatment about passive voice. The last, they collect it and the researcher gives the revision on the next meeting	The third meeting of treatment, the researcher gives the last exercise with first meeting. After all of students have done the exercise, their work is collected and changes with her friend. The student corrects their friends' work. Then, it returns to their friend to revise it. And the last the student collect their revision.

Data Collection

The data will be collected in several stages. For the first meeting the researcher gives pre-test for feedback group and peer feedback group. Then for the second meeting the researcher gives different treatment for both group.

The first meeting of treatment for *Teacher Feedback group*, the researcher explains the material and the procedures to do teacher feedback. In the last activity continued by giving exercise. After all of students have done the exercise, their work is collected and it is corrected by the researcher. On the next meeting this correction is revised by the student.

Then for *Peer Feedback group*, in the first meeting of treatment, the researcher explains the material and the procedures to do peer feedback. In the last activity continued by giving exercise. After all of students have done the exercise, their work is collected and changes with her friend. The student corrects their friends' work. Then, it returns to their friend to revise it. And the last the student collect their revision.

The second meeting of treatment for *Teacher Feedback Group*, the researcher divides the students' work and the student revise it. When all of students have done their revision, they collect it to the researcher and do the next different exercise about passive voice. The last they collect it and the researcher gives the revision on the next meeting. Then, for *Peer Feedback Group*, in the second meeting of treatment, the researcher gives different exercise with first meeting. After all of students have done the exercise, their work is collected and changes with her friend. The student corrects their friends' work. Then, it returns to their friend to revise it. And the last the student collect their revision.

The third meeting for *Teacher Feedback Group*, the researcher divides the students' work and the student revise it. When all of students have done their revision, they collect it to the researcher and do the last exercise in treatment about passive voice. The last, they collect it and the researcher gives the revision on the next meeting. Then, for *Peer Feedback Group*, in the third meeting of treatment, the researcher gives the last exercise with first meeting. After all of students have done the exercise,

their work is collected and changes with her friend. The student corrects their friends' work. Then, it returns to their friend to revise it. And the last the student collect their revision.

In the last meeting, both groups do the Post-test. The test is done in the last few minutes of their English class, they have to complete the test individually and give it back to the researcher. It is returned to both groups in their next English class.

Data Analysis

1. Descriptive Analysis

Descriptive analysis employed the result of the mean and standard deviation score. Hatch and Farhady (1982: 39) indicate that the descriptive analysis is statistics used to summarize data. The data analysis was aimed at describing the result of the mean and standard deviation score.

a) Mean and Standard Deviation

Hatch and Farhady (1982: 55) state that the mean is the commonly used measure because the mean took all scores into account. The mean was same as average of score. Hatch and Farhady (1982: 57) state that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

b) Categorization

The categorization of the scores of the students' grammar mastery based on the theory from Miren García Iriarte & Camino Bueno Alastuey (2017). They make three groups for each type of correction.

The first category is teacher feedback. The category of teacher feedback are (1) Students who improved after the feedback, (2) Students who worsened after the feedback and (3) Students who remained the same after the feedback.

Then, the category of peer feedback are (1) Students who improved after the feedback, (2) Students who worsened after the feedback and (3) Students who stayed the same the feedback.

2. Inferential Analysis

The inferential statistics is focused to answer the question of the formulation of the problem, which is whether there is a significant difference in grammar mastery between the students who are taught by using peer feedback and those who are taught by using teacher feedback. The statistics used in this computation are the test of normality, the test of homogeneity, and the hypothesis test.

a) Test of Normality

This test is aimed at finding whether the distribution of the responses in the population met the normal distribution requirement or not. It is gained from the scores of pre-test and

post-test. To determine the level of significance, the researcher used One Sample Kolmogorov-Smirnov in the significance level: 0.05. from SPSS version 16.00 of Windows computer program.

b) Test of Homogeneity

This test is used to analyze whether the sample variance is homogeneous or not. In this study, the test of homogeneity is done by using SPSS version of Windows computer program. The test is considered homogeneous if the level of significance is more than 0.05.

c) Requirement for ANCOVA Analysis

The data obtained from the score of the test is quantitative data. The researcher uses ANCOVA (Analysis of Covariance) to analyze the data from pre-test and post-test statistically. The researcher uses ANCOVA because the data is interval. They are independent variable and dependent variable.

ANCOVA is used in this research on the post-test score and the pre-test score is used as a covariate control. The ANCOVA is calculated through SPSS 16.