

CHAPTER V

DISCUSSION

A. Discussion of finding

This study was conducted to know whether peer review technique can give significant effect on students' writing motivation and writing ability, especially in writing recount text at the second semester of eighth grade in SMPN 1 Tanggunggunung. The researcher used the score of motivation and writing test as the data to make the conclusion based on the field. Some prerequisite tests of Independent sample t-test and MANOVA test were conducted before analyzing the data. They were normality, homogeneity, homogeneity of variance and homogeneity of covariance matrix tests.

Based on the computation by using SPSS 16.0, the score of both experimental and control class had normal distribution and homogeneous. Moreover, the homogeneity of variance and homogeneity of covariance matrix test were equal for both classes. Because of the entire prerequisite tests received, then the researcher conducted the hypothetical tests.

1. Hypothesis 1

The first hypothesis is there is a significant effect of peer review in students' writing Motivation. Based on the results obtained in the independent sample t-test, the value of significant *Sig* (P_{value}) was $0.000 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant effect of using Peer Review in students' writing motivation

at the second semester of the eighth grade of SMPN 1 Tanggunggunung in 2018/2019 academic year.

The present findings concur with findings of several preceding research studies. Graham (1982) states that writing is making their meaning that known to others and the endgame is conveying ideas and emotions to someone else, most likely an absent other. In writing a good text or paragraph, it should have four qualities, e.g. completeness, unity, order, and coherences (Harmer, 2014). Some aspects such as content, organization, grammar, vocabulary and mechanics, that need in the teaching writing process (Harris, 1979).

Writing is skills which ask students to develop and to express the idea. This activity needs a high motivation from students itself to do it. The students with high motivation are able to write well. Winkel (1996) stated that learning motivation plays an important role to promote the spirit of learning, so that students with high motivation have strong energy to perform learning. Furthermore, the students with high motivation will force themselves hardly to achieve a good score by doing a good composition of writing. It can be proved by the activity that they have done in the writing class.

Gardner (2001) stated that motivation includes three elements effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). While, Atkinson (1957) state that there are three main influences of motivation including expectancy, incentive, and motive. Motivation is what keeps students going when faced with challenging or,

sometimes, unattractive work. This is especially important for writing instruction, as students are often faced with complex tasks.

Lee (1997) peer review is a useful technique for encouraging revision in writing. This technique is more effective than other techniques. Peer Review is the technique of teaching which can guide students to write or compose the writing. Peer reviewing is a powerful learning tool which provides students with an authentic audience; increases their motivation to write; enables them to receive different views on their writing and read their own writing critically; and assists them in gaining confidence in their writing (Mittan, 1989).

In peer review technique, the students collaborate to the other students or their pairs to assess and give suggestion to other writing in order to make a good composition in writing. This activity encourages the high motivated students to give right correction to their pairs. Students are helped to correct the writing by using a guiding checklist paper. This paper is given by the teacher to students which show each part of writing aspects that should be corrected. By applying peer review to teach writing especially teaching writing recount text, teacher is trying to increase the students' motivation and confidence to evaluate their friends writing.

Briefly, the findings of this study verified that Peer Review Technique was one of good strategies in motivating students in learning English, especially writing. Peer review technique can make the students interested to learn, and also can increase their language skill. Then, the students are supported to be active in the teaching learning process.

2. Hypothesis 2

The second hypothesis is there is a significant effect of peer review in students' writing ability. Based on the results obtained in the independent sample t-test, the value of significant *Sig* (P_{value}) was $0.001 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant effect of using Peer Review in students' writing recount text ability at the second semester of the eighth grade of SMPN 1 Tanggunggunung in 2018/2019 academic year.

The present findings concur with findings of several preceding research studies. Harmer (2007) stated that writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system). In teaching English as a foreign language, the teacher should prepare the material, instruction, media, and technique. Because teaching and learning language can be regarded as process. Material having logical connection with a subject matter or the consequential events or facts, or the knowledge of which significantly affect a decision or course of action (Harmer, 1991).

Lee (1997) peer review is a process where students read drafts written by their fellow students and give each other suggestions to improve the writing. Giving suggestion to other writings can help students to improve their writing ability. This activity trains all students to be a good corrector and motivate them to give a good correction to their fellow. Peer reviews also provide opportunities for collaborative learning. Students impair or small groups can pool ideas, and it is through interacting with others that students learn and develop (Vygotsky,

1978). Peer review help students to concentrate toward the other works. The focus of Peer Review is on the review process which includes not only editing, evaluating and assessing but also responding to the content of the essay and how the essay is written (Mangelsdorf, 1992).

Language testing is an important area in applied linguistics, partly because construct such as language proficiency has to made explicit if they are serve as models for testing design and validation purposes (Allison, 1990). Testing is important for almost all the people involved in the education process. The learners want to know how well he is doing and want ‘the piece of’ at the end of the course that will help open professional doors. The teacher wants to know not only how the learners is progressing but also how he, the teacher, is succeeding in his job (Harmer, 2007).

In peer review technique, teacher provided a checklist paper to help students to correct other works. This guidance has some points which help them to correct the writing. Most of students sometimes they do not know how to check and give suggestion or correction to their friends' writing. By using Peer Review technique, the students are trained how to be a good reviewer so that they are able to give right suggestion and correction.

Briefly, the findings of this study verified that Peer Review Technique gave significant effect to the students’ ability in writing. Peer review technique can increase their language skill especially in writing. It can improve each aspect of students’ writing ability including content, organization, vocabulary, language and mechanic.

3. Hypothesis 3

The third hypothesis is there is a significant effect of peer review in students' writing motivation and writing ability. Based on the calculation, the significant value of F class test of Pillai's Trace, Wilk's Lambda, Hotelling's trace and Roy's Larget Root showed 0.000. It was less than 0.05. All of the significance values were significant. Thus, the null hypothesis was rejected. It meant that, the statement which stated 'there is no significant effect of peer review on students' writing motivation and writing ability' was rejected. Henceforth, it could be concluded that there is a significant effect of peer review on students' writing motivation and writing ability.

The present findings concur with findings of several preceding research studies. Mittan (1989) indicates that peer review enhances students' motivation and confidence to write and improve their writing skills. High motivated students try to keep their concentration and direction to achieve their goal. According to Weiner in Elliot (2000) states that motivation is an internal state that arouses us to action, pushes us in particular direction, and keep us engaged in certain activities. It assumes that motivation has a great role in determining the success of the learning process to reach the goal of learning and the students' activeness. It means that the students with low motivation probably will face difficulties in learning process while students with high motivation can reach the learning goal easily Students with high motivation tend to participate actively in learning process.

The motivation and achievement relationship is consequently complex and the results obtained seem to indicate that, in addition, the strength of this interaction varies with age. Research studies carried out in very diverse contexts (Dewaele 2005; Gardner and Tremblay 1998; Lasagabaster and Huguet 2007) have demonstrated that the motivation to learn a foreign language can vary not only from language to language, even within the same group of learners but also when different age groups are considered. In all these studies, the youngest group held significantly more positive attitudes and motivation towards the foreign language, whereas the oldest learners were less favorable.

According to Larrivee (2006), motivation is defined as emotional tendencies that guide or facilitate reaching goals. In the classroom, teachers strive to guide students towards goals. This can pose problems when the students' emotional tendencies are against learning and reaching these goals. It is said by Cocks and Watt (2004) that students with mastery goals are intrinsically motivated to strive to develop competence by learning as much as they can about a subject, focusing on their development of skill and competence relative to the task". A teacher can alter a child's intrinsic motivation with appropriate and valued academic constructs that the child will perceive as worthwhile. It means that motivation can stimulate students to write in order to improve their quality in evolving a text and it makes them become creative researchers.

In sum, the findings of this study verified that Peer Review Technique was one of good strategies in motivating students and their ability in learning

English, especially writing. Peer review technique can make the students interested to learn, and also can increase their language skill.