

A Comparison Study between Peer Feedback Technique and Group Feedback Technique in Improving Students' Writing Achievement in Writing Recount Text

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Abstract

Senior High School students still have difficulty in writing recount text. Their usual problem is the lack of finding ideas, lack of confidence and their weak motive to write in English. The purpose of this study was to find out whether there is significant difference of students' writing achievement in writing recount text between those who were taught using Peer Feedback technique and those who were taught using Group Feedback technique. This quantitative research used comparative design. The population of this research was all the . The instrument used in this research was writing recount text test. The result showed that there was no significant difference in the students' achievement in writing recount text between groups who were exposed to peer feedback technique and group feedback technique. Even the difference is not significant, this study indicated that both Peer Feedback and Group Feedback technique can enhance students' writing recount text.

Keyword: *peer feedback and group*