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## The Effect of Peer Conference Strategy and Self-Confidence toward the Writing Skill of Recount Text (An Experimental Research on the Grade Eight Students of SMPN 22 Padang)

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**Abstract:** Writing is one of the important skills that should be mastered by the students. In writing, the students need to express their feeling in a good way and well-organized. In fact, most of students were lack of idea and could not write well-organized in written form. The purpose of this research was to find out the effect of Peer Conference Strategy and students' self-confidence toward the writing skill of recount text. The sample consists of 64 students. The research data was collected using writing test and self-confidence questionnaires. Data analysis was using t-test and Two Ways ANOVA. The analysis of the research results shows that (1) Peer Conference strategy was effective than expository strategy; (2) Peer Conference strategy was effective to high self-confidence students; (3) Peer Conference strategy was not effective to low self-confidence students; (4) There was an interaction both teaching strategies and self-confidence in writing skill.

**Keywords:** *Peer Conference Strategy, Self-Confidence, Writing Skill*

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## Introduction

Writing is one of the important skills that should be mastered by the students. In writing, the students need to express their feeling in a good way. The students need to express their ideas and emotion creatively; in order to make the reader can understand their writing. In competency based of junior high school at the eighth grade for the writing skill the students demand to express the meaning and rhetorical stages of a simple short essay by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of narrative text and recount text. Recount text is one of the texts that should be taught at the eighth grade students of junior high school and the students are expected to be able to write it well.

Recount text is a text that tells events or personal experiences in the past. Otherwise, based on the phenomenon at SMPN 22 Padang, there were some problems from the students in writing a recount text. First, the students were lack of ideas in writing a recount text. Second, the students could not organize the text based on the generic structures of recount text. Third, there were some mistakes in grammar, spelling, punctuation, and capitalization. The last, students still thought that writing is one of difficult skill to learn. All of the problems in writing above appear because most of students were only copying or cheating from the students who were good in writing in English subject in the class. As the result, if the teacher asked the students write a recount text individually, the students did not have self-confidence to write it independently. Moreover, the national curriculum of KTSP (2006: 124) claimed that strategy in teaching is needed to solve the problems that arise in the process of communication with variety of ways to make communication go ahead. Based on the observation in SMPN 22 Padang, the teachers used Expository strategy in teaching writing. This strategy is a teacher-centered strategy in which the teachers are the major information provider.

However, this strategy is only suitable for students who have good listening ability and difficult to develop social skills and critical thinking skills of students. It means that the students did not get the equal chances to practice their writing skill. There are various teaching strategies that can be applied in teaching writing. One of them is Peer Conference strategy. King (1998:91) states that peer conference is a writing process strategy where an author receives feedback about his or her story from peer. It means that both students have a job to do during a peer conference. This strategy makes the students as a center of the learning process rather than the teacher centered. Peer conference gives an equal opportunity to each student to practice their writing skill. Beside teaching strategy in writing, another factor that influences students' achievement in writing is students' self-confidence. Self-confidence is one of the important factors that should be possessed by the students in learning especially in writing subject. Dantes (2014) asserted that self-confidence influences to increase and decrease on someone's ability. It means that good ability can be seen in high and low self confidence. Thus, this paper conducted entitled "The Effect of Peer conference strategy and Self Confidence toward Writing Skill of Recount Text at The Eighth Grade Students of SMPN 22 Padang".

### Writing Skill

Writing is one of competences that students are supposed to master. Writing means the activity or skill of marking coherent words on paper and composing text. Writing is categorized as one of the productive skills. The writer needs to have an idea before deliver it on the paper in writing form. This statement is supported by O'malley and Pierce (1996:136) who stated that writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topic. Meanwhile, Linse (2005: 98) stated that writing is a combination of process and product. Similarly with Zamel (2007: 195) defined writing as the process of discovering meaning. It means that writing needs a composing instruction that recognize the importance of generating and formulating the writer's idea. The writer can deliver the idea through these processes. Then, some revisions also needed in order to make the idea are explored well and the purpose of the writing can be delivered clearly. Also, Kuta (2008: 200) said that writing is a complicated process that involves many steps and constant revisions. It means that the process of writing is the main case during writing. The writer should keep track of each step. If the writer misses one of the steps, it will influence the result of the writer work. Then, the writer needs some revision to make the writing better than before. Based on the explanation above, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities.

### Peer Conference Strategy

In writing a text, the students should have a strategy to make a good writing task. A strategy guides the students to the whole the text. One of the strategies that is recommended is peer conference strategy where one of writing activity strategy that is used to give feedback (ideas, compliments, suggestion, questions and comment) for other writing work. As mentioned by King (1998:91), peer conference is a writing strategy for an author to receive feedback about his or her story. Furthermore, Cooper (2013:6) conveyed that peer conference provides a way in writing for students to have a conversation with someone about their writing.

Moreover, Jackson (1992:32) said that peer conference strategy where the student meets with two other students to discuss the questions on the form. Then, Hoover (2010) defined that peer conference is a writing strategy where students supporting students with the kind of help they do not need from teacher. From the definition above, it can be summarized that peer conference is a writing strategy process through conference between students in the classroom, where one student reads their own writing and the others means the peer give feedback for their friend's work. This strategy makes the students feel confidence about their writing because the students know their mistake and can revise to the right one. That makes their writing task better than before.

### Self-Confidence

Students with high self-confidence have the better result in making a task than low self-confidence student. Self-confidence means that someone believe about their work. The power of self-confidence will deliver student to be a good writer. There are some experts that explain about self-confidence. In general, self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his emotions (Ozbey in Haydar, 2010:1205). Self-confidence means a belief about self-ability that makes someone could not be influences by others (Lauster, 1984:11). It is a kind of feeling about our own ability to solve the problem. Self-confidence may also be described as feeling well as a result of deepening positive emotions. Meanwhile, the state of feeling well can be explained as an agreement with one's own self and with the people around, courage and bravery. Gerber (2013) remarked self-confidence can be divided into two; high self-confidence and low self-confidence. High self-confidence increases the intensity of thought and feeling. By this situation, people with high self-confidence are able to choose what to think. Lauster (1997), stated that there are four characteristics of self-confidence; (1) focuses on the students' self-confidence, belief in oneself ability, (2) independent, (3) having a positive self-confidence, (4) expressing an opinion. In the process of writing, starts with the activity which is called peer conference strategy. It is a kind of writing process activity. Self-confidence can be seen during this strategy. The communication with peers and teacher is a reflection that the students are having a good self-confidence.

### Method

The research was a quasi-experimental design. The aim of this research was to find out the effect of Peer Conference Strategy and students' self-confidence toward the writing skill of recount text. The population was all of the students at the eighth grade of SMPN 22 Padang academic year 2016/2017. Cluster random sampling technique was used to take sample because of its practicality in time consuming. The sample consists of 64 students. Furthermore, as this research used factorial design in which one of the factors was students' self-confidence. So, the next step was classified the students based on non-manipulated variable or moderator variable which was the students' self confidence level. The data was collected using writing test and self-confidence questionnaires. Data analysis was using t-test and Two Ways ANOVA.

### Finding and Discussion

The finding was derived from the data analysis based on four research questions, which are stated above.

#### 1. Peer Conference Strategy produces better effect than expository strategy in writing skill of students.

Based on the data analysis, it was found that the students who used Peer conference strategy got higher mean score in writing skill than the students who used Expository strategy in writing skill. The result were put in the table below

Table 1. Students Writing Skill of Experimental and Control class

Classification	Class
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	Experimental (Peer Conference Strategy)	Control (Expository Strategy)
N	32	32
Mean	81.50	75.62
Var	116.90	123.73
$t_{\text{observed}}$	2.142	
$t_{\text{table}}$	1.998	
Result	$H_0$ refused and $H_a$ accepted	

Based on the mean score of writing skill in the table above, it was found that Peer Conference strategy got higher mean score which was 81.50 than Expository strategy that was 75.62. It means that alternative hypothesis is accepted because  $t_{\text{observed}}$  (2.142) bigger than  $t_{\text{table}}$  (1.998). Thus, the result of hypothesis one found that Peer Conference Strategy produces better effect than expository strategy in writing skill of students. It can be said that Peer Conference strategy obtains significant effect toward students' writing skill. The students could share their ideas, give questions and suggestion. The students felt enjoy when they were doing this strategy with their peer. It is because they feel comfortable and confident to share it with friends rather than teacher. Therefore, Peer Conference strategy is aimed to help students the students become aware of their mistake and become independent writer.

## 2. Peer conference strategy produces better writing skill on recount text than expository strategy toward high self-confidence students

Based on the data analysis, it was found that the students who have high self-confidence produce better writing score in Peer conference strategy than the students who used Expository strategy. The results were put in the table below.

Table 2. Students Writing Skill of High Self Confidence

Classification	Class	
	Experimental (Peer Conference Strategy)	Control (Expository Strategy)
N	9	9
Mean	92.00	85.11
Var	10.00	48.11
$t_{\text{observed}}$	2.437	
$t_{\text{table}}$	2.119	
Result	$H_0$ refused and $H_a$ accepted	

Based on the mean score of writing skill in the table above, it was found that high self-confidence students who used Peer Conference strategy got higher mean score which was 92.00 than Expository strategy that was 85.11. It means that alternative hypothesis is accepted because  $t_{\text{observed}}$  (2.437) bigger than  $t_{\text{table}}$  (2.119). Thus, the result of hypothesis two found that Peer Conference Strategy produces better effect than expository strategy toward high self-confidence students in writing skill. In conclusion, the students who have high self-confidence tend to share ideas confidently without any hesitations.

They also become more active and confident in the classroom, because all the students have the same opportunities to give ideas about their peer's writing task.

Thus, students with high self-confidence who taught by using Peer Conference strategy produce better score on writing skill than students' writing skill with low self-confidence taught by using expository strategy.

### 3. Peer conference strategy does not produce better writing skill on recount text than expository strategy toward low self-confidence students

Based on the data analysis, it was found that the students who have low self-confidence does not produce better writing score in Peer conference strategy than the students who used Expository strategy. The results were put in the table below.

Table 3. Students Writing Skill of Low Self Confidence

Classification	Class	
	Experimental (Peer Conference Strategy)	Control (Expository Strategy)
N	9	9
Mean	69.33	71.11
Var	43.00	38.11
$t_{\text{observed}}$	-592	
$t_{\text{table}}$	2.119	
Result	$H_0$ accepted and $H_a$ refused	

Based on the mean score of writing skill in the table above, it was found that low self-confidence students who used Peer Conference strategy got lower mean score which was 69.33 than Expository strategy that was 71.11. It means that alternative hypothesis is rejected because  $t_{\text{observed}}$  (-592) lower than  $t_{\text{table}}$  (2.119). Thus, the result of hypothesis three found that Peer Conference Strategy does not produce better effect than expository strategy toward low self-confidence students in writing skill. In conclusion, the students with low self-confidence are intended to have low achievement in writing skill. The students have more difficulty to share ideas and their score lower than their friends. The students with low self confidence level have difficulty to concentrate during learning process and it gives a negative effect on their achievement. In this case, the students who suffer from low self-confidence usually withdraw from and seek to avoid speak in conference. It leads them to have low capability in writing activity.

### 4. There is interaction between teaching strategies and students' self confidence in writing skill

Table 4. The Interaction between the Strategies and Students' Self-Confidence

Teaching strategy  Students'	Peer conf eren ce strat	Expo sitor y strate gy	Self- confiden ce*strate gy

self confidence	egy		
	B <sub>1</sub>	B <sub>2</sub>	
High self-confidence (A <sub>1</sub> )	92.0 0	85.1 1	
Low self-confidence (A <sub>2</sub> )	69.3 3	71.1 1	
F <sub>observed</sub>			3.785
F <sub>table</sub>			3.28
Result			H <sub>0</sub> refused and H <sub>a</sub> accepted

Based on the mean score of writing skill in the table above, it was found that high self-confidence students who used Peer Conference strategy got higher mean score which was 92.00 than Expository strategy that was 85.11. Then, low self-confidence students who used Peer Conference strategy got lower mean score which was 69.33 than Expository strategy that was 71.11. It means that alternative hypothesis is accepted because  $F_{observed}$  (3.785) bigger than  $F_{table}$  (3.28). Thus, the result of hypothesis four found that there is interaction between teaching strategies and students' self confidence in writing skill. In this study, this strategy was benefit for high self-confidence students. Since, they can follow the steps in Peer Conference strategy easily. In contrast, expository strategy was effective to low self-confidence students. Since, they were guided by their teacher to solve their problem directly.

## Conclusion

Based on the findings and discussion result, it can be concluded that peer conference strategy produces better writing skill than Expository strategy at year eight students of SMPN 22 Padang, peer Conference strategy produces better writing skill than Expository strategy to high self-confidence students at year eight students of SMPN 22 Padang, peer conference strategy does not produce better writing skill than Expository strategy to low self-confidence students at year eight students of SMPN 22 Padang, and there is an interaction between teaching strategies and self-confidence on students' writing skill at year eight of SMPN 22 Padang.

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