



The Use of Peer Feedback in Teaching Writing Procedure Text at High School

Fitria Maya Alfinia ^{a*}, Masrupi ^b, Welliam Hamer ^c

^{abc} Universitas Sultan Ageng Tirtayasa, Indonesia

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***Corresponding author:**

fitriamayaa8@gmail.com

Abstract

This study aims to investigate the implementation and response of students on peer feedback at a high school of SMA Informatika Kota Serang. The researcher used qualitative research with a case study method. Observation, questionnaires, and interviews were used as the data collecting technique. The subject of this research were tenth grade students, which consisted of 18 students. Based on the findings, it was found that the implementations were implemented in stages as: 1) pre-training stage, 2) while editing stage, 3) post-editing stage. Students were training their critical thinking as well as communication skills as they exchanged the paper with their peers. This way, students are able to know their mistakes. The teacher also supervises peer feedback activity in class, making sure the teacher rechecks students' work after receiving comments from their peers. Additionally, based on the students' response towards peer feedback, it has been found that students responded positively towards peer feedback activity. Students found it helpful and fun. They gain new knowledge from being the reviewer and the comments receiver. The students were enthusiastic in using peer feedback in the classroom. Thus, the researcher concludes that the implementation by the teacher was easy to follow and students reacted positively towards the usage of peer feedback in helping them make procedure text.

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INTRODUCTION

Writing has been known as one of the most crucial skills in English language skills. Writing is a process of expressing thoughts, information, knowledge, or experience, as well as comprehending the writing in order to gain knowledge or information to share and acquire (White, 1998). In addition, as mandatory as writing should be mastered, it is not an easy skill to master. Murcia (2000) explained that writing is typically seen as the most challenging talent since it necessitates a greater level of receptive and productive management than other abilities. Thus, making writing abilities more complex and difficult to teach since mastery of writing requires not just grammatical and rhetorical aspects, but also intellectual and judgment factors (Rachmawati, 2017).

Based on the preliminary observation and interviews with the students, there has been several problems faced by the students in writing. they faced difficulties when creating a piece of writing. Students claimed that they struggled with factors such as: choosing a diction, lack of vocabulary knowledge, translating, spelling and punctuation, structure text, and grammar. These are the issues faced by the students when they create a piece of writing, they find it difficult to deal with complexity of the mechanic and grammatical aspects of the writing components. Therefore, in order to help solving the issue, the teacher chose to implement a peer feedback method, especially for helping the students to create their procedure text. Peer feedback is a collaborative technique that involves analyzing and making remarks on a classmate's writing (Oshima and Hogue, 2007).

Along with the same topic, there have been several studies regarding the use of peer feedback method (Karisma, 2020; Rayendriani, 2021, and Suriani, 2022), those are the reference of the study using the same method. Karisma (2020) the researcher found out that social-affective strategy also known as peer feedback is effective, as the students find it helpful and beneficial for increasing their performance in writing recount text. Furthermore, Rayendriani (2021) through the outcome of the study, it turns out to be a positive outcome, as the results of the students' post-test from using peer feedback show a significant effect on students' narrative text. Lastly, a study by Suriani (2022) also strengthens the use of peer feedback through the research by concluding that the students who uses peer feedback scores higher than the pre-test results after implementing peer feedback method for the students.

However, since the previous study focuses on narrative text and recount text, this study focused on procedure text that the students has created in the classroom, specifically at tenth grade of SMA Informatika Kota Serang. The researcher aims to investigate the implementation of peer feedback in the process of students creating their procedure text and to find out the students' response towards peer feedback implementation. To achieve the objectives above, the following research question formulated: (1) how is peer feedback being implemented in writing a procedure text? (2) how is the student's response towards peer feedback?

METHOD

This research was conducted through a case study method using a qualitative approach. The goal of qualitative research is to comprehend phenomena that study respondents encounter in a descriptive manner, such as behavior, perceptions, motivations, acts, and such. This research was conducted at SMA Informatika Kota Serang because the school implemented a peer feedback method by the teacher to teach about writing a procedure text. This research used three data collection technique. The data was collected through observations, questionnaires, and interviews. The observation technique was aimed to directly observe the learning process of the peer feedback implementation by the teacher when creating the procedure text in the tenth grade of SMA

Informatika Kota Serang. The researcher also used questionnaire and interview to gain the students' and the teacher response towards the use of peer feedback method in the classroom. The questionnaire statements are in the form of an open-ended questionnaire.

Additionally, for the interview portion, the students were selected into a total of five students from a total of 18 students. The interview used a structured form of interview. Whereas for the teacher, the interview mainly focuses on the implementation of peer feedback.

For data analysis, this study used data condensation, data display and conclusion. Data condensation relates to the process of choosing, focusing, simplifying, abstracting, and or converting the data to written text such as observation notes, interview transcripts, and document (Miles and Huberman,2014). Through data condensation, unnecessary data are filtered out to ease the process of creating the intended answer. After data condensation, the researcher used data display. A display is a condensed, structured collection of data that enables action and conclusion-making understandable. Once all the data are arranged logically and finished, the researcher conclude the statement into a short paragraph.

RESULT

The result of this research will be presented according to the research questions as follows:

The Implementation of Peer Feedback by English Teacher in Writing Procedure Text

The implementation of peer feedback in the classroom in students' procedure text writing in the tenth grade of SMA Informatika has been conducted through observation, and has resulted in peer feedback being implemented successfully by the teacher. The first observation was done on the 17th of May of 2023. Upon continuing with the lesson, the teacher mentioned to the students that in creating the procedure text, there will be an involvement of peer feedback and then explained to students what peer feedback is and what the aim is .Additionally, the teacher also defined the task clearly to students, which was to create a procedure text and have their peer review it after. The implementation of peer feedback by the teacher includes pre-training stage, while editing stage, and post-peer editing stage. The steps follow the theory proposed by Charoenchang (2011), which involves the three stages in doing peer feedback. Below are brief descriptions on how it is implemented using the three stages.

1. Pre-training stage: This stage entails making objectives clear and educating students about peer editing prior to being participating. In this stage, the teacher explains to students what peer feedback is and how it is used.
2. While editing stage: In this stage, the teacher has a role in observing and monitoring students closely. Which has been done by the teacher in the classroom. The teacher moves around the classroom helping the students out while they are creating their procedure text. The teacher provides support by giving the students feedback relating to grammatical features and translating.

3. Post-editing stage: In this stage, the students have done creating their procedure text and have them checked by their peers. Clarifications were made by students among their reviewers with the involvement of the teachers in helping to clarify uncertainty for the final paper.

Furthermore, based on the findings through the observation, the researcher found out on how students implement peer feedback towards their peers. The students' method in doing peer feedback is by exchanging their papers with their friend. The peers then checked their paper and made some corrections as they read along. Whilst their peers checked on the paper, the students also exchanged some words where the students made a mistake in their work.

Additionally, based on the observation, students also use two types of feedback, namely direct and indirect feedback. In the example of the student 1's exhibit, there is a procedure text that was made by the students using a peer feedback method. The text was entitled "How to make *balado* eggs". The text consists of instructions of how to make the recipe. However, it is an uncomplete text since procedure text needs to have a title, objective, list of requirements, and the step by the step. The text only explains the step on how to make the eggs, not the complete form. Furthermore, the writer made a mistake before getting it reviewed by their peer. The student encountered a spelling, such as the word pour. The student wrote "pure" instead, and the word soak, was written as "soak" instead. The student also had issues with capitalization as they are not consistent.

However, after getting reviewed by the peers and the teacher, the students fixed the error and came up with a correct piece. The peer who corrected the work uses direct feedback types. It is when the students not only circle or underline the error, but also provide the correction to it. Meanwhile, the second student did a procedure text about how to make *batagor*. The text is also a recipe text telling the reader the step by the step on how to make the food. The student's text consists of the definition of procedure text in the beginning and also uses an emphasis like the word "delicious" on the title to create an effect on the title. However, the text has a required structure of a procedure text. It has the general structure like the ingredient required and the steps. Before the text was being reviewed, the students did make on the spelling. Such as the word delicious were written as "delicious". The peers who corrected the text uses indirect peer feedback types, meaning that the student only circle the error and not providing the correct answer.

From the observation above, it can be concluded that based on the implementation of the teacher, it has been found out that the teacher asked the students to create their first draft, then lets the students exchange their paper with their peers and let their peers make a correction such as giving comments so students can know if they made a mistake. Additionally, exchange their paper with their peers to correct their work and later revise it. Whilst checking for the errors in their peer's work, students also communicate directly with whom they exchange their paper with, they show their peers where they made errors and some students fix it right away whilst others do not. After students finished correcting their peers' draft, they then reviewed it together. The reviewer makes some

comments explaining where their peers went wrong whilst exchanging some questions. Furthermore, direct feedback was used by the students by giving circles, underline, and scribbles towards the error. The students then give the correct answer on top of the marks, such as giving the correct verbs, grammatical aspects, and mechanical aspects. The use of direct feedback aims to help student's understanding towards linguistics features.

The Students' Response towards the Implementation of Peer Feedback Method

Based on the formulation of research question number two, the researcher used five statements for the open-ended questionnaire for the students. The researcher also implemented a structured interview for some of the students which consisted of six questions. The answer from the questionnaires were categorized into two based on the majority of the students answer. It was presented through a pie chart to help visualize the results of the answer. The first statement, 78% students responded they had no difficulties. The following statement were also responded positively by the students, such as: 83% of the students felt happy and satisfied using peer feedback, where 17% responded with mediocre. The number of students also said that peer feedback is a beneficial method as the percentage turns out to be a 97%. Meaning that with the majority of high number from the percentages from each statement shows that the students responded positively. It was also supported by the interview with students and how positively that reacted when asked about using peer feedback in class.

DISCUSSION

Based on the classroom observation at SMA Informatika Kota Serang, it can be stated that the implantation of peer feedback that has been implemented by the teacher in the classroom has been implemented as they are supposed to. The implementation of peer feedback meets the statement made by Charoenchang (2011), which mentioned that there are three stages in general in which peer feedback is carried out. The first stage which involves the pre-training stage, which involves making objectives clear and educating students about peer editing. Within this phase, the teacher does exactly what the point said, the teacher explains to students clearly regarding the purpose of peer feedback until the students understand and feel comfortable of what is to come. The second stage is the editing stage, in which the teacher provides support for the students while in the process. The third step, which is the post editing stage, the teacher checks the reviewed paper and gives some input if necessary. Aside from the fact that the activity is called "peer feedback", the teacher still plays an important role in guiding the student towards every process, which is in line with a statement made by Susanti and Wicaksono (2014), which says that the role of the teacher is still needed.

In addition, based on the observation, it is also found out that the students also actively participated in the process. According to Lewis (2002), out of several ways in doing peer feedback, one of them is by exchanging paper. This is exactly what the students do, they exchange their paper

with their friend and ask for correction. The method in which students accomplish peer feedback is by reading their peers' work and giving comments if they find a mistake. By doing so, students are trained to build critical thinking from an early stage, since they are forced to use their understanding and implement it within their peers' work. This statement is in line with Rollinson (2005), which mentioned that peer feedback trains students to become a critical reader. This can be seen with the types of feedback used by the majority of the students, which 54 is through the use of direct feedback. With direct feedback, students are training their critical skills as they analyze their peers' work.

Along with the research findings, based on the previous research conducted by Aida and Aprilia (2019), the researchers stated that there are significant results towards the implementation of peer feedback. It shows a significant difference towards the experimental class which uses peer feedback as the students' scores increased 10.36 points, from 68.86 to 79.23 points. The results showed a positive result towards the implementation as it improves the student's writing score. Additionally, another research conducted by Rayendriani (2021), also showed a significant outcome when comparing the pre-test and post-test with the implementation of peer feedback.

Thus, based on the previous research, it can be concluded that by implementing peer feedback as a teaching method, especially in writing, it can become beneficial for both the teacher and the students. Therefore, it can be suggested that teachers implement this method as one of their learning processes to create a student-centered learning environment. However, despite peer feedback being a good implementation for teaching, it is also mandatory for the teachers to supervise each student and assist them whilst doing peer feedback, as what has been stated by the teacher of SMA Informatika that the teacher still monitors the students so they get help from the teacher if they do not understand something. Therefore, teacher's assistance is mandatory to ensure that the students know how to give feedback and how to revise their own drafts based on their peer feedback for the betterment of their procedure writing text quality.

Furthermore, based on the questionnaire and interview from the students on their perceptions towards peer feedback, it has been found that they find it beneficial and helpful to help with writing procedure text. After conducting the questionnaire and interview towards students, there are several responses stated by the students' feelings towards the use of peer feedback. From the questionnaire data, the majority of the student's answered showed a positive response towards peer feedback. When students are asked about their feelings towards peer feedback, students answer the question positively. They said that they feel happy and satisfied by using peer feedback, as 83% students agreed. They said that it was beneficial and helpful because they can become aware of the errors they made in their writing, it helped them realize their errors and learn from them. The students get to interact with their friends and exchange ideas whilst doing the correction, they get feedback so they can improve on their writing skills, which is in line with the statement made by Hyland (2006), which stated that peer feedback provides sharing and discussing together a product with their friends. This finding also strengthens with the research previously done by Karisma (2022), which stated that peer feedback is

an effective method as a social-affective strategy in involving creativity, critical thinking, and interactive communication.

Moreover, students also stated that peer feedback is a helpful method as can be seen by the answers of the students regarding the benefit of peer feedback, helping the students to spot their mistakes and weaknesses is the statement given by the students in most of the questions when they are being asked. The students' awareness on where they did wrong can be through the comments their peers give them. It helps them improve the writing process as they are getting the correction from their peers, as mentioned by Andianto (2014) that students can get meaningful improvement from their corrections. In addition, a study by Made (2017) entitled "The Use of Peer Feedback Towards EFL Students' Writing Skill" has also strengthened this research by concluding that the implementation of peer feedback has positive results on students saying that the method helps students in collaboration and helps minimize errors in students work based from the outcome of the research.

However, as much positive response the students gave towards their opinion on the use of peer feedback, there are also negative responses in which students mentioned regarding peer feedback usage. The first being the low motivation students feel even after using peer feedback. As previously stated, students still find it challenging after using peer feedback due to their lack of motivation in learning English. This is also proven by the field notes during the observation, which showed that the students still rely on the use of google translate. It is said that EFL students still struggle in English especially in writing, as stated by Adnan and Najogi (2019), it is difficult to argue against the reality that students struggle with writing aspects including vocabulary, punctuation, structure, and other aspects. These factors are contributing factors on why students lack the motivation to do so, as previously mentioned by the students in the interview. Additionally, some students also added that they still have doubts in peer feedback.

Therefore, it is very important for the teachers to be guiding the students in the process and to monitor it regularly. Teacher's role is also crucial in this part to help students receive feedback. Because as mentioned by Yang et al (2006), students might feel discouraged when their work is corrected by others who are not native in the language, therefore they need the teacher's feedback on their work. Despite the downside of peer feedback, the overall results based on the students' answers revealed that the students have more positive responses towards the use of peer feedback. The students found peer feedback to be a helpful source in helping the process of creating their procedure text. They have their peers check their work and give corrections, so it is more efficient rather than trying to figure it out on their own. Students get to think critically whilst correcting their friends' work, they get to interact between their peers in discussing the matters, and they also get to know their mistakes. It concludes that peer feedback brings more advantages for the students rather than disadvantages. Therefore, the findings of this research is in accordance with the previous research as in the research in Karisma (2022) regarding the students perceptions towards peer feedback as social

affective strategy. The results showed that the students did find it helpful and beneficial for them especially in writing recount text. Except this research is focused on a procedure text instead.

CONCLUSION

Based on the research that has already been done, the findings revealed some findings regarding the implementation of peer feedback and the response of the students towards peer feedback. The implementation of peer feedback of teaching procedure text in tenth grade of SMA Informatika Kota Serang, are as follows: 1) Teacher mentioned to students the purpose of peer feedback, 2) Teacher define the task clearly, 3) Teacher asks the students to compose their first draft of procedure text, 4) Ordering the students to discuss and provide feedback , 5) Having the students to read and give feedback to their peers on their first draft , 6) Getting the students to discuss about each other's draft by giving comments and suggestion , 7) The students revised their paper and write their final draft from the feedback they received from the peers and teacher.

Whereas the responses of the students towards peer feedback turns out to be positive as most of the students tend to be pleased and satisfied with the usage of peer feedback in helping them write procedure text in class. As previously discussed in the discussion, students overall liked using peer feedback as their answers showed positive response. Especially in helping them spot their mistakes in writing, as this has been overly mentioned by the students. Students find it helpful by using peer feedback because they can gain new knowledge and evaluation from others perspectives. This will then help the students to improve their writing in the future. Despite that the answers are mostly positive by the students, there was also the lack of peer feedback felt by the students. The students did not feel thoroughly motivated with peer feedback as it has not been used all the time and the doubtfulness of the results of peer correction is also one of the students' concerns. However, seeing the results of the students' answers and dominating numbers of students reacting positively in the questionnaire shows that the students did have a positive response towards peer feedback overall, which is also supported by their answer on the interview.

The researcher recommendation can be taken into consideration. For the teachers, the teacher should continue using peer feedback more in the classroom and should always monitor the students during the process. If the teacher has used it previously, the teacher should continue using it for students especially in writing a text. The use of peer feedback has been proven to help students in terms of collaboration, critical thinking, and exposing students to new knowledge. The students would be happy if the implementation can be perfected and adjusted according to their need and pace in order for them to enjoy the learning process.

Finally, for other researchers or readers who wants to conduct related research on peer feedback, the researcher recommends further research relating this topic to use quantitative method in order to get informative details regarding the students' ability in writing procedure text. The research

can use a pre-test and post-test to see if the use of peer feedback is helpful for the students by seeing the significant changes on the results, rather than just getting the student's perceptions.

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