

IMPLEMENTING PEER FEEDBACK IN LEARNING RECOUNT TEXT WRITING SKILL: STUDENTS' ENGAGEMENT AND PERCEPTION

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Abstract

This study aimed to explore the students' engagement in implementing the stage of peer feedback in learning recount text writing skill and the students' perception toward the peer feedback strategy in learning recount text writing skill. This study was collected using qualitative approach which provided descriptive explanation. The subject of this study were four junior high school students. Since these days COVID-19 was still happening, this research didn't carried out in school instead of through Zoom Meeting for the first meeting and the second meeting at researcher's place within the health protocols. The instruments of this study were field note and questionnaire. Moreover, the result found that the students engagement in implementing each stage of peer feedback strategy were very good. Furthermore, the students perception toward peer feedback strategy were as follow, (1) peer feedback technique helped them in learning writing recount texts, (2) peers' comments and suggestions had an impact for them to be better in writing recount text, (3) having problems while checking their peers' works since they were lack of grammatical and limit in vocabullaries.

Keywords: Peer feedback, Writing Recount Text, Students' Engagement, Students' Perception

INTRODUCTION

English is one of the learning subjects which is studied by students in Indonesia. In learning English there are four skills that must be mastered by students, those are Reading and Listening as receptive skills and Speaking and Writing as productive skills. Each skill has its own benefits and roles but they are still interrelated.

As a productive skill, writing means producing written message that can be a media of communication for one to another. Writing means pouring our thoughts into written form or telling something to others writtenly. Writing can also be interpreted as an expressions or feelings as outlined in writing. Shortly, writing is a way to learn and communicate by thoughts and feelings. People could indirectly communicate by sharing ideas and opinion to others through written text. Mastering writing skill is not easy. Many students assume that writing is one of the most difficult skill in English. The skills involved in writing activity are highly complex (Amalia, 2018). It is presumptively assumed that writing is the most difficult of the language skills. Writing skill is more complicated than the other skill because students must have a lot of confidence, idea, knowledge, and life experience. In addition, they also must master a lot of vocabullary and grammar in order to convey their thought or feeling properly. These days, education in Indonesia already used what we know as Curriculum 2013. This curriculum tends to reveal that students need to be more dynamic than the teachers or students-centered. In addition, writing is one of the required abilities in the curriculum 2013. However, it is not easy to instruct because in fact, many of students' writing skill is still low. They still got confused to convey their thoughts and feelings. They were lack of idea and confidence to

use their own language. The other problems are that they are not good in grammar and they do not have enough vocabulary.

Peer feedback can be a proper strategy to be implemented, especially in learning recount text writing skill. It is sometimes known as peer review, peer response, peer assessment, or peer editing. Teachers must employ a variety of instructional approaches to teach writing in ESL classes using the process-oriented approach. One of the teaching techniques is the peer feedback strategy. (Sharmin, 2019). Peer feedback is a strategy where the students work and discuss with their peers and they can help their peers to be better in writing. Moreover, they also learn how to fix their writing based on suggestions and ideas from their peers. Peer feedback encourages this type of self-control since students learn to see their work through the eyes of others (Nicol and Macfarlane-Dick, 2006; in Baker 2016). Peer feedback not only encourage students to work together but also to practice English in meaningful ways (Liu & Hansen, 2002 in Reza, 2020). Peer feedback also fosters a social interaction between students and their colleagues to understand the writing process and improve critical thinking skills. Peer feedback was a valuable social interaction experience that helped students to understand the writing process, build emotional tactics, promote critical thinking abilities, and grow socially and intellectually through joint effort (Sirikarn, 2019). Peer feedback is a strategy for involving students in the assessment process and making them more aware of teaching and learning activities. (Mercarder et al, 2020), peer review is a well-established approach for increasing student writing quality (Baker, 2016).

There are three stages in the process of peer feedback (Shaojun, 2011 in Mulifah, 2021). The first stage is pre-peer feedback: in this stage teacher build the understanding about peer feedback to the students. The second stage is while-peer feedback: in this stage, students begin to do peer feedback based on the instructor's description of peer feedback, and the teacher guides them through their peer feedback strategy. Then, the last stage is post-peer feedback: in this stage the teacher took the role of a monitor, evaluator, and trainer during the teaching and learning progress using peer feedback as the learning strategies. Based on Sharmin (2019), there are several advantage of peer feedback such as (1) students gain confidence, perspective, and critical thinking, (2) students get more feedback on their writing than they could from the teacher, (3) able to build a sense of classroom community. Students believed peer feedback was less traumatic than teacher feedback following the trained peer response, and while they still favored teacher input for learning, they felt more comfortable accepting peer feedback. (Lin&Chien, 2009; in Sharmin, 2019).

According to the above explanation, there were many previous studies approved that peer feedback can be a usefull strategy in writing skill. Based on Sirikarn (2019) research, it looked into the effects of peer feedback on students' English writing abilities in L2 writing classes. It did not specify the type of text to be used in the research. Moreover, based on Mualifah (2021) research, it investigated the teachers' engagement and challenge in implementing peer feedback. Hence, based on the above issues, the current study concerned on the students' engagement and perception toward the stages of peer feedback strategy in learning recount text writing skill. Based on Zhang (2018), Students' engagement is facilitated by affective, behavioral, and cognitive factors, all of which might aid in the affective response to feedback. Therefore, the purpose of this study were to explore the students' engagement in implementing the stage of peer feedback in learning recount text writing skill and the students' perception toward the peer feedback strategy in learning writing recount text writing skill.

METHOD

Referred to the research purpose, this study used qualitative approach which provided descriptive explanation based on natural situation. Bhushan & Alok (2019) stated that qualitative approach is focused in qualitative phenomena, such as those related to quality or variety. In qualitative research, non-numerical data is examined in depth. It's more anthropological or naturalistic. The students of junior high school were the subjects of this study. The research was conducted within two meetings on May 15-16, 2021. Since these days COVID-19 was still happening, this research didn't conducted at school instead of through *Zoom Meeting* for the first meeting and the second meeting was conducted in researcher's place within the health protocols. The researcher invited the junior high school students who lived in the researcher's environment. They were consist of four students, three of them are in third grade and one is first grade.

This study used two instruments to collect data, those were field notes and questionnaires. Field notes were applied to collect data for the first research question which related to the students' engagement in implementing the stage of peer feedback. According to Phillipi & Lauderdale (2017), in qualitative research, field notes were widely suggested as a way of collecting important contextual information. Field notes were originally used to record researchers' private thoughts, ideas, and questions about their study observations and interviews. The second intrument was questinnaire. In particular, questionnaires are one of the most extensively utilized data collection instruments. The basic goal of a questionnaire in research is to collect important data in the most accurate and valid way possible (Taherdoost, 2016). The type of the questionnaire was Open-Ended Questionnaire through *Google Form* to collect data for the second research question which related to the students' opinion after implementing peer feedback. Open-ended questions require subjects to formulate a response in their own words and to express it in writing (Zul, 2016).

The researcher used two data collection techniques. Firstly, the researcher conducted the observation while the peer feedback strategy carried out. Participants were observed to evaluate how engaged they were in class and to learn more about their natural behavior (Hatch; 2002 in Ramadhanty; 2020). It finished in two meetings. The researcher's role was as participant observer. In this process, the researcher used field notes technique to obtaine the data based on the activities happened in classroom. Then, the second data collection, the students were given questionnaire through *Google Form* platform which consisted of several questions related to the students' problem while implementing the peer feedback strategy. There three stages data analysis, such as reduction, data display, and conclusion (Huberman et al; 2014 in Ramadhanty; 2020). Firstly, the researcher prepared and organized the data by gathering the result notes of the observation and *Google Form* questionnaires. Then, the data were reviewed and explored, this step required the researcher to read the data for several times to get a sense of the result. After reviewing the result, the researcher reduced the data by summarizing, selecting the main and important findings, and eliminate unnecessary findings. And the last, after reducing the data, the data were obtained using sub-heading based on the research questions.

RESULTS AND DISCUSSION

Results

In this section, the researcher describes the answer of the research questions about how the students' engagement in implementing the stage of peer feedback and what are the students' opinion toward the peer feedback strategy in learning writing recount text.

A. Students' engagement in implementing the stage of peer feedback in learning writing recount text

As mentioned above, according to Shaojun Jian, there are three stages in implementing peer feedback, such as (1) Pre-peer feedback, (2) While-peer feedback, and (3) Post-peer feedback. Therefore, the researcher describes the students' engagement based on each stage of peer feedback as follow:

1.) Pre-peer feedback

In this stage, the researcher who was also as teacher began to explain the understanding about recount text to the students. On the first meeting, the researcher introduced and explained about recount text to the students. The researcher explained the material by using power point in order to got students attention during the lecture. The researcher began to explain the definition, purpose, characteristics, generic structure, and give them some examples of recount text. While explaining the material, the students were very quiet and serious, they really paid attention to the explanation. When the researcher finished giving explanation of the material, the researcher gave a chance to students to ask the material they didn't understand yet. It aims to make sure that the students whether the students have understood or not and evidently, they actively asked some questions to the researcher.

Furthermore, the researcher continued to the next activity. The researcher instructed the students to create a recount text of their own personal experience by following the characteristics and generic structure of recount text. Students began to write about their own personal experiences. They found for words in their dictionary and Google Translate to translate some words. They sometimes discussed with their peers, and they also asked the unfamiliar words to the researcher. Their writing would be used as material for peer feedback activity which be held at the second meeting.

2.) While-peer feedback

The activity of this stage was the second meeting and was conducted face-to-face at researchers' place. Firstly, the researcher explained clearly the meaning, purpose, and instruction of peer feedback activity. While explaining and instructing the peer feedback activity, they literally paid attention because they didn't want to get confuse when they were doing the peer feedback.

Before starting the peer feedback activity, the studernts' work were distributed randomly by the researcher to made certain they didn't receive their own work, so every students received the draft of their friend.

Furthermore, the researcher was starting and observing students' peer feedback process. The researcher instructed the students to analyze their friends' work referring to the characteristics, generic structure of recount text, and also asked them to highlight or underline the unsuitable verb and word and commented a suggestions to their friends' work. The researcher also gave examples how to analyze and give comment in peer feedback process. They were happy and anthusiast during the activity. They also didn't break the instruction that had been given by the researcher.

3.) Post-peer feedback

In this stage, students received their works with their peers commenst and suggestions. They began modifying or revising their works in response to feedback from their peers in order to be a good writing. According to Rolinson (2005) in Mualifah (2021), a good writing requires (1) revision, (2) writers have to write for

specific audience, (3) multiple drafts should be used, including intervention responses at various draft stages, (4) a peer can help with final revision and gains better in writing skills.

In short, in this stage, students already done giving their comments and suggestions to their peers' work. Then, they returned their peers' work and the researcher instructed them to check their works based on their friend comments and suggestions. While checking their works, some of them asked their peers related comments, and they also did a discussion about their friends' advices. At the end of activity, the researcher let the students to bring their work for them to learn.

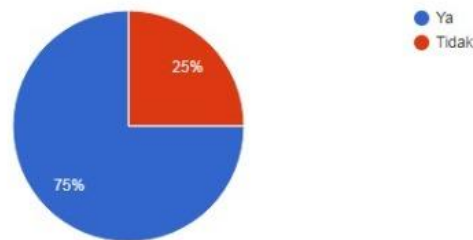
B. Students' opinion toward the peer feedback strategy in learning writing recount text

Based on the questionnaire data that has been conducted through *Google Form* about students' opinion toward the peer feedback strategy, there various opinion by each students that the researcher received. They described as follow:

- ❖ The data revealed that not all of the students knew what peer feedback is before this research took place. This statement can be proved from the result of questionnaire below:

Apakah sebelumnya anda tahu apa itu Peer Feedback?

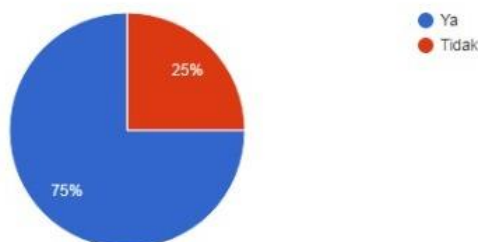
4 jawaban



- ❖ The data revealed that three of them have applied the peer feedback activity in school with their teachers. This statement can be proved from the result of questionnaire below:

Apakah sebelumnya anda atau guru anda pernah menerapkan Peer Feedback dalam kegiatan menulis Recount Text bahasa Inggris di sekolah?

4 jawaban



- ❖ The data revealed that the students admitted that peer feedback strategy beneficially help them in learning writing recount text. Especially, it can help

them to know where are the grammar and tenses errors part of their works. This statement can be proved from the students' response in the questionnaire below:

Q 3 : *Do you think Peer Feedback can help you in writing Recount Text? Why?*

R 1 : *Yes, because peer feedback activity can help me to know that my writing has several mistake and it must be revised, like the use of verb 2 in, was and were, and peer feedback also help me to be better in writing.*

R 2 : *Yes, because it help us to know what is wrong in our own writing.*

R 3 : *Yes, by the peer feedback we can better know where the error is in our writing Recount Text, know what should be written, and can get more knowledge so we will not make the same mistake.*

R 4 : *Yes, because it makes it easier for us to write recount text correctly.*

- ❖ The students admitted that their peers comments and suggestion can influence their final work in writing recount text. It can be proved as below:

Q 5 : *Can the suggestions or comment from your friends influence your understanding in writing Recount Text?*

R 1, 2, 3, & 4 : *yes it is very helpful because after our works were checked by our friends, we know how to determine verb1 and verb2 and also determine the past tense, then determine the location of the comma and period in the recount text.*

- ❖ In addition to the benefits above, the students also get some difficulties while implementing the peer feedback. Commonly, they got difficulties because they also cannot determine the use of grammar in the recount text while checking their peer's works, like simple past tense and the use of verb 2. It can be proved as below:

Q 4 : *What difficulties did you experience during Peer Feedback activities in writing Recount Text activities?*

R 1 : *determine the present and past tense, determine whether to use the correct verb 2 and verb 1, and determine the placement of was/were in the written text.*

R 2 : *Cannot determine verb 2 and verb1 in paragraphs / each sentence, determine the use of simple past tense words in each paragraph, and determine the correct location of commas and periods in recount text.*

R 3 : *Still don't understand a little where the error lies when correcting Recount Text*

R 4 : *determining verb 1 and verb 2*

Discussion

Based on the results of the data, the results of this study had been explained about the implementation of peer feedback in learning recount text writing skill. The observation was conducted to explore how the students engage with peer feedback behaviorally, affectively, and cognitively. Meanwhile, the open-ended questionnaire through *Google Form* was done to find out the students' perception in implementing peer feedback.

Shaojun Jiang mentioned three stages of peer feedback, such as Pre-peer feedback, While-peer feedback, and Post-peer feedback. In the pre-peer feedback, students were peaceful and serious, paid attention to the explanation which was being given, they actively asked some questions that they didn't understand yet to the researcher, discussed with their peers, and they also asked the unfamiliar words to the researcher. Then, in the while-peer feedback, the students paid close attention while discussing and guiding the peer feedback exercise because they didn't want to

be confused when they were completing it. During the activity, they were cheerful and eager. They also did not disobey the researcher's instructions. Lastly, in the post-peer feedback, while checking their works, some of them asked their peers related comments, and they also did a discussion about their friends' advices. By all means, the students' engagement toward the peer feedback activity were very good. The students were active, joyful, paid close attention, didn't break the rule, and enthusiastic. In line with Yumei & Jinfen (2020), most of participants were enthusiastic with peer feedback activities. They expressed a readiness to receive peer input and a personal interest in it, as well as an appreciation for its importance. They were also pleased to obtain feedback from their peers. Affective engagement that is favorable may stimulate extensive cognitive and behavioral involvement.

From the result of the students' opinion in implementing peer feedback in learning writing recount text. This results were related to Sharmin (2019), there are several advantages of peer feedback such as (1) students gain confidence, perspective, and critical thinking, (2) students get more feedback on their writing than they could from the teacher, (3) able to build a sense of classroom community. The results revealed that some of the students knew what peer feedback is, they ever did it with their teachers. Moreover, the results found (a) The students acknowledged that the peer feedback technique helped them in learning recount text writing skill. It can particularly assist them in determining where the grammar and tenses errors in their work were located, (b) The students admitted that their peers' opinions and suggestions had an impact on their final works to be better in composing the recount text. Beside that, the students were also having problem while examining their peers' work since they were lack of grammatical and vocabularies. In line with Yumei & Jinfen (2020), Students also expressed displeasure with their group members' lack of comments, which they attributed to either lack proficiency or a dismissive attitude.

CONCLUSION

This study found that implementing peer feedback in learning recount text writing skill had positive engagement among students. Peer feedback could create an effective learning atmosphere to help students improve their writing. Peer feedback could also foster an active attitude and critical thinking in students. In addition, peer feedback had been proven can be used for the curriculum 2013 in Indonesia, in which student-centered learning was applied and collaborative learning was also created. Moreover, implementing peer feedback in learning recount text gave several advantages, such as peer feedback strategy helped them in learning recount text writing skill and the peers' opinions, comments, and suggestions had an impact on their final works to be better in composing the recount text. However, there was a problem that student found, they felt unconfident to give their comments and suggestion because of their low proficiency in grammatical and vocabularies. To summarize, peer feedback strategy engages students in a variety of ways, including behavior, cognition, and emotion. It also has a beneficial and drawback effect, which encourages students to consider accepted comments while composing papers.

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