EXPLORING PEER FEEDBACK PRACTICE TO PROMOTE STUDENT EXPERIENCES IN LEARNING WRITING RECOUNT TEXT

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Abstract

Several high schools in Indonesia show that language is one of the aspects that must be learned for EFL students, especially writing. Providing feedback is an essential role in developing students' writing skills. The students need appropriate feedback methods such as an assessment of writing texts to encourage their writing skills through peer feedback. This research aims to describe the implementation and explore and describe students' experiences providing and receiving peer feedback in writing recount text. This research used a qualitative approach with the case study method through observation and interview. This study was carried out at a senior high school in Karawang. The findings in this study show that students have pretty good experience composing texts. Interaction and peer feedback have helped them better understand the structure and content of recount texts and provide valuable ideas in the writing process. However, although peer feedback is beneficial, teacher feedback must provide correct and detailed direction.

Keywords: Student Experiences; Peer Feedback; Writing; Recount Text

INTRODUCTION

Several high schools in Indonesia show that language is one of the aspects that must be learned for EFL students especially writing. Writing one of the most productive skills in learning a language. According to (Brown cited by Astuti, 2013) "writing is result of thinking, compiling, and revising a written product." Writing focuses students' attention on how to generate ideas, how to arrange them coherently, how to revise text so that the meaning is clearer, how to edit text to make it grammatically appropriate, and how to produce the final product. On the other hand, a lot of student have a struggle to become skilled writers. Various factors of challenges faced by students including lack of understanding of grammar and structure, lack of understanding, and difficulty in organizing their thoughts and ideas in written form. This leads to students' low interest in writing. Lack of student interest in writing necessitates methods to guide students and support students to think critically, such as providing feedback.

Students often receive feedback from teachers, sometimes the feedback given by teachers makes students less confident. Related with (Lin & Chien, 2009) state that negative emotions due to teacher correction can have an impact on students' emotional barriers on writing process, which is an important factor that influences how well a student can learn a language. Therefore, students need appropriate feedback methods as an assessment in writing texts to encourage their writing skills, one of which is "peer feedback."

Peer feedback, as an assessment method in collaborative writing with a peer allows students to review, evaluate, and revise their written texts in pairs or groups (Hansen & Liu, 2005). Peer feedback, also referred to as peer review or peer evaluation, involves an interactive process where student exchange written discuss viewpoints, and offer recommendations for revising

compositions (Zhou, 2019). Feedback from peers for English students can improve collaborative learning abilities, a sense of attention, and independence, especially when writing (Rahman, 2022). Based on this statement, it means that the peer feedback assessment method is able to contribute to helping students perfect their text in writing.

Previous research found that feedback from peers can improve the standards of writing teaching and strengthen students' critical thinking skills (J. Topping, 2017). Besides that, (Muflihah & Authar, 2022) emphasize that peer feedback can make writing practice easier for students and stimulate critical thinking and collaboration. Moreover, feedback from peers can train students' responses, behaviour and effectiveness during learning (Yatima et al., 2020). Previous research also highlights the importance of peer feedback in text contexts, as (Kurniawati, 2022) and (Widyastuti et al., 2021) found that peer feedback was effective in improving the quality of recount texts when students were involved in writing recount texts. Furthermore, the application of peer feedback in writing other texts has also proven beneficial, as mentioned by (Yatima et al., 2020) in the descriptive text and (Okvianti et al., 2023) on expository texts, which highlight that peer correction can improve students' writing and analysis skills in a text.

Although previous research shows the positive impact of peer feedback, some limitations need to be considered when implementing peer feedback (Okvianti et al., 2023). Moreover (Muflihah & Authar, 2022) conveys that future research should pay attention to how to provide relevant input and provide accurate writing guidance. Based on previous research, this research will focus on the application of peer feedback in assessing student writing in writing recount texts. Through peer feedback, students can improve their writing skills by reviewing friends' writing and providing feedback. This research will focus on the preparation stage in writing recount text and is expected to provide a new contribution to existing research literature. Based on the background above, this research uses peer feedback to assess student writing in the test preparation process. Based on the description above, the research questions of this research include: How do the students experiences to providing and receiving peer feedback in Recount Report Text?

METHOD

This research used a qualitative approach with the case study method. A qualitative approach is used to understand and investigate human problems in individual and group contexts to find meaning (Creswell, 2009). Therefore, the case study method will be used in this research because it focuses on exploring peer feedback practices in teaching writing recount texts. the most relevant design to discover the implementation and student experiences of peer feedback .This study carried out at a senior high school in Karawang. Determining the research location refers to good school accreditation and English language activities that have been implemented. Therefore, in this case study the researcher will involve 36 first grade students studying recount text at senior high school in Karawang. In line with (Hollweck, 2015) samples in qualitative research will be chosen deliberately, a process known as purposive sampling. The aim or objective of selecting a particular research unit is to have data that will produce the most relevant data according to the research topic.

In this research, the methods used to collect data were observation, interviews, and documentation. Based on data collection techniques, there are 2 instruments used to collect data, namely observation checklist and interview guidlines. Data analysis in this study refers to the research of (Barkhuizen et al., 2013) Thematic analysis. This data analysis was chosen because of the large number of narratives produced and more than one participant in the research. The researcher recorded audio during the initial interview session. After the interviews, the researcher converted the audio recordings into transcripts. The transcripts were read multiple times, understood, and categorized into transcript codes. After knowing the code,

themes and subthemes, the final step is to create a report. Then the validity of the data was checked by comparing the results of the story answers with the written ones. After the data is valid, the researcher presents the data in narrative form according to theory.

RESULTS AND DISCUSSION

Results

Based on the data from observation and interview the process of implementing peer feedback in wirting recount text had four step, namely; Introduction, preparation ,implementation and evaluation. The steps can be specified in Figure 1.
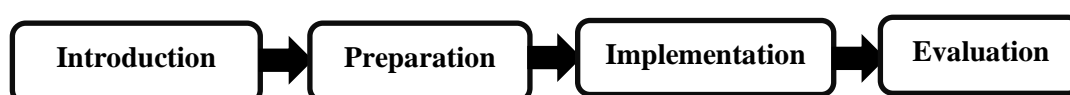
Figure 1. The procedures of peer feedback

Figure 1 illustrates the step of student activities during the implementation of peer feedback. The first step is the introduction. Its activity plays an important role in providing students with an understanding of the concept of peer feedback. Then, the activity was carried out before the peer feedback activity began in the form of teacher activities providing a comprehensive explanation of the definition, purpose and benefits of peer feedback. Students have a positive response related to peer feedback, because students already had a basic understanding of peer feedback from other previously studied subjects. This experience helped them feel more prepared and enthusiastic to face the peer feedback activity. This assumption is supported by statement R1.

> *"Our class has previously done peer feedback in other subjects such as biology. In another case, a few weeks ago we also did the same thing during the P5 program, which involved correcting the results of articles made by other classmates about carbon footprints."*

Moreover, in the second step of preparation teacher provides more specific directions related to the steps of peer feedback activities carried out by students. Futhermore, the third step is implementation of peer feedback. Students carry out peer feedback activities with their group friends whom the teacher has determined at the previous meeting. Afterward, each group collected the recount text writing results they had made with their groupmates. Next, the teacher randomly distributed the recount text to other groups. This third sequence revealed some findings from the students' activities as they engaged in peer feedback. These findings include patterns of interaction between students, such as the strategies they used when giving feedback and the student experience they faced during the learning process, as described in the following explanation.

Peer interaction in providing feedback

During peer feedback activities, groups discuss themselves, leading to various interactions. Each group member brings an individual perspective when analyzing the other group's text. In addition, interaction between students can help identify and overcome misunderstandings that need clarification. Therefore, students divide tasks between individuals to analyze other groups' texts. The number of group members is six, and each group member has their role in analyzing the text by adjusting to the indicators on the peer feedback sheet the teacher gave. The identification results of each group can be illustrated in Figure 2.

Figure 2. Student peer assesmemt

Figure 2 illustrates the results of peer feedback from Group 6 to Group 4. Group 4 gave feedback according to the indicators given by the teacher, such as generic structure, language - features, spelling mistakes, capitalization, and punctuation. In addition, Group 6 highlighted the mistakes in Group 4's text, especially in conjunctions and the use of time to connect to sequence events and punctuation. In addition, not only gave feedback through the sheet but also on the recount text made by Group 4 directly by marking the indicators that were not correct using circles, as shown in Student Artifact 1 (A1) in figure 3.
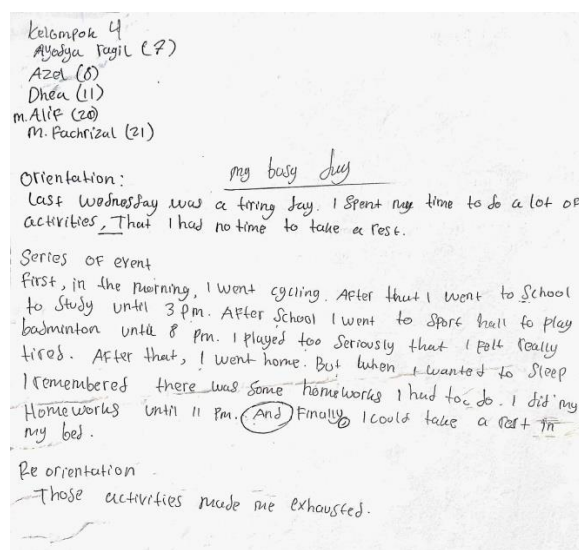

Figure 3. Student Artifact 1

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Student's challenges of Peer Feedback Assessment

The findings in this study relate to students' challenges during peer feedback. Most students can understand the structure of recount text and can analyze it with their friends. That allows students to classify text into sections, such as orientation, sequence of events, and reorientation. For example, as shown in student artifact sample A2 in the form of group 3 generic structure analysis results, students can differentiate and identify each part of the recount text correctly.
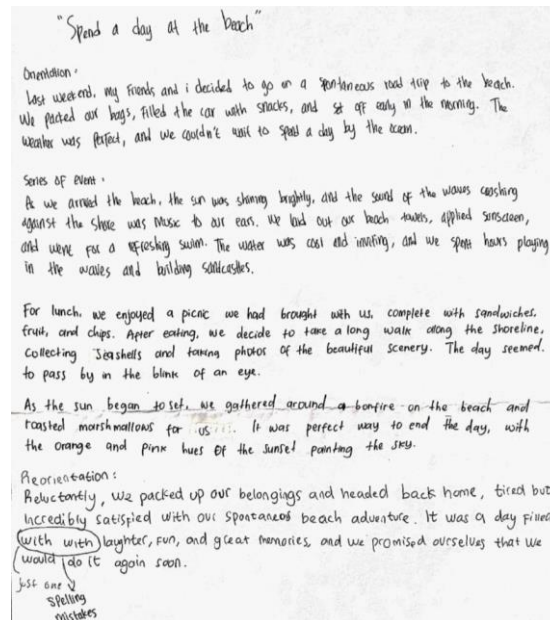
Figure 4. Student Artefact 2

On the other hand, other findings in this research state that students' challenges in conducting peer feedback highlight students' understanding of language features, one of which is simple past tense. Most students need clarification when analyzing tenses in their friends' recount texts. This finding is connected with the statement R2, which states;

> *"I feel that the difficulty in providing corrections to my friend's text is that I cannot identify it as a whole, this is because I do not understand tenses, especially the simple past tense, so I am quite confused when identifying it."*

Besides that, when correcting the text in other groups, some students felt hesitant to check the writing mechanism, especially spelling. The doubts experienced by students in providing corrections in the spelling section are caused by their lack of understanding of vocabulary. Students feel insecure when giving feedback to their friends, as stated by R3:

> *"Honestly, our group found it difficult to identify the vocabulary in the spelling section, we wanted to correct it but were afraid of being wrong. Sometimes we confirm how to write correctly through online dictionaries."*

That shows that poor vocabulary mastery can affect the effectiveness of the peer feedback process, especially in spelling. Therefore, improving vocabulary understanding among students is necessary to improve the quality of the feedback they provide.

Student's Trust in Peer Feedback

The final finding in this research concerns students' trust in peers for feedback. The interview results show that most students often interact with their peers during the learning process. Students feel that the peer-to-peer approach is essential, especially when writing and giving ideas, so this is an advantage in peer feedback. the students referred to assumed that collaboration with peers provided many benefits.

> *R4: When writing texts, I prefer to ask my friends first. If I am confused, then I go to the teacher because sometimes if I ask the teacher, I am confused confusion. Usually, when making texts, I like to ask friends about verbs' grammar and ask if the sentences are connected or not... besides that, I use tools such as google translate.*
>
> *R5: I prefer to be corrected by the teacher because the teacher will immediately give the correct way when writing recount texts. The disadvantages of using peer feedback are corrected by friends who do not know which writing is wrong and correct compared to the teacher.*

Based on that's statement, the result in this study show that students have pretty good experience composing recount texts. Interaction and feedback from peers have helped them better understand the structure and content of recount texts and provide valuable ideas in the writing process. However, although peer feedback is beneficial, teacher feedback must provide correct and detailed direction. Teachers have more profound knowledge and expertise about the subject matter and can provide more accurate corrections to errors that peers may have missed.

Discussion

Based on observation and interview data, implementing peer feedback practice in recounting writing text has four steps: Introduction, preparation, implementation and evaluation. The meeting meeting given by the teacher is in line with Ferris (2003). In the first step, the teacher provides an understanding related to the recount text to ensure students understand the structure of the recount text and peer feedback. Furthermore, the teacher prepares students' understanding of peer feedback in the second preparation stage. In this second stage, the teacher focuses on peer feedback and the procedures that must be carried out in peer feedback practices related to text structure and writing mechanisms to make it easier for them to provide feedback. In line with Ferris (2003)., in implementing peer feedback, teachers must explain the procedure clearly and the benefits of peer feedback to students. This aims to make the feedback positive, making students comfortable with their friends' comments. In addition, the teacher's mechanism in practising peer feedback aligns with Ferris (2003). The teacher divides students into several groups. The teacher also has a role in encouraging students to seek clarification directly from the author if aspects seem ambiguous, inconsistent, or confusing.

a. Peer interaction in providing feedback

Peer feedback creates a dynamic and collaborative learning atmosphere that elicits various student reactions. Collaboration between students is seen in each group when analyzing. Each group consists of students with diverse abilities so they can complement and support each other. As stated by (O'Malley & Chamot, 1990), learning strategies in writing can use social affective strategies by involving student collaboration in solving problems (O'Malley & Chamot, 1990). They also added that the social, affective strategy in peer feedback is seen in the cooperation between students and getting information from the feedback between each other. Peer feedback helps students understand context text more deeply. Moreover, the approach between students is different from the teacher's approach. It means that students are dependent on their teachers, so they choose to work with friends. It helps students train to listen to other people's views, express their own opinions, and reach agreement through constructive discussions in analyzing

a text. In line with (Widyastuti et al., 2021) they revealed that peer feedback positively involves writing recount texts and can create an effective learning atmosphere to help students improve their writing.

b. Student's challenges of Peer Feedback Assessment

Likewise, the many uses of peer feedback for students, giving feedback takes work. Students face various challenges when giving peer feedback, such as using tenses. In the context of writing recount text, the tenses used are simple past tense. One of the challenges in providing peer feedback lies in the knowledge of tenses. Students often need help identifying and correcting the wrong use of tenses in recounting texts made by other groups. This aligns with (Okvianti et al., 2023) research, which found that each student's ability differs, affecting the feedback results. Another area for improvement in providing peer feedback lies in vocabulary acquisition. Students have various abilities, and not all can master sufficient vocabulary. As a result, students need to understand more vocabulary to give feedback to their friends. Not infrequently, students feel insecure when giving peer feedback. That differs from the results of previous research by (Yatima et al., 2020) which states that peer feedback can increase students' confidence in their writing. These challenges often confuse students when analyzing other groups' recount texts, resulting in inaccurate and ineffective feedback, so the feedback recipient needs clarification and needs to make the necessary improvements.

c. Student's Trust in Peer Feedback

Although some students found peer feedback helpful in developing ideas and increasing knowledge when writing recount texts, this peer feedback practice still caused students to feel insecure. Not only is it challenging to give feedback, but when receiving feedback, students also feel they need clarification on the corrections their friends gave. In line with Wang's research (2015) found that students experienced a lack of confidence in the feedback received from their peers. Students often need clarification on the quality of feedback given by their peers. This happens because students believe their friends' knowledge is identical, including in understanding recount text writing. It means they may feel their friends must be more competent or understand the material well enough to provide accurate and relevant feedback. As a result, students become sceptical and do not fully trust the feedback received from their friends. That makes students feel they still need teacher feedback to correct their mistakes. Students feel that teacher feedback is more effective in developing their knowledge of recount text writing. In line with Irwin (2017), they stated that peer feedback is not the main component and replaces other types of feedback. This means there needs to be collaboration between peer feedback and teacher feedback to expand students' knowledge.

CONCLUSION

Peer feedback helps students develop their recount text writing in the drafting phase by collaborating with friends. In addition, peer feedback encourages students' thinking skills to be more critical in analyzing friends' writing, helps develop ideas, and explores students' knowledge and experience in writing recount texts. By correcting friends' writing, students gain new knowledge and acquire new vocabulary to bring up references to improve their writing. However, in this peer feedback, students have challenges such as 1) Understanding the use of tenses, 2) Lack of Vocabulary Mastery, and 3) Trust in giving and receiving peer feedback. These things become shortcomings in peer feedback, so there needs to be teacher involvement in providing feedback on student writing. It can be concluded, peer feedback provides a positive experience for students who write recount texts at the drafting stage. However, there is a need for collaboration between peer feedback and teacher feedback to support students' ability to write a text more effectively.

ACKNOWLEDGMENTS

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