

The implementation of Peer-Feedback in enhancing students' writing achievement at SMA Negeri 1 Ketapang

Siti Maysyaroh¹, Flora Nainggolan², Ramlan Ginting Suka³
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung,
Indonesia^{1,2,3}

¹Correspondence: maysyaroh432@gmail.com¹

ABSTRACT

This research was conducted to investigate 1) whether there is any significant improvement in students' writing achievement after being taught by using peer feedback technique, 2) to find out which aspect of writing that improves the most and 3) to find out students' perception toward the implementation of peer-feedback technique. This research used the one-group pretest-posttest design that involved 32 students of X MIA 2 class at SMA Negeri 1 Ketapang in 2019/2020 academic year. The writing tests and questionnaire were also used as the instruments to collect the data. The data obtained were analyzed by using paired sample t-test. The results showed that there was a statistically significant improvement of students' writing achievement in general, and all aspects of writing also improve significantly. Among other aspects, language use was the aspect of writing which improved the most. Furthermore, almost all of the students had a very positive perception about the benefits and the implementation of peer feedback.

Keywords: *writing, recount text, peer feedback, perception*

INTRODUCTION

Writing is one of the four language skills that learners need to acquire (Curriculum 2013). This indicates that writing has an important role for students in improving their creativity of academic or non-academic settings and encouraging the students' braveness to express their idea freely in written form. This statement is supported by Suparno and Yunus as cited in Amrizal (2017), writing has advantages: increasing students' intelligence, developing students' initiative and creativity power, and emerging their braveness.

At this time, writing is still considered as a complicated skill to be mastered because it requires variety of abilities such as generating ideas, determining purposes, developing arguments, organizing and managing the text effectively, and revising. Byrne (1988) depicts that writing is difficult for most people since they know what they are going to write but they do not know how to put them into words.

In learning writing skill, students need others' feedbacks in order to help them in producing good writing (Astuti, 2013). However, some teachers are still applying an ineffective technique in assessing the students' writing works. The teacher assesses the students' writing works without giving feedback. It makes the students confused. They do not know how to correct their mistakes because they probably have limited in linguistic knowledge; consequently, the students do not make any progress in writing skill and many of them show anxiety about giving incorrect feedback to their peers (Park, 2011). Therefore, the researcher decides to implement peer feedback technique in teaching writing to try to solve those problems. This technique is chosen because it tends to give specific and deep comments on the students' work. Peer feedback has also been found to help students in developing their analytical and critical thinking abilities and become better in judging their own work. It is in line with Whitebeck (1976) who described that peer feedback helps students discover most of the errors that may lead to be better writing.

According to Oshima (2006:313), peer feedback is an interactive process of reading and commenting on classmates' writing. By reading and correcting other's work, students will have the opportunity to exchange what they have learned so that their knowledge will also increase. Those arguments are also in harmony with the saying that was quoted from Benjamin Franklin (1980), "Tell us, we forget; Show us, we remember; Involve us, we learn". It implies that if peer feedback is implemented in classrooms, it will enhance learner's autonomy, cooperation, interaction and involvement. Moreover, peer feedback may bring about significant improvement in students' writing skill because they are involved in the learning process directly.

To see whether the implementation of peer feedback is really suitable for the students, the teacher should consider the students' perception as well since perception will also lead to the change of attitude, motivation and behavior (Kreitner, 1992). If the technique perceived positively, it will make the students motivated to pay attention into their study more seriously. Striggins (2008) adds that students' emotional response is a determinant

factor of success in learning. Briefly, the students' perception plays an important role in students' success of learning.

Several related studies were carried out on the use of peer feedback in teaching English. The study by Nelson and Murphy (1993) – who investigated whether ESL students altered their drafts according to the suggestions made by their peers, found that students made significant changes based on their peers' suggestions. Many researchers also found that peer feedback has a positive impact on students' writing ability (Itmezeh, 2016 and Astuti, 2013). They stated that peer feedback gave a significant improvement in students' writing. There was also Ahangari (2014) – who researched the use of peer feedback in students' pronunciation, yielded the same conclusion as those previous researchers. The students' pronunciation was increased after being taught by using peer feedback. On the other hand, Carson and Nelson (1998) affirmed that peer feedback failed to induce much revision and did not lead to great improvement in writing. Students prefer to use the result of teacher's comment rather than peer-response because they do not believe in their peer's knowledge.

Those previous studies trigger the researcher to investigate the influence of implementing peer feedback technique in students' writing achievement with a different concern. She is going to investigate which aspect of writing improves the most because those previous researchers only focused on the progress in general by comparing the final score of pre-test and post-test without considering the improvement of each writing aspect. Besides, she also wants to know the students' perception towards the implementation of peer feedback to provide additional information related to peer-feedback technique.

METHODS

The research was conducted based on the one-group pretest posttest design (Setiyadi, 2018:113). The population of this research was the first grade students of SMAN 1 Ketapang in academic year 2019/2020. The sample is one class from six classes namely 32 students of X MIA 2 class at SMA Negeri 1 Ketapang in 2019/2020 academic year.

Furthermore, recount text test was used as the instrument in this research to measure the improvement of students' writing achievement. The topic was unforgettable moment (sad or happy moment). In order to reveal the students' perception toward the implementation of peer-feedback technique, the researcher used questionnaire that is adapted from Hongrittipun (1990). It consisted of 10 items that were answered by four point scale ranging from strongly agree to strongly disagree.

The data obtained from the pretest and posttest were analyzed using criteria by Jacob et al (1981 in Weigle 2002). The final score of the pretest and posttest were compared by using paired sample T-Test.

Besides, the researcher also checked and analyzed the data of questionnaire by using a formula to find out the percentages. In order to classify the students' level of perception on the implementation of peer feedback, below is the criteria of perception used:

Table 1. Criteria of Perception

Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70\% \leq p_c \leq 84\%$	Positive
$55\% \leq p_c \leq 69\%$	Moderate
$40\% \leq p_c \leq 54\%$	Negative
$P_c \leq 39\%$	Very negative

(Ratminingsih, Artini&Padmadewi, 2017)

RESULTS

Table 2. The Increase of Students' Writing Achievement in the Pretest and the Posttest

	Pretest score	Posttest score	The increase	Sign. level
Mean	53.98	64.93	10.95	.000

Table 2 shows that the mean of the pretest was 53.98 and the posttest was 64.93. It can also be seen that the result of Paired Sample T – test, which showed that the level of significance was less than α ($0.00 < 0.05$) which means that there was significant improvement of students' writing achievement at the first year of students who were taught by using Peer Feedback with the gain was 10.95.

In scoring the writing test, the researcher used the criteria of writing assessment by Jacob (1981:90). There are five aspects of writing: content, organization, language use, vocabulary, and mechanic. Each aspect was scored by two raters; the researcher and the English teacher of the school. The distribution scores of writing aspects tested in the pretest and the posttest are given details in the following table:

Table 3. The Improvement of Each Writing Aspect

Writing Aspects	Mean		Gain	T-Value	Sig.
	Pretest	Posttest			
C	16.969	18.578	0.123501	6.393	.000
O	11.672	13.844	0.260788	8.073	.000
V	11.078	13.344	0.25394	8.654	.000
LU	11.203	15.688	0.325028	8.377	.000
M	3.063	3.484	0.217742	5.400	.000

Table 3 shows that there was a statistically significant improvement in all aspects of writing including content, organization, vocabulary, language use, and mechanic since t-values are higher than t-table with the significance levels of less than 0.05 (6.393>2.039; 8.073>2.039; 8.654>2.039; 8.377>2.039; 5.400>2.039) (.000<0.05). The aspect with the highest increase is language use (0.325028), the second is organization (0.260788), then vocabulary (0.25394), mechanic (0.217742) and content (0.123501). In addition, to reveal the students' perception toward the peer feedback, the researcher distributed the questionnaire that was divided into two parts – benefits of peer feedback (statement 1-8) and the implementation of peer feedback(statement 9-10).

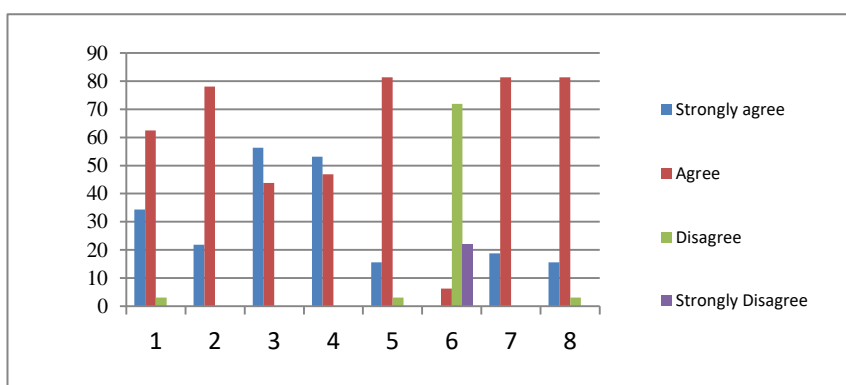


Figure 1. Students' Perception toward the Benefits of Peer Feedback

From the figure 1, it shows that there were 62.5% who agreed that peer feedback helps them to study better. While the rest of students (34.4%) strongly agreed on the first statement; however, there was still one person (3.1%) who disagree on it. For the second statement, most of students (78.1%) agreed that peer feedback enables them to improve their writing skill and 21.9% of students strongly agreed on this statement. Afterwards, 56.3% of students strongly agreed that they could recognize errors better using peer feedback and there were (43.8%) who agreed with the statement.

There were about half of the students in the class (46.9%) who agreed that they feel motivated to exchange English knowledge through peer feedback and the rest of students (53.1%) strongly agreed on this statement. After that, most of students (81.3%) agreed that peer feedback helps them to be more confident and around 15.6% strongly agreed on the statement; conversely, there was 3.1% who disagree with it. For the sixth statement, 71.9% of students disagreed and 21.9% strongly disagreed that peer feedback makes them embarrassed. It means that they did not feel embarrassed after getting feedback from their friends. On the other hand, there were 6.3% who agreed with the statement, means that they feel embarrassed because of peer feedback. Around 81.3% of students agreed that peer feedback increases their attention in writing while the rest of students (18.8%) strongly agreed on this statement. Afterwards, there were 81.3% agreed and 15.6% strongly agreed that students' enthusiasm in writing was increased after the implementation of peer feedback; otherwise, 3.1% of students disagree on this statement.

Moreover, the researcher also totaled all of students' questionnaire score to get the percentage of students' perception about the benefits of peer feedback that showed there were about 31 students (98%) who felt peer feedback technique was advantageous for them in writing. Based on the criteria of students' perception, this result is classified as very positive perception since the percentage was more than 85%.

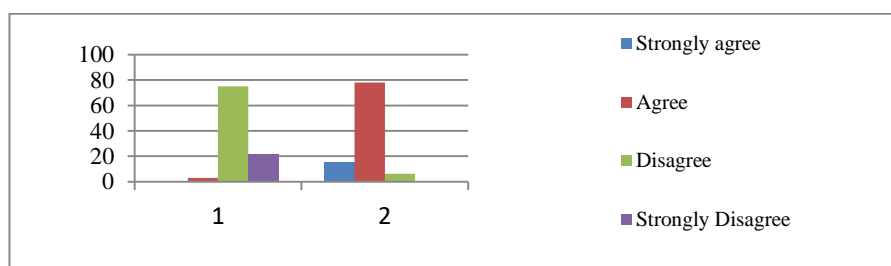


Figure 2. Students' Perception toward the Implementation of Peer Feedback

Figure 2 shows that for the statement number 9, there were 75% of students who disagree and 21.9% strongly disagree that peer feedback is too time-consuming; conversely, there was 3.1% of students who agree with this statement. After that, almost all of students in the class (78.1%) agreed and 15.6% strongly agreed that peer feedback should be implemented in class; otherwise, there 6.3% of students who disagreed or did not want that peer feedback is implemented in the class.

Furthermore, the researcher also totaled all of students' questionnaire score to get the percentage of students' perception about the implementation of peer feedback that showed there were about 30 students (95%) who agreed that peer feedback technique should be applied in the class since most of them did not think that this technique is too time-consuming. Because of the percentage was more than 85%, the students' perception toward the implementation of peer feedback is classified as very positive perception based on the criteria of students' perception.

DISCUSSION

Students' Improvement in Writing Achievement

The result of the present study shows that the implementation of peer feedback technique can improve the students' writing ability. It can be seen from the comparison between the students' pretest score and posttest score where the difference is 10.95 (from 53.98 to 64.93). Then, the result was analyzed by using Repeated Measures T- Test and it was also found that the significant level was 0.00 which is lower than 0.05. Therefore, it implies that the students' writing skill was significantly improved after they were taught by using peer feedback technique.

This finding supports the result of the research by Astuti (2013) showed that there is a significant difference in writing ability between the tenth grade students of SMA KanisisusHarapanTirtomoyo who were taught by using peer feedback and those who were taught without using it.

In the other case, the result of this study rejects the study by Carson and Nelson (1998) which affirmed that peer feedback failed to induce much revision and did not lead to great improvement in writing. Students prefer to use the result of teacher's comment rather than peer-response because they do not believe in their peer's knowledge.

Peer feedback can improve students' writing because this technique could give more control and autonomy to learners because they were actively involved in the feedback process rather than passively relying on teachers' feedback (Gielen, Tops, Dochy, Onghena, & Smeets, 2010). Besides, it also increases learners' critical reading and analysis skills, helps them gain confidence and new knowledge especially in language skills. Then, they benefited peer feedback process as their pairs gave them opinions and suggestions and told the mistakes that they were not aware of; so that it could prevent them to repeat the same errors in the future.

Students' Improvement in Aspects of Writing

The result shows that the gain of all aspects is: content (0.123501), organization (0.260788), vocabulary (0.25394), language use (0.325028), and mechanic (0.217742). It indicates that language use aspect improved the most among others.

In this case, the researcher gave students the opportunity to express their comment or suggestion freely in peer feedback form, but since the students are learning language use more often, it made them more interested in this aspect instead of others. Besides, it also made the students become more focused and easier to notice the mistakes in language use rather than other aspects. When the focus is on forms, it is supposed to help learners to reflect on the wrong forms and finally produce right forms (Krashen, 1987).

On the other hand, the lowest improvement was the content aspect among other aspects. It was because the content did not become their main focus when correcting other's work. They paid more attention in linguistic feature rather than the idea of the text. It can be seen from the example that the content aspect is still poor and lack of ideas but the students said that it has already good. It proved that they do not pay attention too much to other aspects besides language use. Therefore, the students' recount text showed the considerable improvement in language use rather than other four aspects.

This result rejects the research by Salma (2016) which proved that aspects of writing which improved the most in peer correction and self-correction were organization and mechanic. On the contrary, the finding of the present study indicates that language use is the most improved aspect and organization is the second which improved among other aspects.

In addition, this finding supports the research by Park (2013) which shows that Korean EFL students' peer comments were more concerned with local aspects of writing such as language uses than global meaning and organization of the text.

Students' Perception toward the Implementation of Peer Feedback

The students' perception was revealed to support the finding of this research, since perception is one of determinant factors of success in learning. In this study, the researcher scored the students' questionnaire by using *likert scale* and calculated it into percentage. The criteria of student's perception was also used to draw the conclusion.

The finding shows that almost all of students (98%) had a very positive perception about the benefits of peer feedback since the percentage is more than 85%. They felt that peer feedback technique was useful, such as help them to be better in recognizing their errors, encourage the students to exchange their English knowledge, help them to be more confident in delivering their thoughts, increase their attention and enthusiasm in writing, etc. On the contrary, there was one person (3.1%) who disagree that peer feedback can help him study better. It is because he was paired with someone who has limited knowledge in English, so that he did not get much information. There was also one person (3.1%) who was not confident with her knowledge and too afraid of making mistakes when correcting other's work. Moreover, 6.3% of students in the class felt embarrassed because of peer feedback. It happened since they got many corrections or notes frequently; thus, it automatically tells that they have not capability in making text and they think that their weakness has already known by others. One student or about 3.1% also revealed that peer feedback did not increase her enthusiasm in writing. It happened because she did not feel confident with her ability to correct other's work; therefore, she was afraid of making mistakes and not too enthusiastic in writing.

In addition, most of the students also had a very positive perception on the implementation of peer feedback technique in the class since the percentage of questionnaire is 95% ($pc \geq 85\%$). On the other hand, there was still one person or about 3.1% thought that peer feedback is wasting time. Sometimes the students need more time to understand the text and find the mistakes since some of them still lack of knowledge about English. Moreover, there were two persons (6.3%) who disagree on the implementation of peer feedback technique in the class because there were many steps in writing by using peer feedback that make them bored like analyzing the text first, then giving correction symbol to the error, giving feedback on peer feedback form and revising the text.

This result supports some previous studies, such as: Itmeizeh (2016) showed that students have positive attitudes towards peer-correction and that most of the students were either interested or enjoyed this technique. Scores of the students in pretest-posttest also showed significant progress in students' abilities in writing essay. The second previous research was administered by Pratiwi (2012) which proves that the students gave positive response to peer feedback because it gave multiple benefits from personal to social skill development. Personal benefits that students got including: become more critically in thinking, faster and easier to do the task, learn new thing, braver in delivering ideas and motivated to write better.

CONCLUSION AND SUGGESTION

Conclusion

In this study, it can be seen that peer feedback technique can significantly improve students' writing achievement especially in all aspects of writing. From the gain obtained, the aspect of writing that improved the most is language use and the lowest is content. Moreover, the students' perception was also very positive since they can feel that this technique was useful for them even though there were also the students that have different opinion about peer feedback technique.

Based on the finding and the discussion of the research explained previously, the researcher would like to propose some suggestions; firstly, giving feedback is a must in teaching writing process, but it commonly comes from the teacher. Thus, the researcher suggests that English teachers of the class should apply peer feedback technique to give students the opportunity to express their comment or suggestion. Secondly, since the content aspect got the lowest achievement among other aspects of writing, the teacher should pay more attention to the prewriting stage, give more information about aspects of writing and guide the students while giving feedback. Thirdly, the further researchers are expected to consider the students' levels of English ability in pairing them and the further researchers can try to apply it in group such as 3 to 4 students in order to enrich their English knowledge since the implementation of peer feedback in this research only involved the students with their seatmate.

REFERENCES

- Ahangari, S. (2014). *The Effect of Self, Peer and Teacher Correction on the Pronunciation Improvement of Iranian EFL Learners*. Department of English: Journal of Advances in Language and Literary Studies, Vol. 5, No.1: ISSN 22034714
- Amrizal, and Hamdani, Z. (2017). *The Effect of A Cooperative Script in Enhancing the Students' Narrative Writing*. Bandar Lampung: Muhammadiyah University.
- Astuti, Anastasia Puji. (2013). *The Effectiveness of Peer Feedback to Improve the Writing Ability of the Tenth Grade Students of SMA KanisiusHarapanTirtomoyo in the Academic Year of 2012/2013*. Yogyakarta: Yogyakarta State University.
- Byrne, Donn. (1988). *Teaching writing skills*. London and New York: Longman.
- Curriculum, (2013). *Struktur dan Isi Kurikulum 2013*. Retrieved September 21st, 2019, from: http://www.academia.edu/16453172/STRUKTUR_DAN_ISI_KURIKULUM_2013
- Gielen, S., Tops, L., Dochy, F., Onghena, P., & Smeets, S. (2010). *A Comparative Study of Peer and Teacher Feedback and of Various Peer Feedback Forms in A Secondary School Writing Curriculum*. British Educational Research, 36(1), 143-162.

- Hongrattipun, S. (1990). *An Investigation into The Effects of Self-Correction in Combination with Peer Correction on Students' Writing Proficiency and Their Attitude*. Thailand: Mahidol University.
- Itmeizeh, Mahmoud. J. (2016). *Impact of Peer Correction on Reducing English Language Students' Mistakes in Their Written Essays in PAUC and Learners' Attitudes towards This Technique*. Palestine: Palestine Ahliya University College.
- Krashen, S. D. (1987). *Principles and Practice in Second Language Acquisition*. Hertfordshire: Prentice-hall International Ltd.
- Kreitner, B., and Kinicki, A. (1992). *Organizational Behavior (7th Edition)*. New York: The McGraw-Hill Companies, Inc.
- Nelson, G. L. and Carson, J. G. (1998). *ESL Students' Perceptions of Effectiveness in Peer Response Groups*. *Journal of Second Language Writing*, 2, 113-131.
- Nelson, G. L. and Murphy, J. M. (1993). *Peer Response Groups: Do L2 Writers Use Peer Comments in Revising Their Drafts?* *TESOL Quarterly*, 27, 135-142.
- Oshima, A. and Hogue, A. (2006). *Writing Academic English (4th Edition)*. New York: Pearson Longman.
- Park, Ah-Ryung. (2013) *Peer Feedback Given by Korean High School Students and Its Effects on Their Revisions in EFL Writing*. Unpublished Master's Thesis. Graduate School of Seoul National University.
- Park, H. J. (2011). *Implementation and Perception of Online Peer Feedback by Korean EFL Learners*. Unpublished Master's Thesis. Hankuk University of Foreign Studies.
- Pratiwi, MinarniAtik. (2012). *Peer Editing in the Teaching-Learning Process of Writing Descriptive Text at the Second Year of SMPN 3 Pekalongan East Lampung*. Bandar Lampung: Lampung University.
- Ratminingsih, N. M., Artini, L. P., and Padmadewi, N. N. (2017). *Incorporating Self and Peer Assessment in Reflective Teaching Practices*. *International Journal of Instruction*. Vol.10, No.4, Pp. 165-184.
- Salma, Insani. (2016). *A Comparative Study Between Peer-Correction and Self-Correction in Improving Students' Writing Skill of Descriptive Text at the First Grade of SMA Negeri 6 Metro*. Bandar Lampung: Lampung University.
- Setiyadi, Ag.Bambang. (2018). *Metodologi Penelitian untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Stiggins, R.J. (2008). *Assessment Manifesto: A Call for the Development of Balanced Assessment Systems*. A Position Paper Published by the ETS Assessment Training Institute, Portland, Oregon.
- Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Whitebeck, M. C. (1976). *Peer Correction Procedures for Intermediate and Advanced ESL Composition Lessons*: TESOL Quarterly, 10(3). 321.