

THE USE OF PEER FEEDBACK TECHNIQUE BY STUDENTS IN PARAGRAPH WRITING CLASS

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Abstrak

Teaching is not an activity of transferring knowledge from teacher to student, but an activity that allows students to build their own knowledge. Writing is one of language skills which 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. Due to that matter, this research proposed peer feedback as one of the effective techniques to apply students' writing. Peer feedback is frequently applied within the higher education context. As an instructional method, it can be beneficial to students' learning of domain-specific skills (van Zundert, Sluijsmans, and van Merriënboer 2010). The students can give comments on their classmates' writing for better quality writing. They also can learn how to revise their own text based on comments from peers. The aims of this study, to describe the application of peer feedback technique and to reveal students' perception of peer-feedback technique. The subject of this research was the second semester at STKIP PGRI in English education program with lecturer and 22 students. The researcher gets the data of the research trough observation checklist and questionnaire. The result showed that the students focus on correct word choice, punctuation, grammar, organization, spelling. The finding of the study had shown students believed that giving and receiving peer feedback had several benefits. It was effective, flexible, and can also increase their writing and reading skill. The questionnaire result shows by the percentage of students who strongly agree is 14%, agree is 59%, netural is 16% and disagree is 7%. By using this technique, Peer feedback can be one solution to minimize the errors made by the students in their writing. They had chance to correct their own errors so it can hone their awareness. This learning process made students' more active. This activity encouraged students' motivation in writing. It can be conclude that peer feedback was an appropriate approach to use in the teaching and learning process. It could be stated that the use of peer feedback in teaching and increased the students' writing.

Keywords: *Teaching Writing, Paragraph Writing, Peer Feedback*

Abstrak

Mengajar bukanlah kegiatan menstafaer pengetahuan dari guru ke siswa, tetapi aktivitas yang memungkinkan siswa membangun pengetahuannya sendiri. Menulis merupakan salah satu keterampilan yang rumit untuk dikuasai karena memerlukan seperti menghasilkan ide, menentukan tujuan, mengembangkan argument mengorganisasikan dan mengelola teks secara efektif dan merevisi. Oleh karena itu, penelitian ini mengusulkan peer feedback sebagai salah satu teknik yang efektif untuk menerapkan menulisnya siswa. Umpan balik rekan sering diterapkan dalam konteks pendidikan tinggi. Sebagai metode ini bermanfaat bagi pembelajaran keterampilan khusus domain siswa (Van Zundeert, Sluijsmans, dan van Merrienoer 2010). Siswa dapat memberikan komentar terhadap tulisan temanya untuk kualitasnya tulisan yang lebih baik. Mereka juga dapat belajar bagaimana merevisi teks mereka sendiri berdasarkan komentar dari rekan-rekan. Penelitian ini, bertujuan untuk mendeskripsikan penerapan teknik peer feedback dan mengungkapkan persepsi siswa terhadap teknik peer feedback. Subjek penelitian ini adalah semester 1 di STKIP PGRI Program Studi Pendidikan Bahasa Inggris dengan jumlah dosen dan 22 mahasiswa. Penelitian menunjukkan bahwa siswa fokus pada pilihan kata, tata bahasa, orhganisasi, ejaan yang benar. Temuan penelitian telah menunjukkan siswa percaya bahwa memberi dan menerima umpan balik rekan memiliki beberapa manfaat. Itu efektif, fleksibel dan juga dapat meningkatkan keterampilan menulis dan membaca mereka. Hasil angket menunjukkan siswa yang sangat setuju sebesar 14%, setuju sebesar 59%, netral sebesar 16%, dan tidak setuju sebesar 7%. Dengan menggunakan teknik ini, peer feedback dapat menjadi salah satu solusi untuk meminimalisir kesalahan yang dibuat oleh siswa dalam tulisannya. Meraka memiliki kesempatan untuk memperbaiki kesalahan mereka sendiri sehingga dapat mengasah kesadaran mereka. Proses pembelajaran ini membuat siswa lebih aktif. Kegiatan ini mendorong motivasi siswa dalam menulis. Dapat disimpulkan bahwa peer feedback merupakan pendekatan yang tepat untuk digunakan dalam proses belajar mengajar. Dapat dikatakan bahwa penggunaan peer feedback dalam pengajaran dan peningkatan kemampuan menulis siswa.

Kata kunci: Mengajar menulis, Penulisan Paragraph, Teknik Peer Feedback

INTRODUCTION

English is an international English, English lessons are one of the important lessons that must be learned. Fachrurrazy (2011) states that it is important for anyone who wants to learn methods in teaching English to know basic terms in the field. Writing is one of four language skills. the learners' still have difficulties in writing, such as the problems of language, cognitive and content (Wigati, 2015). Paragraph writing skill make it difficult for students to write essays because writing essays makes students, feel burdened. According to (McCloud-Bondoc, 2011) a paragraph is much more than a collection of connected sentences.

There are several problems faced by students; they sense that writing paragraphs is not easy due to they do not have opinion to progress their sentence, students' writing ability is low due to lack of writing models, and they don't have instructions for writing so they have difficulty organizing ideas. This makes students feel disinterested and not excited in learning. It is the obligation of the English teacher to fix the problem, specially in learning paragraph writing. However, it can be minimized with proud peer feedback.

Peer feedback is a peer-to-peer feedback strategy that allows students to negotiate their ideas, make comments and correct mistakes in their friends' paragraph writing and provide suggestions to develop their peers' ideas. According to (Mubarok, 2012) Peer Feedback is an approach that creates a social dimension in writing classes, based on the assumption that writing is a social process. Peer feedback refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing (Farah 2012: 182).

In this research, peer feedback technique will be applied in learning to write paragraphs. Students are expected to actively participate in the learning process by responding to work between classmates while increasing their ability to achieve learning objectives can apply them in class easily.

RESEARCH METHOD

This research was qualitative research. Descriptive qualitative method was also called naturalistic inquiry (Sugiyono, 2014:8) because it studied a phenomenon in the natural way. This research paradigm was chosen because it was desired to make an interpretative and natural understanding about the subject of the study.

As has been mentioned in the previous chapter, the subject of this research are lecturer and students from the first semester students at STKIP PGRI Sidoarjo. The reason the researcher was paragraph writing that applied peer feedback so that it was

suitable for the study conducted by the researcher. Research instrument, data is needed to carry out the findings of this study. The data can be obtained by using Field Notes Observations and Questionnaires. Data analysis technique In this qualitative research, data analysis techniques would be carried out to collect data collected from various sources in an overview related to all observations and findings. The researcher will perform three steps to analyze the data. Namely data reduction, data display, conclusion and verification.

FINDINGS AND DISCUSSION

4.1.1 The Findings Apply Peer Feedback Technique in The Revision Process in Paragraph Writing Class.

In this section, the researcher applies the peer feedback technique as the researcher's first problem. Based on the result of the research, the researcher found that using Peer Feedback technique is significant to influence students' writing skill. Peer feedback techniques can be used to help students develop the ability to work together, be able to critique other people's processes and results or provide formative assessments of colleagues, receive feedback or criticism from others, and provide students with an in-depth understanding of the criteria used to evaluate them assess the process of learning outcomes as well as preparation for summative assessment. The observation also showed that the respondents gave feedback starting from the easiest such as spelling of words. They can easily identify word writing errors.

Table 4.1 Observation Checklist

NO	Subjects	Pointer(s)	Meeting I		Meeting II		Meeting III	
			Yes	No	Yes	No	Yes	No
The lectures' activities								
1.	Pre-Teaching	Lecturer checks student readiness in learning	√		√		√	
		Lecturers motivate students by introducing peer feedback	√		√		√	
		Lecturer explains the purpose of teaching	√		√		√	
2.	Whilst Teaching	The lecturer begins to explain about paragraph writing	√					
		The lecturer explains peer feedback strategy			√			
		The lecturer begins to explain about the assignments that will be carried out by students.			√		√	
		The lecturer gives an example for writing			√		√	
		Lecturers ask students to make drafts			√			
		Lecturers are asked to discuss the meaning of the item			√			
		Lecturer monitor students and group progress			√		√	
		The lecturer asks them to read and give feedback on their friends' writing			√			
3.	Post Teaching	Ask students to revise their draft based on their peers' feedback and instruct them to rewrite their final draft					√	
		collect revised results					√	
The student's activities								
1.	Pre-Teaching	Students welcome the lecturer.	√		√		√	
		Students prepare lesson materials.	√		√		√	
		The students respond to lecturer.	√		√		√	

2.	Whilst Teaching	Students prepare Paragraph writing learning materials according to the lecturer's orders.	√		√			
		The students observe the lecturer teaching			√			
		Students understand the tasks that must be done after the lecturer explains			√		√	
		Students start writing one about a topic and students develop and organize their ideas by topic			√			
		Students are instructed to write by elaborating their ideas.			√			
		The students pay attention to the time given by the lecturer.	√		√		√	
		Students read one example paragraph by focusing some mistakes			√			
		Students are asked to discuss in groups and provide feedback on the paragraphs they have written			√			
3.	Post Teaching	Students get feedback from their peers to revise their first draft and rewrite their draft as a final draft			√			
		they submit the final draft to the lecturer					√	

4.1.2 Finding of the Students' Perception of the Peer Feedback Technique of Revising in Paragraph Writing Class

In this section, the researcher describes student responses about teaching paragraph writing using peer feedback technique. As a second

problem, the researcher uses a questionnaire to determine the results of student responses about teaching paragraph writing using peer feedback technique.

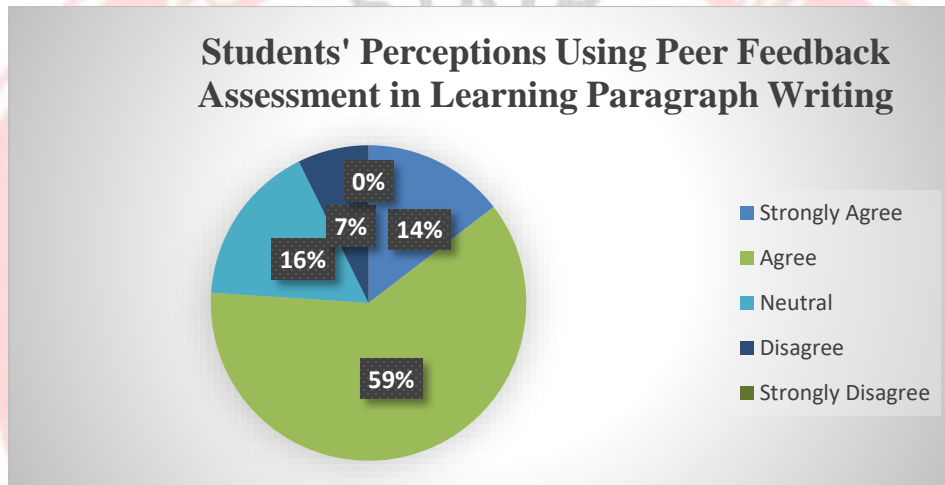
Table 4.3 The Result of Questionnaire Answer

NO.	STATEMENTS	SA	A	N	D	SD
1	I have the opportunity to practice and develop my writing skill through peer feedback	(3)	(15)	(4)	(0)	(0)
2	I can be more confidence in writing through peer feedback	(3)	(14)	(4)	(1)	(0)
3	I can write texts independently through peer feedback	(4)	(11)	(4)	(3)	(0)
4	I can think critically in writing through peer feedback	(3)	(14)	(4)	(1)	(0)
5	I can get new idea in writing through peer feedback	(2)	(12)	(4)	(2)	(0)
6	I can interac and appreciated friend's writing through peer feedback	(3)	(12)	(4)	(3)	(0)
7	My writing is more effective through peer feedback	(5)	(11)	(4)	(2)	(0)
8	I can get more experience in writing	(5)	(13)	(4)	(0)	(0)
9	I can increase my motivation in writing through peer feedback	(4)	(13)	(1)	(0)	(0)
10	I become active in learning process through peer feedback	(3)	(14)	(4)	(1)	(0)
11	I become more flexibel in writing through peer feedback	(3)	(12)	(4)	(3)	(0)
12	I can understand procedure of writing in the text through peer feedback	(3)	(13)	(4)	(2)	(0)
13	I can understand the goal specification of the text through peer feedback	(1)	(16)	(4)	(1)	(0)
14	I can understand strategy in writing through peer feedback	(3)	(11)	(4)	(4)	(0)
15	I can be easily understand the material through peer feedback	(2)	(13)	(1)	(2)	(0)
	Total	47	194	54	25	0
	F					
	%	14%	59%	16%	7%	0%

After giving the questionnaire the researcher analyzed all the questions one by one and then made a conclusion from the questionnaire. Number of students who chose one option for each question in percentage (100%). The formula is:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

Based on the result of questionnaire above, the researcher concluded the data by using average for each result in the chart:



Based on the data displayed in tables and diagrams, it can be concluded that the students agree with the use of peer feedback technique in paragraph writing. It strengthens by the total of students answering “agree” option is or the percentage is 59%, which means that more half of students like learning paragraph writing by using peer feedback technique. Besides, according to the data, the students who feel disagree with the use of with the use of peer feedback technique in learning paragraph writing is 7%, which mean that under 50% of students did not like learning paragraph writing by using peer feedback technique. It means that the students agree with the use of peer feedback technique in learning paragraph writing.

Discussion

In this part, the researcher will discuss the result of the observation checklist, observation field note, and questionnaire at English Education Study Programs 2021 at STKIP PGRI SIDOARJO. The first problem was the apply peer feedback technique in the process of revising at paragraph writing class. After the observation checklist and field note was analyzed, the students complete the peer feedback questioner. The researcher through the questionnaire that peer feedback encourages students to write and learn more in order to enhance their own writing. Students more active and more confidence when they get peer feedback in their writing. Kamimura (2006) investigated the effect of peer feedback on students' writing performance. His findings showed that peer feedback had a positive effect on students' writing performance and had a significant increase in student-generated revisions. From the data, it can be conclude that the students approve with the applying of peer feedback on students' writing skill. It strengthens by the total of students answering "agree" option is or the percentage is 59% and a few of the remaining students answering "disagree" option is or the percentage is 7%. It means that more half of students like learning paragraph writing using peer feedback assessment, and under half of students dislike learning paragraph writing using peer feedback assessment.

Some researcher showed that peer feedback has beneficial to help the students in teaching and learning process especially in their writing skill. It encourages students' to assess their mistakes during the writing process.

CONCLUSION

The apply peer feedback technique in the revision process in paragraph writing class were very well, the students followed the lessons well and paid attention. The effect of providing peer feedback on students' writing is to motivated them improve their writing. The students' perception in the peer feedback technique of revising process at paragraph writing class makes the students active and steps in peer feedback

can helped them learn to write and learn procedure texts. the students answered strongly agree = 14%, agree = 59%, neutral = 16% disagree = 7%, and strongly disagree = 0%. It means that more half of students liked learning paragraph writing by using peer feedback and under 50% of students did not like learning paragraph writing by peer feedback.

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