

A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF PEER FEEDBACK IN THE EFL WRITING CLASS

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ABSTRACT

Writing is intended to communicate thoughts, ideas, and information in simple and clear language. Students should develop their writing skills through practice, education in writing processes and norms, such as grammatical rules and teachers' motivation. The purpose of this study is to determine the sorts of student feedback given and how peer feedback affects students' writing portfolios. Qualitative descriptive research was used in this study. The data collected from the writing portfolios of the students. Three phases were taken in the analysis of the data: data reduction, data display, and conclusion. 29 students from MAN 1 Jember were the participants in this study. According to the study's findings, it was discovered that students used two different sorts of feedback, namely direct and indirect feedback. Because the students were satisfied that their response was accurate, they used direct feedback. Because they weren't sure which response was the right one, the students also used reformulation feedback. The research results showed that some of the students revised their writing portfolios in response to peer feedback, while others did not. In conclusion, the students used two different kinds of input: direct and rephrased peer criticism. The majority of the pupils used the reformulated peer feedback. Following peer feedback, some students made revisions to their paper, while others did not. The categories with the greatest student revisions are clear improvement (major) and no improvement (minor).

Key Words: Writing, Peer Feedback, Narrative Text.

Writing is essential since it is used frequently in both the business and in higher education. Students who have difficulty with writing cannot interact effectively with peers, teachers, employers, or anyone else. (Klimova, 2013). It is quite challenging to organize and translate the idea into text that can be read. Writing is the most challenging ability for students learning a second language (Sholihah, 2015). The problems comes not just in coming with and organizing ideas but also in expressing those ideas into texts.

For this reason, feedback from both teachers and students is essential for comprehending sentence structure and grammar. In order to help students learn more effectively, Omer & Abdularhim (2017, p. 45) define feedback as information on the students' performance that is given. The teacher's remarks and/or grades, as well as the overt correction of mistakes, do not have to be the only forms of feedback. Consecutive writing classes can be connected by using feedback as a learning experience. The benefits of using feedback include providing students with a suitable method to fix their work when there are errors in their writing and giving them the chance to analyze their errors and improve their writing. It also demonstrates to the teacher what the students are capable of and what is still challenging or unclear.

According to Deger (2017, p. 115), during peer review, students

read each other's papers and give feedback to the writers, typically by responding to questions from their teachers. Students certainly benefit from this strategy since it provides them with helpful feedback that helps them improve their writing evaluation. Bijami et al (2013) states that peer feedback in writing classes is beneficial due to the cognitive and social advantages of peer feedback, according to the findings of a study that discussed the advantages and disadvantages of adopting peer feedback as a strategy for learning to write.

As a result, MAN 1 Jember's students are the focus of this study. They were chosen by the researcher because, when studying writing skills, the analyst believes that expressing existing thoughts in writing is one of the most challenging language skills to master. The fundamental skill of writing is the ability to accurately, smoothly, and appropriately connect with the surrounding environment in descriptive text, namely by compiling and composing descriptive text indications, in the form of simple, brief essays. Therefore, in order to accomplish the previous learning objectives, English teachers must be able to use a variety of methods to enhance students' abilities to convey their views in writing or essays. Since students should be at the center of learning, in this case through peer review, both teachers and students who are the

learning targets must take an active part if meaningful learning is to take place.

Method

Qualitative descriptive research was used in this study. The purpose of qualitative research is to observe and analyze social and human behavior as it is experienced by participants in a particular social situation, according to Ary et al. (2009, p.420). It is a very personal type of research that admits the subjective viewpoints and prejudices of both participants and researchers. This suggests that qualitative research is a type of social science research that examines human behavior through the written word.

Data for this study was taken from MAN 1 Jember students' portfolios. The type of data source used in this study is a primary data source. According to Sidiq & Choiri (2019, p. 165), primary data is information obtained based on estimates directly from the source (research subject).

The instrument used is portfolio. The collection of student writing revisions from peer feedback is known as their portfolio. The narrative texts in the student portfolios used for this study are about personal experiences, and the students are required to provide feedback on each other's work by highlighting errors with symbols like circles, underlines, and crossed out

text. Following that, the students must additionally modify their papers in light of input from a peer or partner.

Results and Discussion

Following portfolio analysis of the students. Although the majority of MAN 1 Jember students had never received peer feedback previously, it was discovered that they were able to do so with easily. The process of peer feedback was then started once the students exchanged their writing portfolios with another student. The purpose of the peer feedback was for the students to assist one another in reducing their writing errors. Students were able to learn a lot from each other's writing due to peer feedback. They are aware of their partner's errors, and they also benefit from outside opinions.

From 29 students who joined the exploration, there were 6 students that used direct of peer feedback, 21 students utilized feedback of reformulation, and 2 students did not get any kind of feedback. In order to help their friends improve their writing, the students used direct peer feedback. They provided their friends' mistakes in their writing with clear corrections. Feedback of this kind only concentrates on grammatical structures.

The students also reformulated peer feedback to assist their partners in revising their

writing. They provided their friend with clear corrections for any mistakes they had made in their writing. With this kind of feedback, students have a good chance to decide for themselves whether or not they should correct the problem, but the corrector also identifies the error's cause.

Out of the 29 students that participated in the exploration, 14 students received major feedback contributions, 13 students received moderate feedback contributions, and 2 students received no feedback at all.

The correction that students or peers employed while providing written comments helped their friends to become aware of the errors they had committed. Students who are aware of their writing errors are better able to correct their work and advance both their writing skills and knowledge. Siregar & Murni (2013) contend that giving feedback to friends is a process that is done in writing so they can assess, comment in writing, correct writing, and give additional guidance to friends as they complete their assignments. This seeks to give guidance so that others can comprehend the content and give helpful feedback to one another.

Conclusion

The study's findings revealed that students concentrated on two kinds of feedback: direct peer feedback and reformulated peer feedback. The students used direct

peer input and reformulated peer feedback based on their understanding, it was discovered. Because they were familiar with the proper format, the students opted for direct rather than peer feedback. On the other hand, because they wanted their peer to consider what the proper form is, the students reformulated peer feedback. Because the student was unsure of the proper format for his peer mistakes, they also reformulated peer feedback.

It was also discovered that some students were rewriting their initial draft in response to input from their peers and some were not. According to the findings of this study, students contributed on two different levels: significant (obvious improvement) and minor (no improvement).

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