

## **THE IMPLEMENTATION OF PEER CORRECTION FEEDBACK TO TEACH WRITING OF DESCRIPTIVE TEXT TO THE TENTH GRADERS OF SMAN 11 SURABAYA**

**Azhar Wahyu Herdhono**

English Department, Languages and Arts Faculty, State University of Surabaya  
azharwhyh@gmail.com

**Ririn Pusparini, S.Pd., M.Pd**

English Department, Languages and Arts Faculty, State University of Surabaya  
rrn.puspa@gmail.com

### **Abstrak**

Penelitian ini menekankan pada penjabaran tentang penerapan masukan dari koreksi teman sejawat untuk mengajar menulis teks deskriptif untuk siswa kelas X SMAN 11 Surabaya. Peneliti mengumpulkan berkas tentang tanggapan siswa terhadap penerapan masukan dari koreksi teman sejawat dan menganalisa hasil kerja siswa terhadap penerapan masukan dari koreksi teman sejawat hal ini ditambah untuk menilai keberhasilan teknik mengajar ini. Peneliti menggunakan desain penelitian deskriptif kualitatif untuk penelitian ini. Data yang dikumpulkan dari catatan lapangan mengungkapkan bahwa guru menerapkan masukan dari koreksi teman sejawat sesuai dengan prosedur yang dikemukakan oleh Yang (2010). Beberapa instrumen seperti kuesioner dan hasil kerja siswa yang digunakan untuk mengumpulkan berkas tentang tanggapan siswa terhadap masukan dari koreksi teman sejawat dan menganalisis hasil kerja siswa sebelum dan sesudah diberikan masukan dari koreksi teman sejawat. Hasil penelitian ini menunjukkan bahwa siswa menganggap masukan dari koreksi teman sejawat sebagai teknik pengajaran yang bermanfaat. Kuesioner menyatakan bahwa teknik masukan dari koreksi teman sejawat tersebut membantu dan meningkatkan keterampilan menulis siswa. Selain itu, analisis hasil kerja siswa menyatakan bahwa siswa menulis lebih baik setelah pemberian masukan dari koreksi teman sejawat. Hal ini dapat dilihat dari menurunnya jumlah kesalahan yang dilakukan oleh siswa dalam tugas akhir tulisan siswa. Hal ini dapat disimpulkan bahwa, masukan dari koreksi teman sejawat mampu memberi siswa motivasi untuk menulis menjadi lebih baik dari sebelumnya.

**Kata Kunci:** *masukan dari koreksi teman sejawat, hasil kerja siswa, tanggapan siswa, deskriptif teks*

### **Abstract**

This research emphasized on the description of the implementation of peer correction feedback to teach writing of descriptive text to the tenth graders of SMAN 11 Surabaya. The researcher gathered students' responses towards the implementation of peer correction feedback and analysed students' composition towards the implementation peer correction feedback in addition to assessing the effectiveness of this teaching technique. The researcher applied descriptive qualitative research design. The data gathered from the field notes revealed that the teacher implemented peer correction feedback in line with the procedures proposed by Yang (2010). Some instruments such as questionnaire and students' compositions were used to gather the students' responses towards of peer correction feedback and analyze students' compositions before and after providing peer correction feedback. The results showed that students viewed peer correction feedback as a useful teaching technique. The questionnaire revealed that peer correction technique helped and improved students' writing skills. Moreover, the analysis of students' compositions revealed that the students wrote better after the provision of peer correction feedback. It could be seen from the decreasing of the numbers of errors made by students in the final task of writing. In conclusion, peer correction feedback was able to motivate students to write better.

**Keywords:** *peer correction feedback, students' compositions, students' responses, descriptive text*

### **INTRODUCTION**

Related to EFL teaching and learning activity writing activity requires learners to creatively deliver their ideas differently to others on a piece of paper. Furthermore, it is the device to communicate interactively in different way of oral production (Boughy, 1997). Writing can deliver writer's ideas to the readers to build a good communication. So that writers must be able to arrange their ideas in the form of written works to communicate well.

Grammar mastery is regarded as an important aspect in writing in building a good communication. In producing a meaningful sentence, writers should be able

to arrange the words well to prevent readers from misunderstanding so that the idea could be well delivered as it is. For example, one subject and predicate should be correctly placed to construct a meaningful sentence (H. D. Brown, 1980). Therefore, grammar has an important role in building good sentences to achieve the goal of communication.

According to Harmer (2007), in teaching writing we can either focus on the writing process itself or on the product of that writing. In order to encourage the students in the study group to write as a process, it was important to help them get used to applying the stages of that process. The activities teacher need to be attractive, grasp

the students' interest and involve them in the process of writing. The more the students establish this connection with the topic and the teacher, the better they write and participate with enthusiasm trying to do their best all the time.

In the process of writing, it is found that students always make mistakes and errors. Therefore, good feedback is needed to view writers the errors they made in writing. Without the existence of good feedback, writers will never be able to write better than before. Corrective feedback can be gained from both the teacher and students themselves. Lately, teachers give students chance to provide correction on their classmates' written works. This kind of feedback, peer correction feedback, is considered to be useful for its social, cognitive, affective and methodological benefits (Rollinson, 2005). However, the implementation of peer correction feedback also leads to the doubts of both students and teachers (Mendonça and Johnson, 1994; Villamil and de Guerrero 1996). Teachers may question and doubt on its benefits since it takes longer time to be implemented. Furthermore, students may get more doubt since the corrector of their works may have lower ability in English. So that they feel that the corrector will never give them true correction of the errors they made (Rollinson, 2005).

In Indonesia, English teachers commonly use direct corrective feedback as the main means to correct grammatical errors in students writing. It is provided by crossing out students' errors and giving the correction forms of the errors (Lee, 2004). However, in teaching writing in SMAN 11 Surabaya, the English teacher applies peer correction feedback that he believes it carries on benefits for students in stimulating them to write better. It is done when students finished their writing activity and exchanged their works with their classmate. Then, their partners will give them correction on the errors made by the writer. Finally, the teacher re-corrects students' works to find out whether there are still some errors that were not well corrected by students. The teacher hopes that all students can learn something related with the writing components from his/her friends' written work.

Looking forward to these difference perspectives, this study aims to describe the implementation of peer correction feedback (PCF) on the process of teaching writing descriptive text in SMAN 11 Surabaya, students' responses towards the peer correction feedback and students' written works after the provision of peer correction feedback.

## **METHODOLOGY**

Using a descriptive qualitative research design, this study was conducted in SMAN 11 Surabaya for the consideration that one of the English teachers implemented peer correction feedback and claimed that it worked out while others did not. Besides, the teacher also claimed that the students found it interesting using this type of feedback. A purposive sampling was done to draw the sample. Hence, thirty six students of ten-seven class

were chosen since the English teacher implemented the peer correction feedback in this class.

This study employed three instruments: field notes, a set of questionnaire, and students' compositions. The field notes were used to narrate the procedures in implementing peer correction feedback in the process of teaching writing descriptive text. A set of questionnaire was used to explore students' responses towards the provision of PCF. Then, students' compositions were used to investigate whether they wrote better after the provision of PCF. A qualitative data analysis proposed by Maxwell in Ary, et al (2010) was used in this study as reading, and reporting to analyse the data.

## **RESULTS**

### **The Implementation of PCF**

The observation took three meetings to provide the report and description of the implementation of peer correction feedback according procedures that proposed by Yang (2010). In the first meeting, firstly the teacher explained the objective of teaching descriptive writing about describing people. And then, teacher explained the main idea of descriptive text. In the whilst-activity the teacher explained in details about writing descriptive text in describing people such as its generic structure and language features. such as the use of specific participant, the use of simple present tense, the use of base form verbs in constructing simple present tense sentence, the use of have/has and the use of adjective. This kind of way in teaching writing was expected to recall students' previous knowledge about the use of English grammar in writing. Then students were asked by the teacher to construct a descriptive text one of their classmates randomly. In the post-activity, the teacher reviewed what students had learned at that meeting to check students understanding about the materials delivered in the first meeting. Then the teacher continued the activity by explaining the way the feedback was going to be provided on students' compositions.

In the second meeting, the teacher reviewed what the students learned in the first meeting. In the whilst-activity, the teacher did a peer correction feedback on students' composition that they wrote on the previous meeting. This activity was in line with the procedures proposed by Yang (2010). The teacher asked the students to give correction to their peers' compositions. While in the correction activity, the students give the correction on the errors their peers' errors made. The teacher supervised them to make sure they did not get any difficulties while they giving correction to their friends' compositions. The post-activity was done through a guessing game. It was a simple game. This was aimed to make students feel relaxed after they did peer-correction feedback activity. The teacher set the game through inviting some volunteers to present their works and let their classmates to guess the participant who was described in the volunteers' works. After the game was over, the teacher figured out that students felt the game was fun.

Finally, when the class was over, teacher started review what they have learned in the second meeting

through several questions. The teacher asked students to bring a picture about their favourite public figures for the next meeting as it was the material in writing descriptive text about describing their favourite public figures.

In the third meeting, the teacher opened the activity by brainstorming. Then, he returned back students' draft and asked them to look upon their writing to recognise the errors and the correction. The teacher also put some kind of teacher feedback to their compositions. Teacher feedback was aimed to check whether students feedback right or wrong, this kind of teacher feedback just adding a few correction to students' feedback. Then after that, the teacher showed a new topic for descriptive text that they are going to describe. In the whilst-activity, the teacher gave students 30 minutes to write 10-15 sentences descriptive paragraph to write a descriptive text according to their favorite public figures.

In the post-activity, the teacher reviewed descriptive text and peer-correction feedback which they have learned in the previous meetings. And finally the teacher closed the teaching and learning process that day. Those activities were well done by the teacher in teaching descriptive writing in three meetings.

### Students' Responses

The first question asked about their point of view related to the activity of teaching writing. More than half students in the class who got the questionnaire said that they like writing because they felt that it develops their English ability. While, the rest of numbers do not like writing for they found it difficult writing in English. Question number 2 and 3 asked whether the students faced difficulty in writing and what difficulty they frequently faced in composing a written work. Most respondents felt that it is difficult to master English since they are lack of vocabulary.

Question number 4 and 5 revealed that the teacher focused on the errors on the language use. They also described the way the correction provided as it is described in the description of the implementation of PCF. Question number 6 and 7 revealed that the students did corrections on each error made by their friends. The teacher did provide the correction again after the students' correction. Students stated that the teacher applied the peer correction feedback concerning on the language features of the descriptive text such as the use of verb in simple present tense, the use of attributive has/have and the use of adjective.

Question number 8 revealed that many students stated that teacher checking again students' correction to their friends' compositions. It was because students' corrections still have mistaken. It was happened because students did not get the point about language use of descriptive text. The rest of written works did not get comments from teacher because it was corrected. Question number 9 to 11 was set to obtain students' responses towards provision of the feedback by the teacher on their compositions. The answer showed all of the students stated they would not repeat making the same errors in the next writing activity. The students stated that feedback

was helpful to them in order to make them in more depth understanding about language use of descriptive text.

### Students' Compositions

#### Students' Draft and Peer Correction

Finally, to know if students wrote better after the implementation of PCF, students' compositions were analysed representatively based on the category proposed by Heaton (1988). The first category, excellent to very good, was represented by student 25 for the best score in drafting.

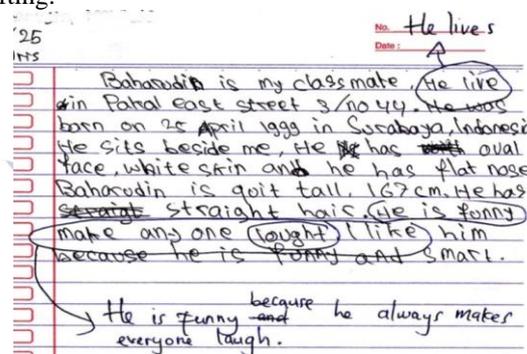


Figure 4.1 Student 25's draft

Student no 25 made fewer errors than the others. In this draft the student made errors on the use verb and adjective. The error on the use of verb is "He live in Pakal East Street" while the correction form is "He lives in Pakal East Street". The error on the use of adjective is "Baharudin is quit tall" while the correction form is "Baharudin is quite tall".

The second category, good to average, was represented by student 24.

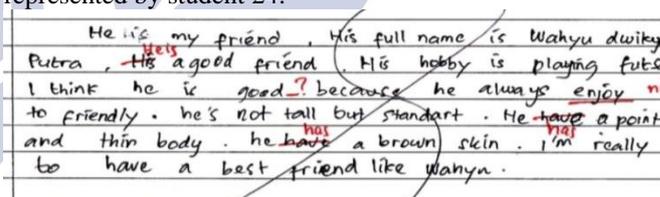


Figure 4.2 Student 24's draft

This student made some errors on the use of possessive pronoun, adjective, and attributive. The error on the use of attributive is can be seen from the sentence as "He have a brown skin" while the correction form is "He has a brown skin". The errors of the use of adjective is "He always enjoy to friendly" while the correction form is "He always nice to friendly". The researcher used this, student 24's draft to be analyzed in drafting session, peer correction feedback session and final task session.

The third category, fair to poor, was represented by student 22.

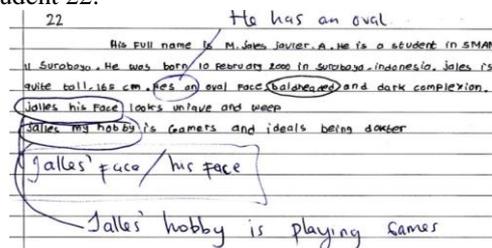


Figure 4.3 Student 22's draft

This student made some errors on the use of attributive, verb, subject. The error of subject can be seen from the sentence as “Jalles his face looks” while the correction form is “His face looks”. The other error is on the use of attributive. It can be seen from the sentence as “Hes an oval face” while the correction form is “He has an oval face”.

The last category is very poor represented by student no 17.

Class : X-7 117  
Mega Mady Noviana Sari  
Mega is my new friend at Senior high school. Her full name is Mega Mady Noviana Sari, she was born on 20 November 1995 in Surabaya. She lives at Jl. Manukan Kasman no 9. She from Sange Junior high school. ~~She was from~~ <sup>She was from</sup> Surabaya. ~~She was from~~ <sup>She was from</sup> Surabaya. Mega is not too tall, ~~at~~ <sup>at</sup> the school she is wearing a hijab, she has a round face, ~~she has~~ <sup>she has</sup> a long hair, she has a brown skin like she is very nice because she smiles a lot. Mega's hobby is reading, swimming, and at school she ~~follow~~ <sup>joined</sup> the Jajasa extra curricular to protect her.

Figure 4.4 Student 17's draft

Student no 17 got lower score than the others. Because student no 17 made several errors more often than the others. This student made some errors on the use of to be, noun, adjective, and verb. It can be seen from the sentence as “She live at Jl. Manukan Kasman” while the correction form is “She lives at Jl. Manukan Kasman”. The other error is on the use of to be and noun. It can be seen from the sentence as “She wearing a hijab” while the correction form is “She is wearing a veil”.

### Students' Final Tasks

According to Yang (2010) procedures, there is no revision session in the peer correction feedback activity. So the teacher did final task after drafting activity and peer correction feedback implemented.

The first category, Excellent to Very Good, is represented by student 25's final task.

shahrini is Indonesian pop singer. she ~~was~~ <sup>is</sup> born on 1 August 1982 in bogor, west java. she spent her most childhood in suka bumi. shahrini began to sing when she was a student. she started her career in music industry after singing "tatapan cinta" in the compilation album of coklat stroberi original soundtrack in 2007. shahrini is of strong lady although she got ~~probleme~~ <sup>problems</sup>. she is ~~patience~~ <sup>patient</sup> enough to face it.

Figure 4.9 Student 25's final task

Student 25 made some errors related to the use of English article the/a. In the drafting activity, she made several errors on her written work. In this final task she made fewer errors than the other. She made error from the sentence as “Shahrini is Indonesian pop singer” while the correction form is “Shahrini is an Indonesian pop singer”.

The second category, Good to Average belongs to student 24.

He is my favorite person, his name is Abie G Ade (Abie Ghaetear bin Abie Djafar). he is a singer. he was born on April 21, 1954 in Mandadi Banjar negara Indonesia. He has a wife and her name is Koespudi Wahayu Sugianto. He has a 9 sons and her name is Abie byasakti Katrio Kinasih, Ade Praprabu Lambip Teenggalar, Djatrio Purnardi Liniwin, and Segara Banyu Bening. and his parents named is: Abie Djafar (father), Saadah (mother). He is active as a singer since 1979. ~~still~~ <sup>still</sup> now, I like him because he has a song that is full of meaning for example (Berita kepada kawan, Lagu ~~untuk~~ <sup>untuk</sup> sebuah nama, Waktu kita remang, Tapi rindu bukannya, Nyanian

Figure 4.10 Student 24's draft

In the student 24's final task composition, we could see in the composition that student 24 made errors in the use of preposition of place. It can be seen in the sentence “He was born April 21, 1954” while in the correct form is “He was born on April 21, 1954”.

The third category, is Fair to Poor represented by student no 22.

Rio Haryanto was born in Indonesia. He is a driver of Indonesian. He is the ~~winner~~ <sup>winner</sup> of racing. He is a champion of ASEAN because is a win of racing world.

Figure 4.11 Student 22's Final Task

In the drafting, student 22 made many errors concerning on the language features of descriptive text. However, the errors student made previously seem to have reduced in producing final task. We can conclude from the figure above that student 22 wrote much better than before after the provision peer correction feedback on students' compositions.

The fourth category is Very Poor. It can be seen on students' 17 final task.

Lionel Messi  
My favorite football player is Lionel Messi. His full name is Lionel Andres Messi, he was born on Rosario, Argentina in 24 June 1987. He is 27 years old. Now he plays for FC Barcelona, Barcelona is a big club for Barcelona, Spain. He becomes a good player in the world.

Figure 4.12 Student 17's Final Task

In the drafting activity, student no 17 made many errors on his composition. But however in the final task activity, he made fewer errors than he made when he composed drafting written work. It can be seen that peer correction feedback activity were helped students to overcoming their lack of writing skill.

Based on the evaluation, of students' compositions in three meetings above, it could be inferred that most students wrote better after the implementation of peer correction feedback. Though there still several students made errors, the numbers of errors in their compositions were reduced in the final task.

## **DISCUSSION**

### **The Implementation of Peer Correction Feedback to Teach Writing of Descriptive Text to the Tenth Graders of SMAN 11 Surabaya**

Based on the result above, it can be concluded that the teacher followed procedures proposed by Yang (2010). The teacher has implemented peer correction feedback in teaching writing well since he followed procedures proposed by the previous researchers. Based on the Yang (2010) procedures, he proposed there are at least three steps in peer correction activity. They are drafting, peer correction feedback, and final draft or final task. Meanwhile in the writing activity (Richard, 2002) proposed that there are four basic writing stages, they are pre-writing, drafting (writing), revising (redrafting), and editing.

First step pre-writing. In the first meeting the teacher applied drafting activity. Before begin the drafting, the teacher firstly explained the topic of the lesson and did brainstorming. It was aimed to make sure students to memorizing their knowledge on the vocabulary related to the parts of body since describing people requires the ability to capture the participant's physical appearance.

Then, the teacher explained the idea and points of descriptive text that they were going to make, such as the generic structure and the language features. To make sure that the students understood the explanation, the teacher asked several questions about the details explained in the previous meeting. After asked several questions to the students, the teacher showed Barack Obama's picture and description about him through power point slide show. Then, the teacher asked one student to read aloud the text. This step was in line with the first step of procedures proposed by to (Richard, 2002) which set up generating students' ideas before going to the planning stage.

Afterwards before going to the drafting activity, there was more explanation about the language features of descriptive text was given to reinforce students' ability in writing, such as the use of simple present tense, adjective, and attributive has/have.

After the explanation, a piece of paper containing adjectives that might be could help the students in composing a descriptive text was distributed for each of the students. This was aimed to enrich students' vocabulary, especially vocabulary which was related to the topic, which was describing people.

Drafting stage become as the post activity in the first meeting. The teacher instructed to them to write a 10 sentences paragraph describing their classmates in 15 minutes. While the students were working on their paragraphs, the teacher walked around the class to check students' progress and figure out whether they faced any difficulties in writing the compositions.

Based on the observation, most of the students took more than 15 minutes to write their compositions. They seemed to get some trouble in arranging the idea. However, they were helped by the mind mapping they had drawn previously. The atmosphere inside the

classroom was also conducive since all of the students sat and worked quietly concentrating on their works.

Finally, the teacher closed the teaching and learning process of descriptive writing by reviewing every point that the students had learned. Afterwards, before the teacher closed the activity, the teacher continued the activity by explaining the way the feedback was going to be provided on students' compositions. Provision the feedback will be held on the next meeting. This feedback provision session done by the teacher was similar proposed by Yang (2010).

In the second meeting, the teacher did teaching activity similar procedures with the previous meeting through pre-activity, whilst-activity and post-activity. The activity that was done by the teacher in the pre-activity was reviewing descriptive text which students learned in the previous meeting. In the whilst-activity, the teacher did a peer correction feedback on students' composition that they wrote. This activity was in line with the procedures proposed by Yang (2010). The teacher asked the students to give correction to their peers' compositions. While in the correction activity, the students give the correction on the errors their peers' errors made. The teacher supervised them to make sure they did not get any difficulties while they giving correction to their friends' compositions. The condition of the class was conducive. The students seem did not get any difficulties when they give correction to their peers' compositions. After the correction activity implemented, students submitted their peers' compositions on the teacher desk. Finally, when the class was over, teacher started review what they have learned in the second meeting through several questions. The teacher asked students to bring a picture about their favourite public figures for the next meeting as it was the material in writing descriptive text about describing their favourite public figures.

In the third meeting, the first step, generating ideas in producing final task, the pre-writing activity was started by questions asked by the teacher about the previous materials the students had learned. Before going to the final task of descriptive writing, the teacher set out a picture guessing game. This activity was also similar to the first step proposed by works (Oshima & Hogue, 2002). (O'Malley & Valdez:139) as the prewriting activity that was aimed to generate students' ideas. Planning session, like what they did in the drafting session, the teacher asked students to draw mind mapping before producing their compositions. Then, planning activity was done in line with what Coffin, et al (2003) proposed in his cursive cycle of writing process through mind mapping. When time to producing final task begun, the teacher instructed the students to write a 10-15-sentence paragraph about describing their favorite public figures. Then, the teacher supervised them through walking around the class checking whether they found difficulties in writing. The procedure applied in this stage was similar to the procedure described by Coffin, et al (2003) as drafting activity where students were given a chance to write a new composition with a new topic.

While Hartshorn et al (2010) in their procedure proposed in teaching writing belonged to the first step as composing a new piece of written work.

When it came to the end of the lesson, the teacher reviewed the materials that students had learned and close the meeting. This activity was the last procedure done by the teacher since it was the final task done by the teacher. Those were the procedures done by the teacher in implementing peer correction feedback in teaching descriptive writing. It can be figured out that the teacher followed the procedures proposed by Yang (2010). This activity was in line with the theory of providing peer correction feedback proposed by Harmer (2005). From the data gathered through the observation, it is known that the teacher applied peer correction feedback on students' compositions in three sessions. They are drafting, peer correction feedback, and final task. In giving corrective feedback on students' compositions, the teacher asked the students to give correction to their peers' compositions. It was aimed to be a useful way to improve their writing compositions. This is in line with the practice of giving written corrective feedback done previously by Farrah (2012). In addition, the procedures used by the teacher in implementing peer correction feedback were in line with the procedures proposed by Yang (2010). It means that the teacher had implemented peer correction feedback well based on the existing theory and previous studies.

### **Students' Responses**

Instead of the observation, a set of questionnaire that was distributed in the second meeting figured out that, first, students who do not like writing activity in EFL class found it difficult to write in English since they do not master the English grammar very well and either have a good vocabulary size. This matter of fact gives them a problem in constructing sentences. Besides, another numbers of students argued that writing is uninteresting activity since they have to work hard to produce a text. However, more than half students in the class who like writing also argued that it is difficult to write since they are required to use the appropriate grammatical sentences in writing. Hence, it could be concluded that grammar and vocabulary size seems to be the obstacle for them in writing.

The questionnaire also revealed that the teacher provided peer correction feedback. The teacher asked the students to give correction on their peers' compositions. This was similar to the procedures done by Farrah (2012) and Bui thi Kim Ngan (2009). This was done to help students to improve their writing composition.

Third, students argued that they were helped to figure out the errors they made. Most of them argued that this type of feedback helped them a lot in writing activity. This argument shows us how peer correction feedback works and students' response towards the provision of peer correction feedback. This data may support the previous studies conducted by Farrah (2012) and Bui thi Kim Ngan (2009) that reveal students responses in the provision of peer correction feedback since students

argued that they learned a lot through the provision of peer correction feedback.

### **Students' Compositions**

The last data that is used to answer the third research question are students' compositions. In composing descriptive text, students made several errors concerning on the use of the language features of the text. Besides, the errors they made commonly concerned on the use of language features of the text. This result proves us that human learning is fundamentally a process that involves the making of mistakes and errors (Brown, 2007). In order to stimulate students to write better, appropriate feedback is needed for students. Furthermore, feedback that involves students engaged to learning process will be able to stimulate them to be a long-term knowledge that could help students remembering errors they made previously and avoid it's in the next writing productions. In analyzing the data, the researcher found that the result gathered from documentary analysis of students' compositions revealed that the numbers of errors made by students were reduced after the drafting session especially after the teacher provided students' compositions with peer correction feedback.

The decreasing numbers of errors in the drafting and final task session may be related to the provision of peer correction feedback. However, some students still made the same errors in the final task. This is due to their prior knowledge which may derive them to make any more errors. Instead, students who still made the same errors might find difficulties in providing the correction forms of the errors.

From the results showed above, it could be concluded that it is better to provide students' compositions with peer correction feedback for it is effective in reducing students' errors and stimulate them to write better Harmer (2005). Instead, students were also helped to remember types of errors since they were engaged to provide the correction forms so that they will not do the same errors over again. This idea was also supported by students' compositions which showed the decrease of errors made by the students. Therefore, peer-correction encourages students to work collaboratively and reduces the students making some mistakes on the next writing activity. In addition, learners' attitudes towards writing can be enhanced with the help of more supportive peers and their fear can be lowered. Learners can learn more about writing and revision by reading each other's drafts critically and their awareness of what makes writing successful and effective.

### **REFERENCES**

- Anker, S. (2010). *The Real Writing with Reading* (Vol. Fifth Edition,
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8 ed.). Wadsworth: Cengage Learning.
- Bailey, S. (2011). *Academic Writing A Handbook for International Students*

- Bitchener, J., & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research*, 12(3), 409-431.
- Boughy, C. (1997). Learning to write by writing to learn: a group-work approach. *ELT Journal*, 51(2), 126-135.
- Brown, H. D. (1980). *Principle in Language Learning and Teaching*. New Jersey: Prentice-Hall, Inc.
- Brown, K., & Hood, S. (1993). *Writing Matters Writing Skills and Strategies for Students of English*
- D'Angelo, F. J. (1980). *Process and Thought in Composition* (2 ed.). Cambridge Massachusetts: Publishers.
- Depdiknas. (2006). *Kurikulum Tingkat Satuan Pendidikan SMA dan MA*.
- Farrah, M. (2012). The Impact of Peer Feedback on Improving the Writing skills among Hebron University Students. *An - Najah Univ. J. Res. (Humanities)*, 26(1).
- Goldstein, A., & Carr, P. (1996). *Can students benefit from process writing?* Washington, D.C.: US Department of Education Office of Educational Research and Improvement.
- Harmer, J. (2005). *Teach writing*. Edinburgh: Longman
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Longman
- Heaton, J. B. (1990). *Writing English Language Tests*. London and New York: Longman Handbooks for Language Teachers.
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Education.
- Kane, T. S. (2000). *THE OXFORD Essential Guide to Writing*
- Lamy, M. N., & Hampel, R. (2007). *Online communication in language learning and teaching*. Hampshire, UK: Palgrave Macmillan
- Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *Journal of Second Language Writing*, 13(4), 285-312.
- Mittan, R. (1989). The peer review process: Harnessing students' communicative power. In D. M. Johnson & D. H. Roen (Eds.) *Richness in writing: Empowering ESL students* (pp. 207-219). White Plains, NY: Longman.
- Mirzaii, M., & Aliabadi, R. B. (2013). Direct and indirect written corrective feedback in the context of genre-based instruction on job application letter writing. *Journal of Writing Research*, 5(2), 191-213.
- Ngan, B. (2009). *The Effectiveness Of Peer Written Feedback On First Year Students Writing skill*. University of languages and international studies. Vietnam National University. Retrieved May 04, 2009, from: <http://www.slideshare.net/khoanhmy/t-e-effectiveness-of-peer-writtenfeedback-on-first-year-students-writing-skill-kim-ngan>
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle publisher.
- Orlich, D., Kauchak, D., Harder, R., Perdergrass, R., Callahan, R., Keogh, A. & Gibson, H. (1990). *Teaching strategies*. United States: D.C Heath and company
- Oshima, A., & Hogue, A. (2002). *Writing Academic English 3<sup>rd</sup> Edition*. New York: Longman.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. New York: Pearson Education, Inc.
- Petty, W. T., & Jensen, J. M. (1980). *Developing Children's Language*. USA: Ally and Bacon, Inc.
- Porto, M. (2001). Cooperative writing response groups and self-evaluation. *ELT Journal*, 55(1), 38-46.
- Richard, J. C. (2002). *Methodology in Language Teaching: an Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59.
- Seliger, H. W., & Shohamy, E. (1997). *Second Language Research Methods*. New York: Oxford University Press.
- Shirazi, M. A., & Shekarabi, Z. (2014). The role of written corrective feedback in enhancing the linguistic accuracy of Iranian Japanese learners' writing. *Iranian Journal of Language Teaching Research*, 2(1), 99-118.
- Williams, J. (2004). *Teaching Writing in Second and Foreign Language Classrooms*. New York, NY: McGraw-Hill.
- Yamada, M. (2009). The role of social presence in learner-centered communicative language learning using synchronous computer-mediated communication: experimental study. *Computers & Education*, 52, 820-833.