PEER- FEEDBACK BETWEEN DISABILITIES STUDENTS AND THEIR PEERS IN LEARNING ENGLISH IN INCLUSIVE CLASSROOM SETTING

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Abstrak

Feedback adalah sebuah aktivitas memberikan koreksi atau saran terhahap pekerjaan siswa. *Feedback* yang diberikan oleh teman sejawat disebut dengan *peer- feedback*. Di dalam aktivitas *Peer-Feedback,* siswa dapat berdialog antar teman untuk memeriksa kesalahan dan bagaimana membenarkannya. Penggunaan *peer- feedback* tampaknya akan lebih berguna diterapkan di kelas inklusi dimana anak- anak reguler dan anak berkebutuhan khusus belajar di kelas umum. Penerapan *peer- feedback* akan memberikan kesempatan untuk berkomunikasi yang mana akan berguna untuk meningkatkan kenyamanan siswa dan mengurangi kesenjangan sosial antara siswa berkebutuhan khusus dengan siswa yang lain. Selain itu, siswa reguler dapat membantu siswa berkebutuhan khusus untuk mencapai hasil belajar dalam proses belajar mereka. Penelitian ini merupakan penelitian deskriptif kualitatif, yang bertujuan untuk menggambarkan implementasi *peer- feedback* di SMAN 10 Surabaya yang merupakan salah satu sekolah inklusi di Surabaya. Selain itu, penelitian ini juga menggambarkan aktivitas- aktivitas yang dilakukan siswa reguler maupun siswa berkebutuhan khusus selama penerapan *peer- feedback*. Ketika menerapkan *peer- feedback,* guru membuat beberapa grup siswa, jadi di dalam satu grup akan ada satu siswa berkebutuhan khusus. Setelah itu, siswa reguler harus membantu siswa berkebutrtuhan khusus untuk memberikan *feedback*. Selain itu, mereka juga berperan sebagai pengajar untuk membantu siswa berkebutuhan khusus memahami materi yang telah disampaikan. *Feedback* yang diberikan oleh siswa ternyata tidak dapat dipakai sebagai sebuah standar untuk menilai pekerjaan siswa. Banyak dari mereka masih melakukan kesalahan ketika memberikan *feedback*. Kemampuan siswa berpengaruh terhadap kualitas dari *peer- feedback* tersebut.

Kata Kunci: *Feedback, Siswa Reguler, Siswa Berkebutuhan Khusus, Kelas Inklusi.*

Abstract

Feedback is an activity to give corrections or suggestions to the student's performances. Feedback which is given by the students is called peer- feedback. In peer- feedback, the students can make a dialogue among their peers to share their mistakes and how to overcome it. The use of peer- feedback considers being more important in inclusive classroom setting where the regular students and the disabilities learn in the regular classroom. The implementation of peer- feedback will give opportunity for having communication which is able to increase students' confidence and reduce socio-cultural gap among disabilities students and their peers. Moreover, the regular students will be able to help the disabilities students to reach the achievement in learning process. This research uses descriptive qualitative research, in purposed to describe the implementation of peer- feedback in SMAN 10 Surabaya which one of inclusive school in Surabaya. Moreover, it also describes the activities of both regular and disabilities students during the implementation of peer- feedback. The results showed that the disabilities tended to be passive in teaching learning process. When the implementation of peer- feedback, the teacher arranged the group, thus there will be one disabilities student in one group. Then the regular students should help the disabilities students to give feedback. Besides, they also acted as a tutor to help them understood the materials. Finally, feedback which given by the students cannot be a standard to assess the students' performances. Most of them still make mistakes while giving feedback to their students' performances. The ability of the students impacts on the quality of peer- feedback.

Keywords: *Peer- Feedback, Regular Students, Disabilities Students, Inclusive Classroom Setting.*

INTRODUCTION

Feedback is a process of giving corrections or suggestions to the students' performances. Harmer (2007) states that feedback is an activity which does not only correct the students' mistakes but also assessing how well they have done in the teaching learning process. When feedback is delivered, students will know the mistakes which they have done in learning process.

In feedback, there are also teacher and peer feedback. Peer- feedback is a feedback which is done by the students in the classroom. Peer- feedback can be done to assess the students' oral or written performances. Thus, it can be done after the students have done their works. Peer feedback can be shared more than peer assessment which only gives grades or marks to their peers' work. They can make a dialogue among their peers to share the mistakes and how to overcome them (Liu & Carless, 2006).

Sluijsmans, Moerkerke, Van Merrienboer, and Dochy (2001) find that using peer feedback will increase the students' confidence. The students feel more comfortable after implementing peer feedback. Moreover, peer feedback contributes to the students' work performances (Pope*, 2005). By using peer feedback, it seems that not only self- confidence is increased, but also the students' work performances. Hence, the students' ability in assessing must be increased. The students have to know the performances that they have to master.

The use of peer feedback is seemly being more effective in inclusive classroom setting. In inclusive classroom setting, there are disabilities and regular students. They learn in a same class atmosphere. The role of the regular students should be bigger than that of the disability ones. They will dominate the class because, in average, the amount of disabilities students is less than the regular students. Carrington and Robinson (2004) point out that implementation of peer feedback in inclusive classroom setting will give opportunities for having communications about their performances in the teaching learning process. This activity is also able to increase the students' confidence and reduce socio- cultural gap between the disabilities students and their peers. Cultural understanding will make sense to the disabilities students when they stand among the regular ones. Increasing confidence of the disabilities students will help them make a significant value in achieving learning performances.

Based on the classroom observation, the activities in the classroom were still out of control. They enjoyed themselves in the classroom and sometimes made troubles with their peers. The teacher did not do big efforts to overcome this problem. It can be realized because they need special actions from the teacher. In other situations, however, there are passive disabilities students. Sometimes, in classroom activities, they did not take parts in the teaching learning process. They did not do the assignments given by the teacher because they did not know what to do. In the classroom, there were usually shadow teachers to accompany disabilities students in teaching learning process. However, the shadow teachers did not always stay in the classroom because the amounts of shadow teachers were only six or seven shadow teachers. In these cases, the roles of their peers tend to be important to help the teacher overcome the problem. Topping (2005) discusses that implementing peer feedback, however, will help the teacher's role in the classroom. It is also able to increase social interactions among students. Many students will be more confident when they discuss with their peers.

Based on the observation, this study will examine how peer-feedback is implemented in an inclusive classroom setting. Moreover, it will also investigate the activities of both regular and disabilities students in the classroom when peer- feedback is implemented. It is expected that peer feedback will help both the teacher and the students, especially in the inclusive school during the teaching learning process. The teacher will be able to create learning atmosphere effectively in the classroom.

PEER- FEEDBACK

Liu and Carless (2006) explain that the conceptual rationale for peer feedback is that it enables students to take an active role in the management of their own learning. The terms peer feedback is defined as a communicative process among students related to their performances and the standard of assessments. They also put arguments that peer- feedback is processed to develop skills such as critical reflection, listening to and acting on feedback, assessing and providing feedback on their friends' works. Students can learn not only from the peer- feedback, but also through meta- processes such as reflecting on and justifying what they have done.

Van den Berg, Admiraal, and Pilot (2006) point out that peer feedback can be done as oral peer feedback and written peer- feedback. They found that there is a strong relationship between oral and written peer- feedback. Written peer feedback will be more concentrated on evaluative comments. Hence, written- feedback concentrates more on contents.

Rollinson (2005) discusses that there are some reasons of using peer-feedback in the classroom. First, students can be critical readers to their peers' performances. They will try to revise the students' performances. Indirectly, it will influence thei rown performances. Second, peer feedback, with its potentially high level of responses and interaction communications among students, can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated. By this activity, students are able to increase their motivations to get better achievements in learning. It seems that correctness which is done by the students to their peers' performance will make them being aware of their own performances. Third, peers' responses tend to be more informal than the teacher's responses. Peer feedback activities that are done in the classroom setting will be set as a collaborative learning. It helps the students to open their own discussions about

their own performances. The students are more freely expressing their ideas in informal discussions rather than in formal discussions which are leaded by the teacher. Last, students themselves may not only find the peer response experience 'beneficial' but its social dimension can also enhance the participants' attitudes.

INCLUSIVE SCHOOL

Carrington and Holm (2005) explain that inclusive education is an education field that integrates students with disabilities into regular schools. It means that one class of a regular school consists of regular and disabilities students. With integration, there is a focus on helping the students with disabilities to 'fit in' to the regular classroom. This is because the emphasis is on teaching the 'normal curriculum' and teachers must consider modifications to meet the needs of the students with disabilities. Fortunately, in Indonesia, every inclusive school has some special teachers to accompany the disabilities students during the learning process. Hence, it would help the teachers in their teaching learning process.

Pivik, McComas, and Laflamme (2002) identify four categories of barriers in the inclusive schools such as the physical environment, intentional attitudinal barriers, unintentional attitudinal barriers, and physical limitations. First, the physical environment is the school physical conditions such as narrow doorways and ramp. Second, intentional attitudinal barriers are the social interactions among students and the teachers such as isolation and bullying. Next, unintentional attitudinal barriers are the barriers that connect to the disabilities students' ability such as lack of knowledge, understanding, or awareness. Finally, physical limitations include difficulties with manual dexterities.

Implementing inclusive education in schools demands interactive participations of all role-players, including teachers, parents, learners and community members. Facilitating inclusive school environments requires ensuring physical accesses, the opportunities for optimal learning and social experiences, and providing a nurturing climate. Without these elements in place, students with disabilities are denied full participation and an equitable educational experiences(Pivik et al., 2002).

PEER- FEEDBACK IN INCLUSIVE CLASSROOM SETTING

In inclusive classroom setting, there are regular and disabilities students. There is also usually a special or shadow teacher in the classroom to accompany the disabilities students in the teaching learning process. However, the special teacher does not always stay in the classroom, they sometimes accompany them in examination. Based on this case, it considers that peer-feedback can be an effective way to be implemented in inclusive classroom setting. Carrington and Robinson (2004) state that the implementation of peer feedback in an inclusive classroom setting will give opportunity for having communicationsamong regular students and disabilities students about their learning performance in

teaching learning process. This activity is also able to increase the students' confidence and reduce socio-cultural gap among the regular students and disabilities students.

Peer- feedback can be done as a technique to increase social interactions among regular students and disabilities students. Topping (2005)discusses that implementing peer feedback, It is able to increase social interactions among students. Many students will be more confident when they discuss with their peers rather than with the teacher. The regular student' may act as tutor to make the disabilities students' understand the materials.

METHODOLOGY

According to the research questions and the objectives of the study, the research is a qualitative research. The research is conducted to examine the implementation of peer feedback between disabilities students and their peers in inclusive classroom setting. The focuses of the research were regular and disabilities students' verbal and non- verbal behavior in the classroom. Qualitative research finds the understanding of phenomena by focusing on every single situation and condition as long as the research is conducted rather than the number or variables (Ary, Jacobs, & Sorensen, 2006).The aims of the research were to describe what both disabilities and normal students do during the implementation of peer feedback in inclusive classroom setting. Cohen (2005) states that the aim of a qualitative research is to focus on the description of the phenomenon in the certain context.

In teaching learning process of the implementation of peer feedback, the research was focused on pre- activities, whilst- activities, and post- activities. It was used to draw every single activity that the students did in the teaching learning process. Through the observation, the researcher got the data in the form of the students' verbal and non- verbal behaviours. This result was used to draw the conclusion of the research.

The subjects of this research were the tenth grade students of SMA Negeri 10 Surabaya. This research was conducted inclass X- IIS 2 because there were three disabilities students in the classroom. Two of them were slow learners and another was low vision students. However, in other classrooms, there were only one or two disabilities students. In the classroom, there were 34 students and three disabilities students. It tended that the role of the regular students were crucial for the disabilities ones. Moreover, the normal students should be able to help their disabilities friends to get the aim of the learning process.

The first data used were descriptive and reflective notes formed field notes that were collected during the teaching learning process that implemented peer feedback. To get the data, the researcher recorded every single activity in the classroom during the implementation of peer feedback in inclusive classroom setting. During the observation, the researcher did not only write verbal behaviours but also non-verbal ones.

Next, the data were in the form of corrections which were given by the students to their peers' written works. The data were collected from the students' written works that were already corrected by their peers.It was used to interpret non-verbal behaviors which were done by the students which were not recorded into the field notes. The data were collected at the end of the teaching learning process after the students submitted the works.

The data were analyzed qualitatively. First, the researcher interpreted the field notes to describe every single activity in the classroom. Then, the researcher took the results based on the researcher's interpretation which were supported by the experts. After that, the researcher described the data by classifying them into the parts based on the research questions. The researcher analyzed the result of the students' works which had been corrected by their peersto analyze their non verbal behaviours. The researcher drew the conclusion.

RESULTS AND DISCUSSIONS OF THE RESEARCH

In this part, there are two points that are discussed. First, the implementation of peer- feedback which is focused on both regular and disabilities students in inclusive classroom setting. Second, it focuses on the activities which both regular and disabilities students do during the implementation of peer- feedback.

The implementation of peer- feedback in inclusive classroom setting

The data were collected through the classroom observation that was focused on both the disabilities and regular students' activities during the implementation of peer feedback in the teaching learning process. The implementation of peer feedback was divided into three stages which were pre activities, whilst activities, and post activities. In teaching learning process, the students tried to give comments to the other students' written work.

In the classroom, there were 34 students. Three of these students were disabilities students. Two of them were slow learners whose intelligence quotient (IQ) was below standard. While the other one was a low vision student. The class was chosen because the amount of the disabilities students was more than the amount in other classrooms. In a classroom, there were usually one or two disabilities students. In this class, however, there were three disabilities students.

Pre- Activities

The teacher began the class by asking about the students' conditions. Then, the teacher asked the disabilities students about their conditions and assignments one by one. In the classroom, there were three disabilities students. Two of them were slow learners and another was a low vision student. One of the disabilities students still had an exam in another classroom accompanied by shadow teacher. Unfortunately, one of disabilities students did not make the assignment by using his own words. He only copied the original story. Then, the teacher only reminded the student to do the assignment in his own words for the next assignments. The teacher was very patient to treat him. She gave understanding when the disabilities students made mistakes. She did not give punishment. The teacher realised that the disabilities students need special treatments.

After asking the disabilities students to submit their assignments, the teacher divided the students into five groups. They could choose the group members by themselves. However, in one condition, three groups had to consist of one disabilities students because there were only three disabilities students in the classroom. Then, the teacher asked the disabilities students one by one. Unfortunately, one of the disabilities students named Indra had a problem in getting a group. Finally, the teacher tried to find a group for Indra.

After all of the students got a group, the teacher gave the last written assignments to all of the students randomly. She explained the next task that they had to do. She asked them to give a feedback to their friend's written work. The feedback could be in the form of correcting mistakes and giving comments. They could discuss with their friends in one group while giving a feedback. However, before the students gave a feedback, the teacher explained the elements of narrative texts briefly. While explaining the materials, the teacher also gave an example on how to give corrections to their students' written work. Then, the teacher made sure that all of the students already understood. At last, the teacher asked the regular students to help those disabilities students to give the feedback.

Before the students started to give feedback, the teacher reviewed the material. It was used for avoiding the mistakes and errors which the students might do when giving feedback to their friend's written work. The teacher tried to make a special treatment to the disabilities students by giving extra cares to them. It was proven by the teacher always asked the regular students to help them. The two slow learners also tried to understand the teacher's explanation. Their attention did not go far from the teacher. It was considered that their motivation in learning actually was bigger than regular students'.

Whilst- Activities

In whilst- activities, the students implemented peer-feedback in a group. They tried to correct the other students' mistakes and give comments to their peers' written works. While the students were implementing it, the teacher walked around the classroom. She moved from one group to another to see what they did. Some students asked more about the assignments. In many times, the teacher came to the disabilities students and asked them about the assignment.

In implementing peer- feedback, the teacher acted as the facilitator. It means that teacher only answered the students' question if all of the students could not answer it. The teacher came to the disabilities

students and reminded the regular students in one group to help them frequently. The disabilities students tended to be passive during the discussion. Thus, the teacher came to them frequently to motivate them. Furthermore, the teacher asked the regular students to help them. The teacher also reminded the disabilities students to ask the regular students and try to understand their explanation.

In a minute later, Reza (DS) came to the class accompanied by the shadow teacher. Reza had finished his exam. Then, the teacher asked Reza to join one of the groups in the classroom. After moving to his group, the teacher asked Reza to submit his work. While the teacher was asking Reza to submit the work, the shadow teacher came to Indra to ask him about his understanding of the assignment. After Reza submitted it, the teacher explained the task briefly to him. A few minutes later, the shadow teacher left the classroom.

Next, the teacher asked them to continue their works. Sometimes, some students still asked some questions to the teacher. When the students did the discussion to correct the other students' work, the teacher kept walking around the classroom to know what the students did.

These disabilities students tended to be passive in the activities of the discussion. They would give responses when their friends asked them about something. After they gave comments and corrections to their students' work, they asked these disabilities students whether they had done their tasks or not. If they still did not understand, the regular students would help them to correct and give the comments. While they were helping them, they also tried to explain them again about the material. Thus, they would work together to finish the task for these disabilities students.

Thirty minute later, the teacher came to the disabilities students' group one by one. The teacher asked them about their understanding in the materials of narrative text. Therefore, the teacher also asked them about their own story.

The teacher asked those disabilities students about their understanding of narrative texts. She also asked about their own story. They tried to answer the teacher's question although it was not clear enough. Reza and Indra could not answer the question about their story. However, Made tried to answer it although the story was not completed yet.

Post- Activities

In post activities, the teacher asked to the students to submit their peers' written compositions which have been corrected. After all of the students submitted the works, the teacher gave the feedback. The teacher gave feedback to the students because some regular and the disabilities students still made mistakes while giving feedback to their friends' written work. In fact, some students still made mistakes in correcting their students' works. It was conducted because the teacher did not want those mistakes and errors getting bigger. Thus, the students could be aware of their next assignment. With this activity, the teacher also tried to know whether the students had understood the materials or not.

In conclusion, The implementation was divided into three stages. There were pre activities, whilst-activities, and post activities. In pre- activities, the teacher asked both regular and disabilities students to make a group. One group had to consist of one disabilities student. Thus, only three groups consisted of disabilities students because there were three disabilities students in the classroom. Then, the teacher reviewed the materials briefly and made sure that all of the students had understood the materials. Next, the teacher explained the assignment that the students had to do. The assignment was that the students had to give feedback to the last students' written work. It was an individual assignment. Every student had to give feedback to their student's written work. The purposes of grouping were to give opportunities to make communications among friends when they had difficulties in giving feedback. Moreover, it was also used to control class conditions and to minimize the questions which were delivered to the teacher. Then, in the whist- activities, all of the students tried to give feedback based on their ability on narrative texts. In post-activities, the teacher gave feedback. The feedback was about the mistakes which the students made while giving feedback to the other students' written work.

The activities of regular students when the implementation of peer- feedback

The activities that were about to be discussed were classified into verbal and non- verbal behaviours in each stage of the peer- feedback implementation. The verbal activities were discussed from the dialogues that the students made during the implementation of peer-feedback. However, the non-verbal oneswere discussed from the descriptive notes in the form of non-verbal notes, the teacher's instructions, and the students' written work which had been corrected by their peers.

In verbal activities, the research was focused on the dialogues that students made with both the teacher and the disabilities students while implementing peer-feedback in the classroom. In the pre- activities, the students tried to respond every question delivered by the teacher when she explained briefly. the regular students also responded when the teacher asked them to help the disabilities students. The regular students were asked by the teacher to guide the disabilities students to do the assignment. Some students took the responsibilities to help the disabilities students in their group. Some of them responded enthusiastically. Moreover, they invited the dissabilities students by themselves. They also repeated the question for the disabilities students when the disabilities students did not respond to it immediately. Their existence in the classroom was useful to help those disabilities students to take part in teaching learning process.

In whilst- activities, the students gave feedback to their students' written works. The students gave feedback based on the teacher's instruction. They had to correct the students' mistakes that had been done by their peers to their written work. The teacher gave an example

to correct grammatical errors and the content of the story which was done by one of the students in the classroom. Although they could discuss in a group, they had to correct it individually. The teacher only divided the group to help them solve the problem of finding difficulties while performing the task. They could ask their peers while giving feedback to the other students' written work.

There were various styles of feedback which the regular students had done. The quality of feedback depended on the students' ability in writing. Every student had his own style in giving feedback. The style of feedback which was given by the students focused on writing elements such as organization, content, vocabulary, language use, and mechanics. Based on the statement above, The researcher classified the regular students' feedback into two styles of feedback.
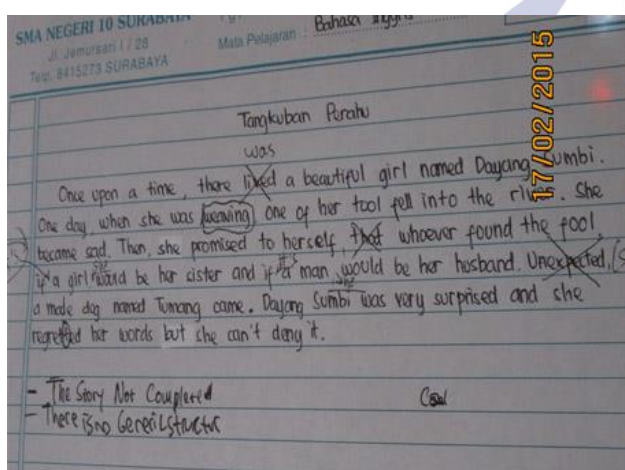

Illustration 1 First type of feedback given by a regular student

Based on *illustration 1*, the regular students tried to give corrections to their peer's written work. She tried to give feedback in some elements of writing such as organization, content, vocabulary, and language use. First, she tried to give comments in the organization of their peer's written work. They wrote the comments in the last part "There is no generic structure" *(see illustration 1)*. However, the student did not give an explanation about it. "No generic structure" seemed that the student tried to tell that the writer did not divide the story into parts of generic structure. However, the teacher asked the students to analyze whether the organization of the story had already suitable to the generic structure of narrative texts. It did not mean that the writer had to write the generic structure of the story in their written work. In this part, the students still misunderstood to the teacher's instruction.

Next, the students also tried to give comments on the content of the story. She said that "the story was not complete yet" *(see illustration 1)*. The story was one of the legends of Indonesia. Most students knew the plot of the story. It happened because the students had known the story. However, the writer did not complete the story.

Then, her peer gave a comment that the story was not complete yet.

The third element was vocabulary. The students gave the cross mark ("x") to her peer's written work. There were *"lived"; "that", and "unexpected".* The students thought that those vocabularies were wrong. Thus, she corrected the mistakes that their peer had done. She also gave a circle on the word of *"weaving".* The students also thought that it was wrong. However, she did not correct the answer.

The next element was grammar. She replaced the word "*lived"* into *"was".* She also replaced *" Dayang Sumbi"* into *" She".* She might think that it was unnecessary to repeat the name of the subject many times. Thus, they replaced it into pronoun *"she".*

In conclusion, in the first style of the students' feedback, the students focused on the the organization, content, vocabulary, and language use. However, she also made mistakes while giving feedback to their student's written work. For example, they replaced *"lived"* into *"was".* The word *"lived"* was true, however the corrector made a correction over it.

The second style of feedback that was done by the students was not only focused on the mistakes that the other students hadmade, but also the correction of the mistakes. The students gave the correct form of it in the below part of the student's written work.
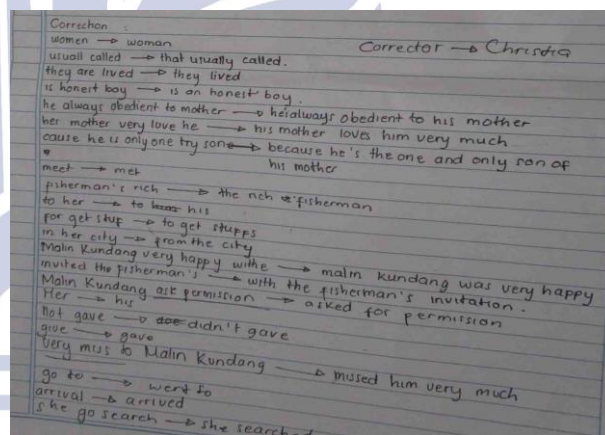

Illustration 2: Second type of feedback given by a regular student. The students gave a correction to the student's work.

In the second style of peer feedback, the students focused on grammar errors that the other student made in the written work. It is apparent that they did not use past form while writing the story. Then, one of the regular students gave many corrections to her peer's written work. The correction focused on grammar errors that the students made. According to the teacher's instructions, the students gave circles into the wrong parts. She gave circles over some words and phrases that she thought was wrong such as *"they are lived", "meet", "fisherman's rich", "to her", "in her city", etc.* Then, the students gave the appropriate grammar form below the texts.

Furthermore, the students also gave the correction about the use of vocabularies. For example, she gave circles into the words *"women"* and *"usuall called"*. She replaced *"women"* into *"woman"* because she thought that "*women*" was for the plural form, while "*woman*" was a singular form. Then, she replaced *"usuall called"* into *"usually called"*. The students only gave a correction focusing on vocabulary and language used. Language used is the criteria to score the students' ability depending on how well they used the acceptable grammar.

From this second style of peer feedback, the students focused on grammar errors and vocabularies. On the other hand, the students still made mistakes while giving corrections. She replaced *" is honest boy"* into " *is an honest boy" (see illustration 2)*. She should replaced into " *was an honest boy"* because it had to use past form in narrative texts.

Based on the student's corrections above, the students still made mistakes while giving feedback to their students' written work. The quality of feedback depended on each student's ability. Some students focused on grammar mistakes and vocabularies However, some students also tried to focus on content and organization of the story. The regular students only made corrections based on their knowledge of narrative texts. It was the reason why the students made different styles while giving feedback to their peers' written work.

According to the teacher's instruction, after the regular students gave feedback *(see dialogue below)* to their peer's written work, they should help the disabilities students to try giving feedback to the other peer's written work.

Teacher : *(**Made's group, you have to help Made to correct their friend's work.** One group must work together to make the entire member understand what they have to do. Besides, you must understand the material. You can ask your friends in one group. You can also discuss it with your friends. Okay?)*

Students : *Yes mam...*

Teacher : *(**Besides Made (DS). Indra (DS) too. Help Indra to do the assignment.**

Well, you can start now).*

Students : *Yes mam*

Based on *dialogue above,* the teacher asked the regular students to help the disabilities in giving feedback to their peer's work. Thus, the disabilities students were still able to take part in the discussion. They were also offered by the teacher to be the tutor while implementing peer-feedback. They did not only help them to give feedback to their peer's written work but also explained the materials again for them. When they did not understand about the materials, the teacher offered the regular students to help the teacher to make them understood and the materials.

During the implementation of peer-feedback, the regular students tried to understand the teacher's instructions. They answered the teacher's question when she asked them classically. Then, they tried to give feedback to their peers' written works. They made discussions with members in one group. They could ask about the teacher's instructions. They might also ask their peers to help them give feedback. Although they could discuss in a group, they had own responsibilities to give feedback because each student get another student's written work. After they finished giving feedback, they had to help the disabilities students to give feedback.

The activities of regular students when the implementation of peer- feedback

The second problem of the research was the activities of the disabilities students during the implementation of peer- feedback in inclusive classroom setting. As explained in the previous part, there were three disabilities students. Two of them were slow learners and the other one was a low vision student. The activities that were discussed were classified into verbal and non-verbal behaviours in each stage of peer-feedback implementation. The verbal one was discussed from the dialogues that the students made during the implementation of peer-feedback. The dialogues could happen between the disabilities students and the teacher and the disabilities students and the regular students. On the other hand, the non-verbal ones were discussed from descriptive notes in the form of non-verbal notes, teacher's instructions, and disabilities students' written work which had been corrected by their peers.

These disabilities students tended to be passive during the teaching learning process. In pre-activities, they tended not to give a response to the teacher's question while asking all students in the classroom. They answered the teacher when the teacher asked them personally. Disabilities students answered the teacher with short answers. They seemed trying hard to understand what the teacher asked about. Both of them were slow learners. Slow learners are the learners that have IQ below the normal ones. They also had a low capacity to respond to other's question. It might make them stay passive in the class. They had to think harder than the other students. They also tended to respond slowly.

In whilst-activities, the teacher came to the disabilities students' seats one by one. The teacher asked their understanding about the materials. They answered the teacher with the help of the regular students in one group. All of them tried hard to understand the teacher's questions thus the regular students helped repeating the teacher's question. When their friends asked them, they responded faster than when the teacher asked.

Those three disabilities students tried to answer the teacher's questions. Unfortunately, two disabilities students could not answer the all questions. The question was about their understanding of their own story. The teacher asked them to retell the story. They could retell it in Bahasa Indonesia. Only one of the disabilities students could answer this question. He tried to answer it although the story was not complete yet. At least, he tried to understand his own story although they did not do the last

written assignment. When he was able to answer it, it means that he had learned it.

On the other hand, the two disabilities students only answered the title of the story when the teacher asked them about their own story. Both answered it correctly. However, when the teacher asked about the story, they did not answer it. It might be that they were uncomfortable or doubt to answer it. They wanted to say something; however, they could not express it to the teacher. The disabilities student who answered it was helped by his peers in one group. They support him to answer it by repeating the questions many times. Thus, he was able to answer it although he answered it incompletely.

Next, the research also focused on the non-verbal behaviours that had been done by the disabilities students during the implementation of peer-feedback in the inclusive classroom setting. First, it was focused on non-verbal behaviours in pre- activities, whilst- activities, and in post- activities. It was interpreted from the non-verbal descriptive notes, teacher's instructions, the picture documentations, and the students' written compositions which had been given feedback by the disabilities students.

In the pre- activities, the disabilities students tried to find a group discussion. Made- a slow learner- was able to find a group by himself. However, Indra-another slow learner- could not find his own group. Finally, the teacher has to find a group for Indra. Based on the observation, it happened because in daily class, Indra sat next to Reza who was a low vision student. Frequently, the teacher had to switch the seats with the regular students; hence, they could help them in the teaching learning process. The teacher could not give more attention all the time for them because, in the inclusive classroom, the disabilities students studied together with the regular students in a regular classroom setting. They had to do adjustments to the conditions of the classroom because the shadow teacher as their special teacher did not accompany them for a whole day. On the other hand, Made sat next to the the regular students. Thus, the regular students were able to help him during the teaching learning process. In conclusion, their responses in the classroom were better than those disabilities students. The social interactions between the disabilities students and the regular students tended to be crucial in the inclusive classroom setting.

After, all of the disabilities students got a group; the teacher reviewed the materials briefly. In these activities, they tended to be passive in the class discussion. All of them did not give responses to the teacher's questions.

In whilst- activities, they tried to give feedback to the other students' written works. In giving feedback,

they were helped by the regular students being in their group. According to the teacher's instruction, they could ask their peers when they did not understand the materials or assignments. Unfortunately, they also tended to be passive in the discussions. They would not answer to take part in the discussion when the regular students did not ask any questions to them. Here were some feedback works that they had done. First, here was the feedback which was given by Made who was one of the slow learners.
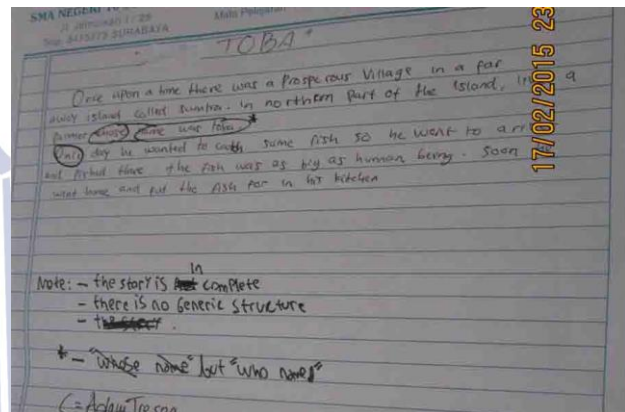

Illustration 3: The feedback which was given by one of the disabilities students

Based on illustration 3, he gave comments for the content and language use that were used by the writer. He gave circles to the word and phrase "whose name was toba" and "once". According the teacher's instructions, they had to give circles in the wrong part of the peer's written work. It means that the circles which were given showed mistaked. In the below of the works, he gave comments. The comments were "The story was incomplete", "there is no generic structure", "(whose name) but (who name)". According to the notes, he already knew the story. That was the reason why they gave notes that the story was not complete yet. Then he also gave the notes about the generic structure. He thought that the writer had to write down the generic structure in the story. Next, the notes were the correction of grammar errors which were made by his peers. He corrected "whose name" into "who named". Furthermore, he did not give the correct form of the second correction of grammar errors, "once". However, there were still some vocabularies and grammar errors in the written work that he did not correct.

Second, the researcher analyzed another slow learner's activity while giving feedback to his peer's written work. He also gave the feedback by the help of the regular students in his group.
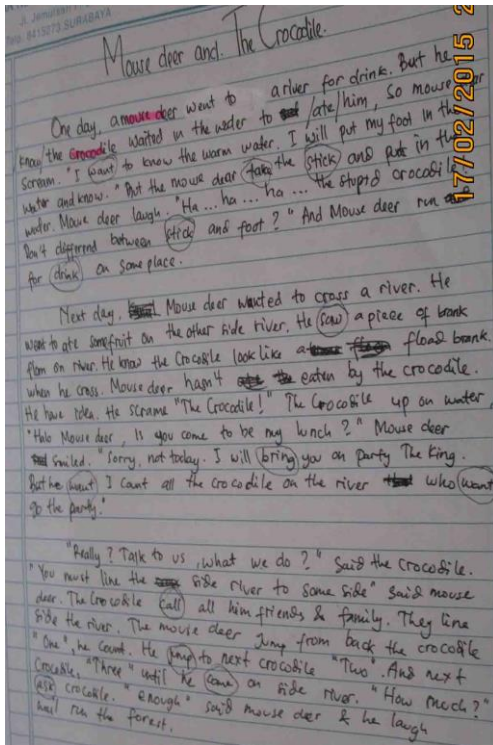
Illustration 4: The feedback which was given by one of the slow learners in the classroom

Based on *illustration 4,* the disabilities students gave circles to his peer's written work. This part which was given the circles was the wrong parts. He did not give the corrections of the errors. In the first part, he gave circle in the word "want" and "take" in a direct speech. He thought that it was wrong. Unfortunately, in direct speech, it still used presents form. Thus, his correction was wrong. In some sections, he also gave circles in the correct forms such as "stick" and " saw". Both words could actually be used in the sentences. However, he also made right corrections by giving circles to the words: "want", "drink", "bring", "call", "come", "jump" and "come". The writer did not use past form. Hence he gave circles which meant that it was the wrong form. He only circled some errors in his peer's written work. Unfortunately, there were still many errors that were made by his peers. His peers still used present form in the use of verbs in many parts of the text. Furthermore, he did not correct them yet.

The slow learners made some notes for his peer about his written work. First, he said that "kata- kata yang tertera masih ada verb 1" meaning that" some words still use present forms". Then, he also said " tidak ada re-orientation/ moral value" meaning " in the text, there were no re- orientation or moral value". Last, he said that "tidak ada resolution" meaning "there was no resolution in the text". Based on his statement in notes, he tried to analyze grammar errors which were made by his peer. He found that his peer still used present forms. Then, he also gave notes about generic structure of the story. He said that there were no re-orientation or moral value and no resolution in the story. He seemed to be still confused about the existence of re-orientation or moral value in the narrative text. As explained by the teacher in pre-activities, she said that sometimes in a narrative text, there was re-orientation or moral value. However, it does not matter if the writer did not write re-orientation or moral value. The main generic structures of narrative texts were orientation, complication, and resolution. Last, he commented that there was no resolution in the story. Resolution contained the problem solving of the story. Actually, in the story, there was already a resolution. However, the disabilities students still made correction about it.

Last, the research was focused on the low vision student's activities while giving feedback to his peer's written work. He gave the feedback with the help by the regular students in the same group. He might ask them whether he understood the materials or not. Unfortunately, he did not give many comments or corrections to the students' written work. He only gave one circle in the text and a comment in the below of the text.

The discussion explained the activities of the disabilities students during the implementation of peer-feedback. In the classroom, they tended to be passive. They only answered the question when they were being asked personally. When the teacher asked a question for all of the class, they tended to keep silent and did not answer it. Some of them also found difficulties in finding the group. Thus, the teacher found a group for them. Normally, in an inclusive classroom setting, there should be a special teacher or shadow teacher to accompany them during the teaching learning process. However, in this inclusive school, shadow teacher did not always stay in the classroom. It happened because the amount of shadow teachers was limited. After getting the group, they tried to give feedback to their peers' written works. They gave feedback with the help of the regular students. The teacher already gave instructions for the regular students to help the disabilities students and explain to them again if they did not understand the materials.

From all of the results that were explained above, both the regular students and disabilities students still made many mistakes and errors while giving feedback to their peers' written works. The styles of the feedback were also different. Some of them gave the corrections; while some others only gave some short comments. It can be concluded that the quality of feedback depends on the ability of each student on certain materials. Furthermore, both regular and disabilities students made many mistakes in giving feedback as explained above. It means that the feedback which was given by the student could not become a standard for the teacher to give scores for the students' written work. It is proven that the activities of the peer-feedback in the inclusive classroom setting were only aimed to activate socio-affective side, especially among the regular and the disabilities students. The existence of the regular students tended to be very crucial for the disabilities ones to adjust the conditions of the classroom. They can give motivations to the disabilities students, especially to take

part in the teaching learning process. Moreover, the regular students can also help them understand the materials in the classroom, while there was no shadow teacher or the teacher has other activities to do in the classroom.

CONCLUSION

In this research, there are four conclusions of the result that were obtained from the data analysis in one of the oldest inclusive schools in Surabaya. First, Peer-feedback can be used as a teaching strategy in teaching writing to the tenth graders in an inclusive classroom setting. The implementation of peer feedback between disabilities students and their peers in an inclusive classroom setting are divided into pre- activities, whilst-activities, and post- activities. In pre- activities, the teacher brainstormed and arranged the students to prepare them in implementing peer-feedback in the inclusive classroom setting. The teacher divided them into groups. Then, the teacher gave a brief explanation about certain materials. Their understanding about the materials would influence the quality of feedback given by both regular and disabilities students. In whilst-activities, both regular and disabilities students implemented peer-feedback. They discussed in a group. The regular students had to help the disabilities students to give feedback to their students' written work. While the students were implementing the peer-feedback, the teacher acted as a facilitator who facilitated the students finding difficulties while implementing peer- feedback in the inclusive classroom setting. In post- activities, the teacher submitted the students' works. Then, the teacher gave feedback. During the implementation of peer- feedback, the teacher found mistakes or errors which were made by the students. Thus, the teacher gave feedback to avoid the mistakes or errors on getting bigger.

Second, the regular students tended to be more active than the disabilities ones. They answered the teacher's question enthusiastically. While implementing peer- feedback, the regular students made discussion with a group. Furthemore, they also had to help the disabilities students to give peer-feedback to the other students' written work. They might act as a tutor to teach the disabilities students about the materials.

Third, different from the regular students, the disabilities students tended to be passive in the classroom. They answered the teacher and peers' questions when they were asked personally. Moreover, the teacher and the regular students had to repeat the question more than once. Next, the disabilities students tried to take part in giving feedback to their peers' written work helped by the regular students.

Finally, both regular and disabilities students still made errors and mistakes in giving feedback to the students' written work. It considers that feedback which is given by the students cannot be the standard to assess students' written performances. It can be concluded that the quality of feedback depends on the ability of each student on certain materials.

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