THE IMPLEMENTATION OF PEER FEEDBACK STRATEGY IN TEACHING WRITING RECOUNT TEXT

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Abstrak

Umpan balik teman adalah strategi yang dapat digunakan oleh guru ketika melakukan pengajaran menulis. Prosedur strategi ini memungkinkan siswa untuk bekerja secara kooperatif di dengan teman. Siswa juga dapat memberikan komentar pada tulisan teman sekelas mereka sehingga medapatkan hasil tulisan yang lebih berkualitas. Namun, ada beberapa masalah dihadapi oleh siswa dalam memberikan umpan balik, seperti kurangnya pemahaman tentang grammar, terbatasnya kosakata bahasa inggris untuk memberikan *feedback* dan sulitnya memahami instruksi. Pada penelitian ini peneliti menggunakan pendekatan kualitatif untuk mendeskripsikan strategi umpan balik teman dalam mengajar menulis teks *Recount*. Subjek penelitian ini adalah guru kelas X SMK Negeri 1 Driyorejo, Gresik. Instrumen penelitian adalah catatan lapangan dan wawancara. Selain itu hasil penelitian menunjukkan bahwa langkah-langkah dalam menerapkan strategi umpan balik teman dalam mengajar menulis teks *Recount* adalah (1) Tahap sebelum umpan balik tekan termasuk brainstoming, memperkenalkan umpan balik teman dalam menulis, menulis draf, dan melatih proses umpan balik teman, (2) Tahap pelaksanaan umpan balik teman di mana siswa memulai umpan balik dengan teman mereka dan guru memantau dan juga membantu siswa saat melakukan proses umpan balik teman (3) Tahap setelah umpan balik teman berdasarkan umpan balik rekan mereka. Selanjutnya, masalah dalam menerapkan strategi umpan balik teman dalam mengajar menulis teks *Recount* adalah karakteristik siswa, membuat kelompok umpan balik teman yang efektif, dan menyiapkan bagian pelatihan sebagai pedoman strategi umpan balik teman.

Kata Kunci: umpan balik, mengajar menulis, teks *recount*.

Abstract

Peer feedback could be a strategy that can be implemented by the teachers, especially in teaching writing. The steps of peer feedback strategy enable students to finish their assignments with their peers. They can contribute to their peers' drafts for a better final draft. However, some problems were faced by students in giving feedback such as lack of grammatical knowledge, have limited English vocabularies to give feedback and difficult to understand the instruction. This study is conducted through qualitative design to describe the implementation of peer feedback strategy in teaching Recount text. The subject of this study is a teacher of tenth graders of Vocational High School 1 Driyorejo, Gresik. The research instruments are field notes and interviews. Moreover, the result appears that the steps in actualizing peer feedback strategy in teaching writing Recount text are (1) Pre-peer feedback included brainstorming, introducing peer feedback in writing, writing a draft, and training the peer feedback process (2) While-peer feedback where students begin their peer feedback while the teacher monitors and helps students while doing peer feedback process (3) Post-peer feedback where students get their draft and proceed to reexamine their draft based on their peer criticism. Furthermore, the problems in executing peer feedback strategy in educating writing Recount text are students' characteristics, creating active peer feedback groups, and setting up the training section as the guidance of peer feedback strategy.

Keywords: peer feedback, teaching writing, recount text.

INTRODUCTION

In the context of education, being able to write is very important for everyone who learns English. Following this representation, Hylan (2006) stated that writing is not just about conveyed the content but also mind representation.

In addition, the students need to represent their ideas and minds as the leading abilities to create good masterpiece of writing results. As the leading requesting abilities for language students, it needs to instruct. Writing is a language skill that has to be owned by the learners that learn English as the second language or foreign language.

Besides, the capacity to write in would not appear actually. It has to create through lots of revisions.

Currently, curriculum 2013 ought to be connected by teachers within the educating learning process in Indonesia. Based on this curriculum, the students need to be more dynamic than the teacher. Additionally, the writing was one of the necessary skills within the curriculum in 2013. However, it isn't simple to instruct writing. The teacher must investigate different instructing strategies to assist the students in writing better.

Peer feedback could be an exact strategy that can be implemented by the teachers, especially in educating writing. The steps of the peer feedback strategy provide the students to work with their peers. They can contribute to their peers' writing for better final writing. They also learn how to change their draft based on ideas from peers. They also can learn how to fix their draft based on suggestions from peers. Peer feedback can be one of arrangement to minimize the mistakes made by students in their preparation. (Sholihah, 2015) This strategy may be a reasonable arrangement for moving forward students writing capacity.

Based on Shaojun Jiang (2011) there are three stages of peer feedback, those are pre-peer feedback, while-peer feedback, and post-peer feedback. The first stage is pre-peer feedback: In this step teacher built the understanding of peer feedback to the students, the teacher can use brainstorming or introducing the process of the peer feedback toward the students. The second step is while-peer feedback: In this step the students start to do the peer feedback based on the primary brainstorming or teacher explanation about peer feedback and the teacher guides the students to do their peer feedback strategy. The last step is post-feedback: In the post-feedback, based on Shaojun Jiang (2011), the teacher took the role of a monitor, evaluator, and trainer during the teaching and learning progress using peer feedback as the learning strategies.

Same as the other learning strategies, peer feedback also has some advantages and disadvantages. Hyland (2000) mentioned some advantages of peer feedback which are encouraging students participation during the study, make them less-passive during teaching and learning process and make them more independent rather than teacher dependent. Hossein (2013) mentioned that after peer feedback had been implemented, the students tend to prefer teacher feedback rather than peer feedback because the lack of knowledge from their friends, most peer feedback more focuses on person related influenced feedback rather than their writing because of some factors such as friendship, jealousy and etch, also many students focus on correcting grammatical error rather than writing ideas feedback.

There are some studies concerning the significance of peer feedback strategy in instructing writing. Bijami et al. (2013) asserted that peer feedback on writing helps understudies increase their knowledge by providing critical thinking and learning autonomy opportunities. By giving feedback on peer's work, students learn to utilize the assessment criteria and benchmarks impartially so that they can apply them simpler to criticize their possess work. According to Rahmat (2013), there are four advantages of peer criticism against educating and learning, (1) Encourage self-regulated learning; (2) Learn actively; (3) Friendly activities; and (4) Peer input as input on teachers' instructing.

However, these are still a lack of research that investigates the procedures of peer feedback strategy in educating recount text. Based on Sholihah (2015) research that focuses on the implementation of peer criticism strategy for writing instruction in the one-semester of writing course, this research does not give the specific kind of text. Hence, based on the issue above, it is essential to arrange a study that concerns the procedures of peer feedback strategy in teaching recount text to the understudies. Based on this findings, it can be concluded that doing peer feedback while writing clear accepted as a useful strategy. Therefore, the current research aims to explore the following problem: 'How does the teacher implement a peer feedback strategy in educating writing recount text. In this study, peer feedback implementation will focus on the steps of applying the peer feedback strategy, which is held by the students and the teachers' actions during the implementation of peer feedback strategy. Based on the research problem, some research questions expected to be answered by the researcher. They are formulated as follows, "How does the teacher implement a peer feedback strategy in teaching writing recount text?" and "What are the teacher's problems in implementing peer feedback strategy in teaching writing recount text?"

RESEARCH METHOD

Refer to the research problem and research questions, the data that are obtained has been analyzed qualitatively. According to Ary et al. (2010:29), qualitative research focuses on explaining and understanding the social phenomenon from the human subjects' angle in a natural setting. He also stated that there are eight types of qualitative research. Hence, during this research, the researcher takes a primarily qualitative analysis as a research design. This method has been called as basic qualitative research because "it provides descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved." Besides, it describes how the event,

process, and also activity can apprehend by participants (Ary et al., 2010:452-453). In order to obtain the results from the research questions the researcher implemented classroom observation for the first research question and interview for the second research question alongside the field notes as the supporting data analysis.

Specifically, this study aims to describe the process of implementing peer feedback in educating recount text and the teacher's problems during the implementation. By considering the theory and explanation above, the research aims are suitable, and it has similarities with the characteristics of basic qualitative research. Hence, the researcher was going to conduct by using primary qualitative.

The English teacher and a class of 10th grader students were the subjects of this research. The researcher chose the English teacher who had implemented a peer feedback strategy in teaching recount text. During the research, the researcher only focused on the X TITL 2 of vocational high school. The setting of the study is the place where the data obtained. In this case, the setting of the study conducted at SMKN 1 Driyorejo. This school located in downtown of Gresik. The researcher chose SMKN 1 Driyorejo as the study setting because it has applied curriculum 2013. Curriculum 2013 required the students to be more active than the teacher, so it was in line with peer feedback strategy concepts.

In qualitative research, the data obtained were in the form of words. Ary et al. have proven this statement, "the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics." Purposely, the data were classified based on the research questions. The first research question about the implementation of peer feedback strategy in teaching recount text needed the data which are from the teaching activities. Those data got by field notes during observation of the implementation peer feedback strategy. Thus, the teacher would be the source of data. For the second research question, the researcher used field notes and interviews to gain the data. It made from the teaching activities in the classroom. To support this data, the researcher also interviewed the teacher. Purposely, the data would be valid and reliable. Indeed, the teachers were the source of the data.

Research instruments are tools that can help the researcher to get information in the field. Referred to the research questions, to gather the data, the researcher needed two instruments in this research. Those were field notes and interviews. Correctly, field notes were applied to collect data for the first research question. This instruments are related to the process of the teacher in implementing peer feedback strategy in educating writing recount text. Field notes were a note composed of the

research, whereas the observation was in process. Last, it was anything observed by the researcher within the educating learning process. The sections of the teaching series were noted, too, from the first until the final section of the class. The second instrument was the interview. This interview was needed to collect the second research question, which was related to the teachers' problems in implementing peer feedback strategies in educating writing recount text. In particular, it aimed to support field notes. So, the teacher interviewed by the researcher. In this case, the interviews were a semi-structured interview. The point was because the researcher wanted to get clear and complete data from the teacher's opinion. These interviews held at the end of the research in the classroom. The research instrument of this study was semi-structured interview. The researcher used semi-structured interview because, semi-structured interview instrument allows the researcher modified the questions during the interview in order to get more data from the research.

The researcher used two data collection techniques. Firstly, the researcher conducted the observation while the peer feedback strategy implemented in educating writing recount text before the COVID-19 outbreak. Automatically, it happened in the teaching and learning process. These observations finished in three meetings. During the observation, the researcher's role is a non-participant observer. When the researcher did observation, the researcher took a few notes based on the activities that happened within the classroom. It was clear what the researcher saw and heard during the activities.

Moreover, the observation was concerned more about the teacher's activities. Then, the second data collection was interviewing. These were needed to support the field notes. It proposed to obtain the teacher's challenges in implementing peer feedback strategies in educating writing recount text. The researcher used the audio recording to get complete data.

Data analysis "is the most complex and mysterious phase of qualitative research" (Ary et al., 2010:481). This part was regarded as the most critical process because the researcher must interpret the amounts of interview transcripts, field notes, documents, and audio recordings. According to Ary et al., (2010:481), data analysis consists of 3 stages, including (1) Organizing and familiarizing, (2) Coding and reducing, and (3) Interpreting and representing. Those steps are: (a) Familiarizing and Organizing. The primary step in identifying qualitative data was familiarization and organization with the result that the pieces' information effectively recovered. At first, the researcher became more recognizable with the information through comprehensive reading field notes, interview transcripts, and listening in and over to recordings. The researcher got the information well

organized. Field notes, audio recording interviews, and transcriptions oversaw into a frame prepared for analysis. It made from the interview recordings. It used to support the information from the field notes. As field notes made, the researcher included information that provided nonverbal activities such as gestures and laughter to bring supported meaning. After doing familiarization, the researcher organized a large body of information. The researcher began with making a whole list of information sources by observation field notes and by interview. (b) Coding and Reducing. Finish doing familiarization of complete information and managing them for straightforward interpretation, the researcher began the coding and reducing step. It was the main qualitative design and included the recognition of groups. Coding is regarding expanding ideas from the information. When coding, the researcher used many codes to make the data became simple. Next, the researcher would reduce the data, so that easy to analyze. It was easy for the researcher to find similarities and differences in the data by giving labels or codes. After all the data were labeled, the researcher reduced the data. The researcher placed all units having the same coding together. (c) Interpreting and Representing. While the data analyzed, the next procedure was interpretation. It was going through clear information to gain the encouragement meaning of the information. According to Ary et al., (2010), interpretation concerns presenting beyond the meaning, reporting the story, giving clarifications, and extending reasonable clarifications. Representation concerns how the information served. Here, the researcher will represent the data through descriptive detail about the implementation of peer feedback strategy in educating writing recount text. First, the researcher described the field notes to identify how the teacher implement a peer feedback strategy and what the teacher's problems in implementing peer input strategy in educating writing recount text. Second, the researcher described the interview result to support the teacher's challenges in implementing peer input strategy in educating writing recount text based on the field notes.

RESULT AND DISCUSSION

This part describes how the teacher implemented a peer feedback strategy and the teacher's problems for the implementation of peer feedback strategy in educating writing recount text.

The Steps in Implementing Peer Feedback Strategy in Teaching Writing Recount text

The implementation of peer feedback strategy in educating writing recount text was divided into three steps based on the theory proposed by Shaojun Jiang (2011); (a) Pre-peer

feedback, (b) While-peer feedback, and (c) Post-peer feedback. The result of this study described as follow:

Step 1: Pre-peer feedback

The first step included anything which helped students get ideas for writing recount text. It included intervention strategies such as brainstorming, introducing peer feedback in writing, writing a draft, and training the peer feedback process.

Based on the observation that the researcher had been conducted from this study, in the first step showed that the teacher started to do brainstorming. The teacher wrote a crossword on the whiteboard. It was scramble letters that consisted of several words. Next, the teacher made two blank tables of regular and irregular verbs beside the crossword. In these parts, the teacher asked the students to find the regular and irregular verbs and write them on the list.

Students were very enthusiastic about finding the words. Students took turns forward, and some of them wanted to move forward twice. The regular verb list was full, while the irregular verb list was not full yet. The teacher asked them to fulfill the irregular verb list. After finished, the teacher discussed it together. Most of the students made mistakes in an irregular verb. Some of them also put noun and adjective in irregular verb list, for example, like the word "woman, hero, stone, old, low, and tall." After discussed, they pronounced the words together. The teacher continued to the next activity. In this activity, the teacher began to introduce recount text to students. She started by giving questions related to the material to be learned. The teacher repeated explaining the purpose of recount text. She wanted to make sure that her students got the purpose of the text well.

Furthermore, she continued to explain the generic structures of recount text. She instructed the students to work in pairs and to do the activity in their textbook. This part related to Hansen and Liu (2003) introducing work with peers so that they can do peer feedback well. The teacher let the students do their work. She monitored students' works in their textbook. There is a text entitled 'A Trip to Pangandaran.' It is followed by some simple questions to check students' understanding of recount text. First, the teacher asked students to read the textbook carefully. Next, the students answered the following questions. After completing the assignment, students asked to exchange their work with their classmates. They discussed the questions together. They expressed their answer to their friends.

After discussing the questions, students asked to recognize the generic structure of the text. The text of 'A Trip to Pangandaran' consisted of orientation, events, and re-orientation. The text's orientation told what happened,

who included, where the story took place, and when the events happened. The events of the text told what happened in chronological order. The re-orientation involved closure or resolution of the events. At the end of these activities, the students became more mastered in Recount text. Based on all of the activities, the teacher already introduced how to work with their partner. It would lead the students to work with peers.

The teacher continued to the next activity. According to Sholihah (2015), the procedures of peer feedback followed these: composing the draft, discussing items on peer feedback checklists, guiding how to suggest to their friends writing, organizing them to discuss and give suggestion to their friends' writing, instructing them to read and provide feedback on their friends' draft, engaging them to discuss each other's writing by giving feedback such as suggestion, comments and ideas on their friends' writing through developing their checklist, ordering them to check their draft based on their friends' suggestion, and asking them to rewrite their writing as their final writing.

The teacher asked the student to make their recount text—the draft based on their own experiences. Students started to write their own experiences. Some of them checked their dictionary to translate some words. Some had discussions with their friends, and others asked the teacher about words they didn't know. The teacher monitored the activities by going around, looking at the students' works, and answering the students' questions. The teacher told the students who have finished collecting their writing in front of the class. She checked the students' work and gave signs that these students have completed their drafts.

Step 2: While-peer feedback

The second step activities were starting students' peer feedback and monitoring students' peer feedback process. The teacher started to apply the peer feedback strategy. She guided the students through analyzing their friends' draft. She gave clear instructions to the students. She asked students to analyze their friends' draft referring to the .generic structure of recount text, underline the suitable verb for recount text, and commented on their friends' draft. The teacher also explained how to provide constructive comments in peers' writing.

The teacher distributed the students' work randomly. She made sure that the student did not get their draft. Every student got their friends' draft. They started to do analyzing. Some of them were confused because they did not give attention while the teacher was explaining the instruction. The teacher gave examples of how to analyze and give comments in the peer feedback process.

Step 3: Post-peer feedback

This step, students got their draft with their peer comments. They started revising their draft based on peers' comments. Then, the students rewrite their drafts as a final draft. Rollinson (2015) stated that good writing needs: (a) revision, (b) writers should write for a specific reader, (c) writing should consist of some revision with interference response at the various revision stages, and (d) a peer can support in writing for final revisions and significant improvements in better writing.

In this study, the teacher took the role of a monitor, evaluator, and trainer. The students became active through peer feedback because it involved the steps guiding students, providing suggestions to and receiving suggestions during the process of expressing ideas, revising drafts, and evaluating their draft base 0n their friends' comments. Shaojun Jiang (2011).

In the post-peer feedback activities, students finished in giving comments, ideas, and suggestions to their peers' drafts. They gave back their friends' draft. After having their drafts, the teacher instructed to check their drafts base on their friends' suggestion. She led the students to revise their writing. Some students also asked their partners related to their comments. It seems that the students did a discussion about the advice from their friends. The teacher moved around to monitor her students' work. At the end of the class, all students collected their final drafts to the teachers.

The Teachers' problems in Implementing Peer Feedback Strategy in Teaching Writing Recount text

Based on the interview data that has been conducted the problems faced by the teacher when implemented peer feedback strategy comprised three points. They described as follow:

The first problem was the students' characteristics. Many students might require more attention. They had different writing capabilities so that they formed different ability in giving feedback to their peers' work. Some of them might not readily accept their peers' comments. They also had a lack of confidence in giving feedback and acting like their teacher, who gave feedback. To face all these problems, the teacher should underline the pre-peer feedback activities. The teacher must strengthen students' knowledge about the topic and give clear instructions so that they could understand.

The problem can be showed based on the researcher and the teacher interview below:
The researcher: *"what are problems that is faced during the implementation of the Peer Feedback Strategy in Teaching Writing Recount text?"*

The teacher: *"Mostly the problem occurred based on the student's characteristic, students tend to need more attention about the instruction of the peer feedback, they have different writing ability to give their friends feedback and mostly they weren't welcome about their friend's feedback at all and started to complain to myself and feel unconfident about their friend's feedback results".*

The second problem was creating active peer feedback groups. Some aspects were important in implementing peer feedback, including the number of groups, size of the draft to be written, and evaluation. (Rollinson, 2015). In this research, the teacher asked students to works in pairs. Therefore, it was easy to monitor students.

The second problem can be analyzed based on the researcher and the teacher interview below:

The researcher: *"Do the students do active feedback during the implementation of Peer Feedback Strategy in Teaching Writing Recount text?"*

The teacher: *"I used to implement peer feedback strategy with the group pairing, such as two students in a group, but mostly the result of the feedback from the students only short comments, I rarely find the students give long feedback about their friend's writing".*

The third problem was setting up the training section in the peer feedback strategy. All students must be trained well before reviewing their peers' work. Here, the teacher gave clear instructions and guided students to do peer feedback step by step.

The third problem can be analyzed through the researcher and the teacher interview below:

The researcher: *"How about student's problem and difficulty during the implementation of Peer Feedback Strategy in Teaching Writing Recount text?"*

The teacher: *"The problems are mostly students could not understand the correct instruction about peer feedback in one time explanation, so I need to repeat twice or third time explanation about the instructions and they keep asking me to repeat the explanation such as "mam, where can I write the feedback?", "mam, what can I review from the text?", or "mam, please repeat once again, I still do not understand the instructions".*

CONCLUSION AND SUGGESTION

Conclusion

Referring to the result and discussion above, in teaching activities to write recount text, the way the teacher applied peer feedback follows the combined statement of Shaojun Jiang (2011) and Sholihah (2015) such as: Pre-peer feedback, While-peer feedback and Post-peer feedback.

In the Pre-peer feedback activities including brainstorming, introducing peer input in writing, writing a draft, and training the peer input process. Then, the training was essential to make students gave appropriate comments and suggestions for their peers. In the while-peer feedback step, students began their peer feedback. Here, the teacher monitored and helped students while doing the peer feedback process. Students analyzed their peers' drafts. They underlined the incorrect vocabulary and give comments on the drafts. In the end, after doing peer feedback, students got their drafts. They continued to make corrections to their draft based on peers' suggestions. They rewrite their draft as the final draft. Next, They collect their writing to the teacher.

The researcher has also found that the problem in implementing peer feedback strategy has opposite findings with Bijami et al. (2013) which stated that writing helps understudies increase their knowledge by providing critical thinking and learning autonomy opportunities. Hence, the researcher found that it's hard to ensure student's characteristic because they need more attention in understanding the instruction during teaching and learning through peer-feedback and decrease the opportunity of learning autonomy because their lack of attention and understanding during teaching and learning process using peer-feedback technique.

Then, it is the similar opposite of other research which was conducted by Rahmat (2013) that claimed one of the advantage of peer feedback is creating active learning during the implementation process. In this research, the researcher found that one of the problem during the implementation process is creating active feedback because the students in this research tend to write short comments for the feedback writing.

From the result of the teacher problems in implementing peer feedback strategy in educating writing recount text, it showed that there were three problems faced by the teacher. First, students' characteristics were various. They have different abilities in writing and giving comments. They also less confidence in giving feedback. Second, creating active peer feedback groups helped the teacher to monitor students easily. It formed a conducive atmosphere in the classroom. Third, setting up the training section in the peer feedback strategy needed significant effort. This part should make the students know how to give appropriate feedback. And also the research findings have opposite results from previous studies.

Suggestion

By following the conclusion above, there will be some suggestions for the English teacher and further researchers. Those are as follows.

For the English teacher, it needed to manage time well. Reading drafts, making notes, working with peers, and giving comments will consume a significant amount of time.

For further researchers, if they want to conduct peer feedback on their topic, it is better to filter the proper steps in line with the peer feedback strategy. Furthermore, the next researcher can also explore peer feedback strategy using current electronic media like blogs, web, and google classroom

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