

IMPLEMENTATION OF PEER FEEDBACK IN WRITING DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan *peer-feedback* untuk meningkatkan kemampuan menulis siswa dan untuk mengetahui kualitas hasil siswa dalam menulis deskriptif. Penelitian ini juga mengamati bagaimana respon siswa setelah mendapat *peer-feedback*. Penelitian ini menggunakan desain kualitatif sebagai metodologi penelitian karena peneliti ingin mendeskripsikan hasil tulisan siswa dengan menggunakan *peer-feedback*. Subjek penelitian ini adalah 30 siswa SMP kelas VIII. Instrumen yang digunakan dalam penelitian ini adalah observasi lapangan dan wawancara. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan menulis siswa setelah mendapatkan *peer-feedback*. Setelah menerapkan *peer-feedback* dalam penulisan deskriptif, hal itu dapat mempengaruhi siswa secara signifikan. Mereka dapat mengetahui kelemahan mereka dan dapat memberikan lebih banyak informasi untuk penulisan yang lebih baik. Terbukti dari total kemajuan data yang diperoleh peneliti, *peer-feedback* memang bisa memberikan pengaruh yang signifikan pada percobaan kedua.

Kata kunci: *peer-feedback*, menulis, teks deskriptif.

Abstract

The aim of this study are to describe the use of *peer-feedback* to improve students' writing ability and to find out the quality of students' result in descriptive writing. The study also observed about how the response of the students after having *peer-feedback*. This study used qualitative designed as the research methodology since the researcher would like to describe the result of students writing by using *peer-feedback*. The subject of this study was 30 students of junior high school in VIII grade. The instruments used of this study were observation field and interview. The result showed that there was improvement of students' writing after having *peer-feedback*. After implementing *peer-feedback* in descriptive writing, it could significantly affect students. They could know their weakness and could give more information for better writing. It was proven by the total of the progress of the data obtained by the researcher, *peer feedback* indeed could make a significant effect in the second try.

Keyword: *peer-feedback*, writing, descriptive text.

INTRODUCTION

Writing is an essential skill among three other English skills; listening, speaking, and reading. Writing plays a significant role in learning language development. Writing is a complex cognitive process in which the writer interprets the symbol, alphabet, or number from the text to tell the meaning. Every writing activity has a purpose—for instance, writing for pleasure and writing for academic purposes.

To achieve those purposes, the writers should have the ability to comprehend the text. Comprehend the text itself means the ability to understand the whole meaning of the text that they write. It includes the interpretation of written language and also the reader's interaction with the text. However, many ESL / EFL learners still have difficulties in comprehending the text. Two factors might influence

the learners writing text—first, their lack of English vocabulary. The knowledge of English vocabulary correlates with the learner's ability to understand the text. If the learners have enough English vocabulary in their head, the more chance that the learners can have better performance to comprehend the text. While, if the learners do not have enough English vocabulary knowledge, they will have difficulties understanding the text. Then, their interest in learning the English language. This factor can also affect the learner's writing ability. If the learners have significant intention in learning English, they will find a way to solve their weaknesses. The researcher will research eighth-grade students of junior high school. The researcher thinks this technique is suitable enough to apply in the eighth-grade students based on the basic competence 3.7 & 4.7 Permendikbud 2016 no 24 the students learn about the descriptive text.

Teaching writing descriptive text should have practice, guidance, and feedback to be easy for students in writing descriptive text. In writing descriptive text, feedback will be significant in writing descriptive text precisely. Using peer feedback as a review for writing descriptive text will provide information about what should be increased and improved. By using this kind of feedback, students can have information for better writing. They will be encouraged and motivated. They will also grow confidence in writing because they can progress and develop a supportive atmosphere for writing descriptive text. To know any significant impact after peer feedback, to describe how far or good student writing results after the peer feedback, and to gain the opinion of the students feel after revising their descriptive text writing, there are some questions that concern the researcher. 1) Is there any improvement after peer feedback in writing the descriptive text? 2) How far or good the quality of student writing result after the peer feedback? 3) How do students respond after making peer feedback of their descriptive text writing?. The result of this study is expecting to give a contribution to the teachers and the students. The researcher hopes that the students can understand their weaknesses in writing descriptive text and write a descriptive text correctly. This study focuses on describing how to pair feedback can affect writing the descriptive text of SMPN 2 Bangsal grade VIII by analyzing the results and the perception and interviews after they revise. The study limits 30 students as the participants of the research. In the previous study, Winda (2015) found a problem writing descriptive text in eighth grade. They could not compose the language that can use in writing descriptive text properly. Moreover, in his finding, Ahmad (2019) was confused about using tense, and sometimes they just write. Many students were not able to use the simple present or past tense correctly. Kitchakarn (2013) stated that writing descriptive text will not be as easy as making just a text without any feedback.

This study tries to identify and improve writing descriptive text by peer feedback to make students feel effortless and write a descriptive text.

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develop a supportive atmosphere for writing descriptive text.

METHOD

This section will provide the research method used in this research to align with the topic issued. This chapter will give information about the design of the research, the subject, and the setting, which systematically describe. There will also be data and the source of the data, the data collection technique, and analysis. This research is a qualitative study. This study describes the actual image in the classroom, significantly improving descriptive writing text by peer feedback. Data gained would be deeply analyzed. The description would provide as the analysis. The information in the description will provide an image that using peer feedback as a review for writing descriptive text will be increased and improved or not. By using peer feedback, students can have information for better writing. They will be encouraged and motivated. They will also grow confidence in writing because they can progress and develop a supportive atmosphere for writing descriptive text.

The data would be obtained through observation and interview. The researcher will try to find out the problem in students' writing by observing the process and the result of writing. After having peer-feedback, the researcher will conduct the interview in order to gain some information related to students' response. The research setting is an English class in which the researcher experiments. It consists of 30 students in grade VIII. The class has, aboard, one LCD projector and stationery such as an eraser, board marker, and ruler. The classroom is comfortable because it has an air conditioner. The data will explain as verbal behavior. Verbal behavior of the students will be the main point of this research after the students have done the writing and revise it after the peer feedback in the class. This verbal behavior will let the process happens naturally and will be easy to let know the result.

This study will use the descriptive text, which students write, the review of peer feedback, and the revision descriptive text written by students writing as sources of data done in the classroom. In this study, the researcher observes whether students have any problems writing descriptive text and interviews after the students have done the writing and revise it after the peer feedback in the class. The study will let the process happens naturally and will be easy to let know the result.

The response and review by students themselves will improve the writing or not. They will exchange writing with each other after writing the draft of the descriptive text. Then they will read and review. After that, they will comment. Then, return the writing works back so that each student can improve their writing.

The researcher will do observation to find any problems in writing the draft of the descriptive text. Then, they will revise the peer feedback. The researcher will interview afterward. After all, the researcher analyzed the data gained by using qualitative analysis to comprehend the verbal behavior of the students after the students have done the writing and revise it after the peer feedback in the class. This activity will let the process happens naturally and will be easy to let know the result.

The aim is to analyze gained data from students' words because the data collection technique ideally tends to be qualitative. Research's result will provide by description to answer the research questions in the first chapter, questioned by the researcher.

RESULT AND DISCUSSION

This section will provide the research result which had obtained before. Writing can be produced by catching and transferring information. It can be gained by reading a book, interviewing a person, or experiencing. Brown (2001) argued that the product of writing is usually the result of expressing ideas, outlining, making, and evaluating. Making a written product is a discovery process of creating the meaning of idea and expression in hand. Writing product is many utilities of writers to express their sharing, and it can be just information or just funny stories to other people who read many times (Axelrod and Chopper, 1983; Fajriyani, 2011). Writing is a process of learning how writers communicate and pour an idea into a piece of blank paper, even manually or just digitally. The writing process involved these steps:

1. Find a focus of the main idea that will write
2. Outline some support for more developing the plot
3. Make the writing process happens
4. Evaluate and fix what should be improved.

According to Lee (2020), feedback cannot separate from the writing process. It is an essential component in improving writing skills. Giving feedback can help students to improve and comprehend their weakness and their strength. By obtaining feedback, students will know how to upgrade their writing skills.

Feedback is a kind of answer and opinion spoken by someone about a product or a person's performance. In the writing process, students will get information as input to upgrade their writing. They will know to comprehend their weakness and their strength in writing. There will be much information to be obtained in improving their writing. Feedback is helpful for students because it contains summative information for them. This kind of information will let the students increase their ability to serving better writing. Also, feedback is helpful for students because it also contains formative information. This kind of information will provide a brief description of the

weakness and strengths of students writing. This activity will help and increase their writing skill.

Feedback has many advantages for students :

1. To give information for better writing
2. To provide encouragement and motivation
3. To build confidence in students writing
4. To strengthen and improve students writing
5. To evaluate the students writing
6. To know the language and tense should use
7. To make progress
8. To develop a supportive atmosphere for learning

Based on the observation held by the researcher, here were the results:

1. Social function (Content): to describe specific objects (person, thing, and place) (score: 35%)
2. Generic structure (text structure): (score: 35%)
 - a. Identification
 - b. Description
 - 1) Physical appearance of the object
 - 2) Quality of an object
 - 3) Characteristics of the object
3. Linguistics features: (score: 30%)
 - 1) Grammar: (tense: simple present tense) sentence and paragraph.
 - 2) Vocabulary: diction and parts of speech

Table 1. Scoring Rubric

Aspect	Criteria	Score
Social function (Content)	Particular topic, exciting and original, good supporting sentences, detail, can make new knowledge.	4
	Precise topic, exciting and original, good supporting sentences, not detail, familiar	3
	Precise topic, exciting and original, less supporting sentences, not detail, too general	2
	No topic, not interesting, no supporting sentences, not detail, plagiarism	1
Generic structure (text structure)	There are Identification & description	4
	There is just Identification & no description.	3
		2

	There is just a Description & no identification.	1
	No Identification & no description	
Linguistics features	Cohesive and Coherent paragraph, good grammar, effective sentence, varies diction, using proper conjunction.	4
	There is less Cohesive and Coherent paragraph, excellent grammar, less effective sentence, less variation diction, less using proper conjunction.	3
	Many Uncohesive and Uncoherent paragraph, the mistake in grammar, ineffective sentence, not variation diction, no using proper conjunction	2
	No Cohesive and Coherent paragraph, no grammar, no effective sentence, no variation diction, no proper conjunction	1

Scoring :

$\frac{\text{Score}}{\text{Max score}} \times 100 =$

12 is the best score for the writing

Based on the rubric which is made by the researcher, in the first writing descriptive text, none of the students could reach 12 according to this rubric. Here is the result:

After the first chance, students try to write a descriptive text. Then, they would exchange their writing with each other after writing the first draft of the descriptive text. Then they will read and review. After that, they will comment. Then, return the writing works back so that each student can improve their writing.

Then, they revise and make better writing descriptive text in the second chance after peer feedback. Here is the result:

In general, based on the observation done in the classroom, the researcher can conclude peer feedback in writing descriptive text in junior high school.

In the first writing descriptive text, the result is less than the second one. In the second try of writing descriptive text, after the students did peer feedback, they have commented on how to improve their writing. As a result, yes, peer feedback can significantly affect writing the descriptive text for junior high school. The students can make good progress, know their weaknesses in the writing, and improve their descriptive writing text. On the first try, no student can reach a 12, conversion 100, (maximum score), then on the second try, there is one student who can make it. For the score of 11 (conversion 91.6), in the first writing descriptive text, there were two students. On the second try, there were seven students. Then, for the score of 10 (conversion 83.3), there were five students in the first writing descriptive text. At the second exercise, there were 13 students. Then For the score of 9 (conversion 75), in the first writing descriptive text, there were 11 students. On the second try, there were eight students. For the score 8 (conversion 66.6), at the first writing descriptive text, there were 12 students. Then, on the second try, there was only one student.

In a total of the progress according to the data obtained by the researcher, peer feedback indeed could make a significant effect in the second try.

Then, after the researcher gained the data of using peer feedback in writing descriptive text, the researcher made an interview to know how far the effect of the peer feedback in writing descriptive text.

Here is one of the quick result of the interview:

Researcher	:	"How can peer feedback affect your writing?" "It can make me know my weakness, such as I do not know how to use tense and my vocabulary is limited. I do not know many adjectives to use in my writing."
Student	:	"how do you feel if the feedback is from your teacher, not your friend?" "eee..., yaaa, I feel shy and do not know what to do, because I cannot ask and yeah you know... friend and teacher is different."
Researcher	:	"Yeah, I know. Can you compare your first writing descriptive text and your second one?" "aaaaa.....I think it is better the second one. After my friend reviewed and gave comments, I realize that I must do better. Furthermore, I know what I

- should improve. The first one is less than the second one. “
“How do you feel after you made
Researcher : the first and second writing
descriptive text?”
“I feel like I can improve my
Student : writing skill, especially in writing
the descriptive text?”

In general, based on the observation and interview done in this study, the researcher can conclude that implementing peer feedback in writing descriptive text in junior high school can significantly affect students. They can know their weakness, give information for better writing, provide encouragement and motivation, build confidence in students writing, strengthen and improve students writing, evaluate the students writing, know the language and tense should be used, make progress, and develop a supportive atmosphere for learning.

CONCLUSION

From the result of this research provided above, some conclusions could interpret from peer feedback in writing the descriptive text for junior high students.

First, the students' writing descriptive text is not in sequence and good enough on average. There were few problems in writing descriptive text. Students should overcome it. Fortunately, by using peer feedback, students could know their weaknesses. They can improve their descriptive writing text in a second chance after the students reviewed each other.

Second, the students only used just vocabulary that they know, rarely did the researcher find particular words or some expression to make the writing descriptive text more attractive. They just wrote as quickly as they can. They thought it was ok for them as long as they could do it to fulfill the exercise.

In general, the students can understand and write descriptive text nicely, after all. Peer feedback can improve writing the descriptive text for junior high school students in second chance.

Suggestion

This section would like to provide suggestions for teachers who teach English, especially in writing, researchers who concern with feedback and writing, and many people who deal with writing descriptive text.

It suggests that many people, such as teachers and researchers who deal with writing descriptive text, must comprehend the crucial point of the peer feedback's effect in writing descriptive text. Also, they should pay attention to using peer feedback in writing descriptive text in sequence and adequately to improve their skills, especially in writing. The others who need to conduct similar

research suggest maintaining how to balance writing and feedback.

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