USING PEER COORECTIVE FEEDBACK TO IMPROVE STUDENTS' WRITING IN RECOUNT TEXT

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Abstract: The aims of this study are to investigate how the peer corrective feedback (PCF) can improve the students' writing recount text and what is the interaction mainly exists in PCF. This study is a classroom action Research with three cycles. The data were collected through observation during the treatment. The writing test conducted at the end of each cycle; the questionnaire had been distributed to the 29 students. A group interview was conducted to get deep verbal responses. The result found that the students' interaction and attitudes were positive at the end of treatment. The students were more enjoyable when sharing the ideas with their peers. It wa because they used the same language and an informal situation without being afraid of making mistakes when discussing. The writing test showed the improvement at the end of every cycle. The interview data analysis indicated that the students were confident to write English and share their ideas with their peers. Related to the peer's correction, the result was unclear and doubtful, therefore they preferred the teacher to give final correction.

Key Words: Peer Corrective Feedback, Improving, Interaction

Abstrak: Tujuan dari penelitian ini untuk mengetahui sejauh mana Peer Corrective Feedback dapat meningkatkan kemampuan siswa dalam menulis teks recount dan interaksi apa yang muncul dalam PCF. Penelitian ini adalah penelitian tindakan kelas dengan tiga siklus, Data diperoleh dari pengamatan selama pembelajaran, tes tertulis dilakukan pada akhir setiap siklus, data kuesioner diambil dari 29 siswa, interview grup dilakukan untuk menggali lebih dalam lagi respon siswa terhadap penerapan PCF. Hasil dari penelitian ditemukan bahwa interaksi dan sikap siswa menunjukkan sikap positif pada setiap siklus pembelajaran. Siswa lebih senang ketika berbagi pendapat dengan teman sebaya karena mereka berkomunikasi dengan bahasa yang sejenis dan situasi yang tidak formal tanpa khawatir salah pada saat berdiskusi. Hasil dari tes tertulis juga menunjukkan peningkatan pada setiap siklus. Dari analisis data wawancara menunjukkan bahwa siswa sangat percaya diri dalam menulis Bahasa Inggris dan berbagi ide dengan teman sebaya. Sehubungan dengan hasil koreksian teman sebaya mereka berpendapat bahwa hasilnya kurang tepat dan meragukan, oleh karena itu mereka lebih cenderung apabila guru memberikan koreksian terakhir.

Kata kunci: Peer Corrective Feedback, Peningkatan, Interaksi

Writing is always been regarded an important skill contributing to the students language learning. Besides listening, speaking and reading. Writing emphasizes the composition skills and knowledge about texts, context, and readers. Because it is representation of language in a textual medium using sign or symbol and involves producing ideas and a different kind of mental process. Writing is used in daily lives, such as write short messages, notes during class session, written assignments, filling forms, making list, and writing friendly letters. Therefore the goal of writing is the writer able to present his/her ideas into the written text to readers or audiences. For English foreign language learners, writing involves the complex skill of language it demands not only expressing ideas in a new language but also uses standard forms of gramar. Therefore, the writers should have many information about their interest to develop the paragraph. Nation (2009. P.114) states writing is easier if the writers write from a strong knowledge base.

Besides, the writer has the prior knowledge about his/her interest. Feedback in writing is also pivotal to develop a better idea. Brookhart (2009, P.1) explains feedback matches specific descriptions and suggestions with a particular students' work. Both a writer and a student need suggestions or comments to know where they are in learning. Commonly feedback is potentially from the teacher, however in the past two decades. Peer feedback in EFL/ESL classes is increasingly used. It is based on Vygotsky theory Zone Approximal Development (ZPD) (1978:P.35) that is, learning awakens a variety of internal developmental process that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Hyland (2003: p. 198) Peer review helps learners engage in a community of equals who respond to each others' work and together create an authentic social context for interaction and learning.

Based on the preliminary observation to the students of SMPN 3 Sanggau. There are some problems are faced by the students of SMPN 3 Sanggau. Firstly, so far the teacher gave the correction in all aspects in learning process, it was affected to the students as the result they are afraid to share the ideas. Secondly, the feedback from the teacher just as command that have to be obeyed. Thirdly, after doing the assignment or writing task, the teacher will check the students' answer and give the correction if their assignments return to the students, most of them ignored the correction. They just simply to see the score rather than the correction, as a result the same mistakes or errors will appear again in the next exercise.

The national Curriculum that has been applied in SMP N 3 Sanggau. KTSP stands for Kurikulum Tingkat Satuan Pendidikan (2006). It is expressed that to achieve standard competence of expressing the written text both functional and essay texts which are supported by the appropriate of language features and the generic structure of the texts. The teacher can use appropriate methods or techniques to enhance the students' writing skill. Therefore, based on the problem mentioned above it is necessary to conduct a research in implementation of peer corrective feedback. The aims of the current study are followings. First, how to apply the peer corrective feedback for EFL students and to raise practical issues that the teacher need to consider in implementing PCF. Second to improve students' writing ability by applying PCF and the last to give a chance to the students involve in the correction process.

The place of this study is in SMP N 3. It is located in Sanggau Regency West Kalimantan . The researcher also as a teacher in this school. There are fifteen classes at the school. The researcher had chosen eighth grade class E as the participants (29 students) of this research since recount text material was taught in this level. Recount text is a kind of essay text with language feature of past event. In this writing text the students are able to reconstruct past experiences by retelling events in original sequences. (Hyland 2003, P.20). The researcher assumes after applying peer corrective feedback in writing recount text, the students are able to work cooperatively and share the ideas as the result their writing ability will improve significantly.

Method

The form of this study is classroom action research. A systematic inquiry research is conducted by educators including teacher, principle, school, counselor, or other stockholders in teaching learning environment in order to gather information about how the schools operate, how the teachers teach, or how well the students learn. (Mills cited in Mertler 2009: P. 4)

The purpose of classroom action research does not only to gain and to develop insight of educational and reflective practice. Burns (2010, P. 17) assumes that reflective teaching is empowering, it provides a way for teachers to become actively involved and articulating the nature of their work and extending the knowledge based on teaching.The Model of CAR is based on the model of Riel cited in Mertler (2009, P. 16). States that CAR typically involves four phases in cyclical nature involving multiple cycles.
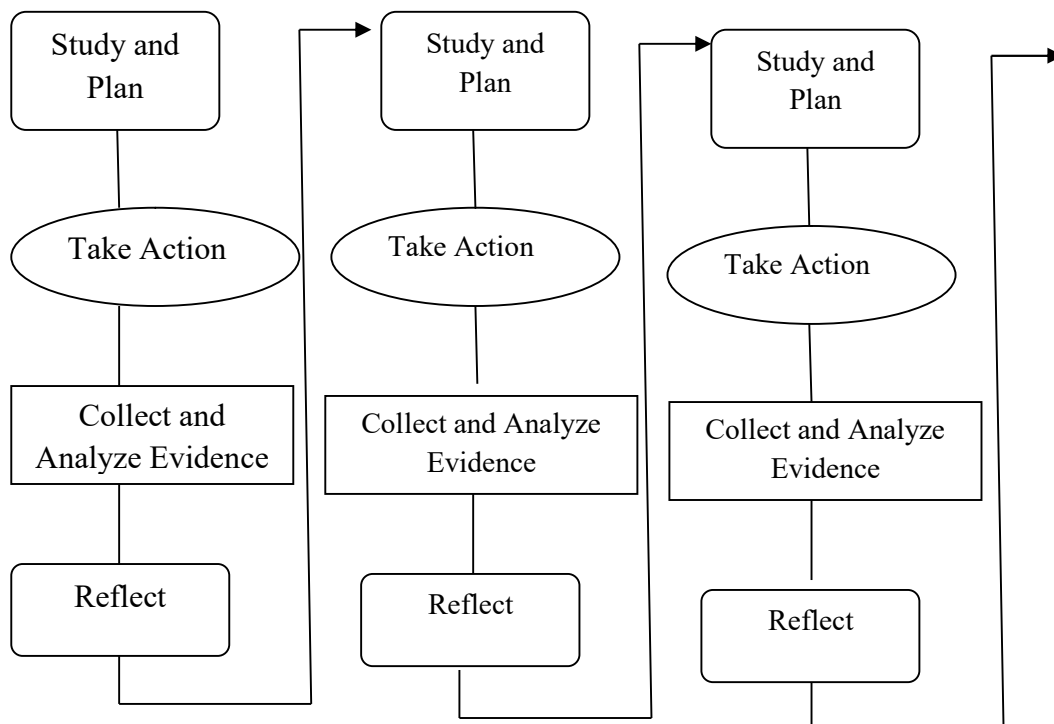
Schema: Riel's Action Research Model (Progressive problem solving with Action Research)

1. **Study and plan phase**

In this phase the cycle started identifying a problem or issue, Burns (2010, p.8) describes in this phase you identify a problem or issue and develop a plan of action in order to bring an improvement in specific area of the research context situation that will be improved, study and plan the action in order to bring the improvement. Some actions in the planning phase were prepared as follows:

a. The teacher applied peer corrective feedback strategy to overcome the classroom problems.
b. The teacher prepared the lesson plan.
c. The teacher prepared the material for teaching.
d. The teacher prepared media which is relevant to action phase
e. The teacher prepared the instruments to get the data such as students' test, students' observation sheet, questionnaire and interview questions.
f. Preparing the criteria of action success. In this study to identify whether the action is successsful or not was determined by the result of writing test, students' questionnaire and interview. (1) The students are actively involve in the teaching and learning process, indicated by more than 50%. (2) the result of writing test increased significantly after treatment (3) The questionnaire and interview show positive response to the students toward the implementation of PCF.

2. **Action Phase**

After the planning, the researcher sets and implements the classroom activities. Acting is the planning step to implement the instructional strategy that has been planned. (Burns 2010, P. 7). The sequence of action phases in the cycle as follows: First. The teacher explained the material, Second. The students did the assignment. Then, the students worked in group 2 they gave comments to their peer's work both oral and written and they revised it based on their peer's comment. Third the teacher checked the answer. The last, the teacher gave the writing test whether the intervention improves or not. Here the action phase of cycle 1 will show in the table 1 below.

Tablel 1
The Peer Corrective Feedback Activities (cycle 1)

March 7th, 2016	Sentence in the past events	- Greeted the students
		- Checked the students' attendance
		- Explained the learning objectives
		- Introduced about peer corrective feedback
		- Motivated the students by asking questions. What are the past forms of verbs: play, watch, visit, go, buy and meet.
		- Explained the vocabularies of simple past. Regular and irregular forms in the sentences.
		- Engaged the students to write the examples in the white board.

March 9th, 2016	- Greeted the students - Checked the students' attendance. - Explained the learning objectives. - Remained the students about the last lesson.explained and adds more new vocabularies and sentences in the simple past. - Asked them to write notes the information and the difficult words and the meanings in Indonesian language. - Gave the model how to apply PCF. - Distributed the worksheet, then assigns students to complete the assignment. After finishing the exercise, asks the students to make group consists of two students. - Asked them to change the exercise with peers. - Asked them to revise the assignment based on peer's correction. Checked and write the answer in the white board and invite the other students to give comment
March 14th, 2016	- Greeted the students - Checked the students' attendance - Explained the learning objectives - Motivated and asked the students about the last material - Explained the sentences of past forms. Subject +predicate/verb2+Object/complement - Engaged the students to write the example in the white board. - Gave the students post test.

The result of action phase of cycle 1 was not satfied, therefore the researcher continue to the cycle 2, the action phase of cycle 2 will show in the table 2 below:

Table 2
The Peer Corrective Feedback Cycle 2

Date	Theme	Activities
March 16, 2016	Form of Recount Text	- Greeted the students - Checked the students' attendance - Explained the learning objectives - checked the students' homework - Motivated students and ask them to rearrange the sentences into a good paragraph in group of five. - Ask group's representative to write the answer in the board and checks the students' answer. - Explains the recount text by using the pictures - Writes the examples in the board. - Ask them to write down the information and the difficult words
March 21st, 2016		- Greeted the students - Checked the students' attendance. - Explained the learning objectives. - Gave a clue about the topic of lesson. - Explained about peer corrective feedback. - Motivates students to come in front of the class remind them the last material. - Explain the generic structure of recount text. - Engaged the students to write the example in the white boards. - Reminded them how to apply peer corrective feedback. - Distributed the worksheet, then assigned the students to complete the sentences based on the pictures. - After finishing the exercise ask them to sit with their peer. - Asked the students to revise the assignment based on their peer's correction. - Asked them to check the answer and write in the whiteboard and invite the other students to give comment.
March 23rd, 2016		- Greeted the students - Checked the students' attendance - Explained the learning objectives - Motivated the students to come in front of the class to write their past activities.

		- Checks the students' answer.
		- Explained the recount text by using pictures.
		- Engaged the students to write the example in the white board.
		Gave them the post test.

To get deep analysis and better result the reasearcher continue the action phase in cycle 3. The activities of the phase will show in the table 3 below:

Table 3
The Peer Corrective Feedback in the Cycle 3

Date	Theme	Activities
March 30th, 2016	Writing the past events	Greeted the students -Checked the students' attendance. - Explained the learning objectives -Gave a clue about the topic of lesson -Motivated and asked the students to write the sentences based on the pictures in the white board. -Checked the students' answer. -Explained the recount text and the form of past tense. -Asked them to write down the information and the difficult words on their books and find the meaning. -Distributed the worksheet then assigned the students to write the sentence based on the pictures. -After finishing the exercise ask them to make a group of two. -Asked them to change the exercise with their peer. -Asked the students to revise the answer based on their friends' suggestion -The teacher checked the answer.
April 4th, 2016		- Greeted the students - Checked the students' attendance - Explained the learning objectives. - Motivaed the students aand asked some of them to come in front of the class to write their last activities. - The teacher checked the students' homework. - Explained the generic structure of recount text.

| | - Engaged the students to write the example in the white board. |
| | - Gave the students post activities. |

3. Collect and analyze Data

After the action phase, the researcher collected and analyzed the data through observing the effects of the action with a collaborator. Latief (2010, P.7) mentions observing is the process of collecting data indicating the success of strategy in solving the classroom problems. The observation has been done by the teacher and collaborators. The observation started at the beginning and ended of lesson. The collaborator observed the students' involvement in process of learning which had been guided by observation sheet.

4. Reflecting Phase

The last step in classroom action research cycle is both researcher and collaborator evaluate, reflect and give input and critical comments to see the action phase which is known as reflecting phase. In this phase will lead the researcher to revise classroom activities based on what have been learned if the result is still unsatisfactory. (Burns 2010, P.8).

This classroom action research had been done at SMP Negeri 3 Sanggau Kabupaten Sanggau. The participants of this research are the students of class VIIIE in academic year 2015/2016 in the even semester. The class was chosen because some reasons. First, the recount text material based on the syllabus is provided in this semester, second the teacher as the researcher taught one class in grade 8 and 5 classes in grade 9. There were 29 participants in the eight grade.The researcher used both qualitative and quantitaive data collecting. The qualitative data was observation and interview. The quantitative data is questionnaire and writing test.

FINDINGS AND DISCUSSION

Findings

This research is about to using peer corrective feedback to improve students' writing in recount text. The aims of this research is to describe how can peer corrective feedback improve the students' writing in recount text and what interaction is dominant exposed during the PCF. The proces of applying the PCF in students' writing process and the interaction among peers during the PCF was applied in three cycles of a classroom action research. During the research the teacher as researcher collaboratedtation with a collaborator in taking data and discussing the plan about teaching and learning process in each cycle.

The implementation and outcome of cycle one. The first cycle had been done in three meetings, the treatment of first cycle was held in 7th, 9th, and 14th March 2016. The implementation of using peer corrective feedback to improve students' writing was started by introducing, explaining, modelling the strategies step by step from planning, monitoring and evaluating. The teacher explained the material about sentences in the

past events, practiced the vocabularies to the students. Then, the teacher gave the assignment, when the students had finished it, the teacher asked the students to sit and changed their assignment with their peer. The peers were prepared by the teacher. In the first time the students were uncomfortable with their peers. They liked working with close friend. The situation was noisy. When The students gave comments to their peer's work. They looked unserious they kept asking the teacher not their peers. The students were reluctant to interact with their friends. The teacher confirmed they should change their opinion with their peer and motivated the students to work collaboratively. At the end of the class the teacher gave the post test.

The Implementation and outcome of cycle two. Since the results of various data in the cycle one was unsatisfied. The class action research was continued to cycle 2. The learning process was conducted in three meetings 16th, 21th, and 23rd March 2016. The teacher explained the generic structure of recount text. The teacher grouped the students. One group consisted five people. They were six group. The group had to arrange the jumbled sentences into recount text form. The teacher prepared nine sentences. Those sentences were in small papers. This activity challenged the students The students had to arrange the sentences into recount text paragraph. The teacher walked around to help the students.. The end of the activity the teacher checked the answer by inviting the group representatives to write down in the whiteboard. The teacher continued the actitity with PCF. The teacher gave the assignment. The students had to complete the sentences based on the pictures when they had finished the students should discuss with their peer. It did not take long time to arrange them in group. Some students still teased thier friends and scracthed their friends' book. For those students, the teacher reminded them to work with their friends seriously. The teacher walked arround to keep motivating the students. But when the teacher get closer. The students would ask the teacher. The teacher suggested that they should discuss with their peer. They might open either their note book or dictionary. Based on the observation. The students showed 60% more active in PCF. At the end of treatment the teacher gave the post test.

The Implementation and outcome of cycle three. Based on the observation in the cycle 2. The students' vocabularies are still limited. It hindered the students to be more active in PCF. Therefore in the cycle 3 The teacher should manage the class setting to be more enjoyable, drilled the students with the vocabularies, reviewed them the last material, kept motivating them In the main activity the teacher used the series pictures to explain the recount text. When using the media, the teacher believed the students would understand easily. Krashen cited in Chinh (2009: p. 218) pointed out that in EFL teaching, pictures are considered an efficient tool for limited English proficiency learners to increase their comprehension Therefore a picture is a valuable resource as it provides. During the PCF, the students were more active. It was proved from the observation. First, They were less crowded. Most of the students were able to correct their friends' assignment without kept asking the teacher. At the end of treatment the teacher gave the post test writing. So, based on the various data instruments, generally cycle three showed good improvement on the students' writing recount text. The teacher as the researcher considered to stop her classroom action research in the cycle 3.

The data from questionnare showed the positive attitude toward students' opinion about PCF. There are ten questions with three options in the questionnaire. The post test had given at the end of meeting in each cycle. In the first cycle the students' average score is 61, in the cycle two the students' average score is 66,79 and in the cycle 3 the students' average score is 77,76.
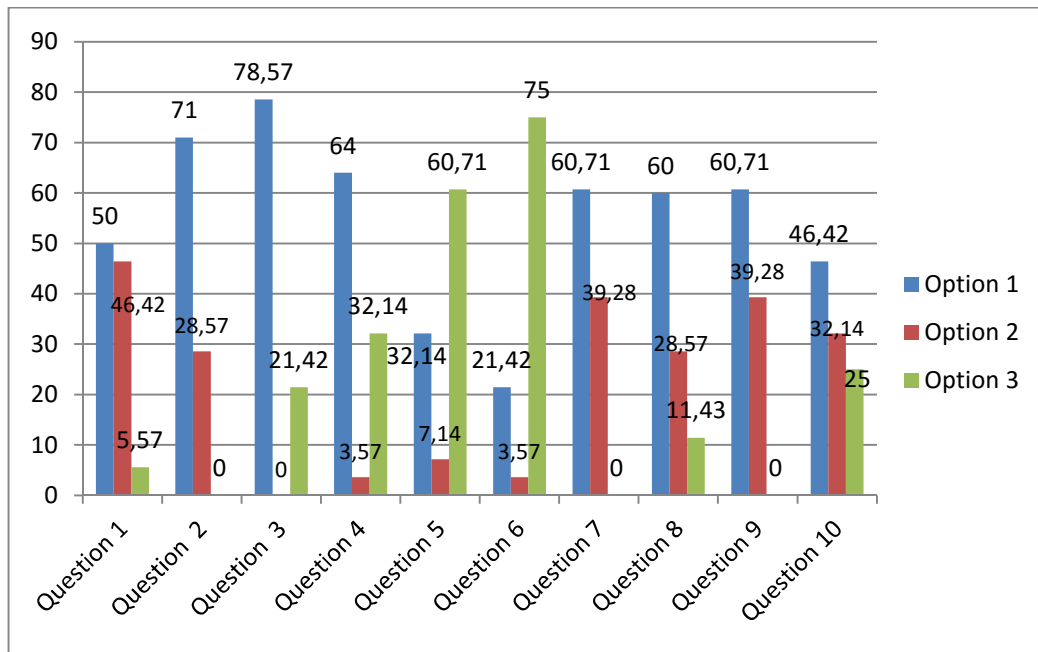
Figure 1: The percentage of Students' Questionnaire of PCF

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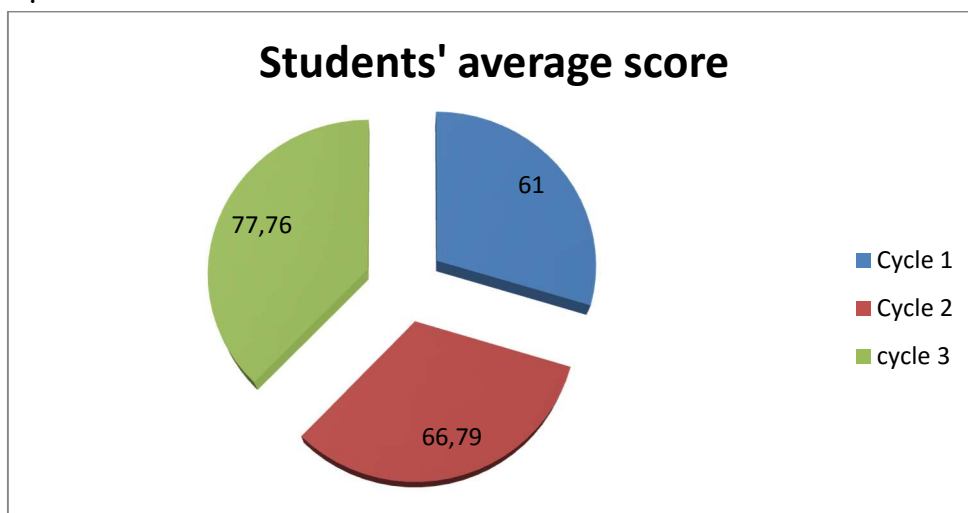
Figure 2: The students' average score on writing test.

Discussion

This study has explored using Peer Corrective Feedback to improve writing recount text in EFL class. Peer Corrective Feedback is one of the strategy which emphasizes that the students receiving feedback on their writing from their peers and it develops students' critical thingking and social interaction. Liu and Carless (2006, P.2) Engaging learners in thingking about achieving outcomes to certain agreed standards is a learning process and giving marks or grades is only part of that process. Peer Corrective Feedback also can enhance the students' writing, through process of interaction and revision students can learn from their peers. Based on the writing test, The students' achievement had improved significantly. Lin and Chen (2009, P. 79) did a research about an investigation into effectiveness of Peer Feedback. The result revealed that most participants believed that peer feedback assisted their learning in English writing. Moreover, Nicol & MacFarlane-Dick cited in Liu and Carless (2006, P.3) stated by commenting on the work of peers, students develop objectivity in relation to standards which can be transferred to their own work then.

Based on the interview based data found that in the final correction, the students preferred their teacher correction since they were still doubted about their peer's correction. Miao et al (2006) did a research about comparative study of peer and teacher feedback in a chinese EFL writing. The students used teacher and peer feedback to improve their writing but the teacher feedback was more likely to be adopted and led to greater improvements in the writing. Therefore the students believed that the teacher's feedback as an expert is effective and trustworthy. As peer students are novices, they do not have extensive elaborate subject matter knowledge and skills. When sharing the ideas and social interactions, students referred to their peers.

Based on the observation the students' showed their interesting in learning English. Since the limited of vocabularies of target language, they lacked of motivation. Therefore the teacher asked the students to bring the dictionary, book note and hand book in every learning English class. The students were also enthusiastic when the teacher used the media in teaching. Donyei (2001, P. 5) mentioned during the lenghty and often tedious process of mastering a foreign/second language, the learner's enthusiasm, commitment and persistence are key determinants of success or failure.

CONCLUSION AND SUGGESTIONS

Conclusion

Peer Corrective Feedback is the learners respond to each other work and encouraged more critical thingking and learning which impact in improving their writing. This conclusion is drawn from the observation of first cycle to the third cycle, students' questionnaire and a group interview and writing test. First, From the observation during the treatment showed positive improvement with the students' interaction, in the first cycle students were reluctant to communicate with their peers, they kept asking the teacher. They believed that the peers were not truswrothy and inexperience. In the third cycle students' interaction was better, they did communication actively and asked the teacher rarely. From writing test, the students' achievement improved, in the cycle one, the average score is 61, in the cycle two is 66,79 and in the cycle 3 is 77,76. Based on the interview data the students preferred the teacher gave the final correction, when sharing the ideas, they enjoyed with their peers. They gave comment freely without afraid making mistakes about the structure and vocabulary.

Suggestions

The following suggestions, related to the using of Peer Corrective Feedback in developing writing skill.(a) Since the PCF based on the concept of social and cognitive interaction, the students got many advantages. It improves students' self confident, critical thingking skill from being able to read texts by peers and it reduces the students' anxiety when sharing the ideas in the group than to the teacher. Therefore this strategy should be applied in the class continously. (b) Training the students to take part in peer correction before conducting the research study seems have the beneficial effect both on students' behaviors during peer feedback and on their attitudes toward it. (c) Mastering the material is very pivotal to develop the interaction in the group. Since the based foundation of the collaborative learning. Therefore for the further research in the field of PCF it will be better the more advanced students spent greater time in correcting and improving their partners writing than the beginner students.

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