

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the results of this study. This chapter consists of findings and discussion of the use of The Use of Peer Feedback Technique by Students in Paragraph Writing. The first, applying peer feedback technique in the process of revising in class writing paragraphs that data is collected from observation checklists and field observations. Second, regarding students' perceptions of the peer feedback technique of revising in the paragraph writing class, the data was collected from a questionnaire.

4.1 Findings

The purpose of this study was to determine the application of Peer Feedback in teaching paragraph writing and students' perceptions about teaching paragraph writing using peer feedback in the 2021 English Education Study Program at STKIP PGRI Sidoarjo consists of 22 students.

4.1.1 The Findings Apply Peer Feedback Technique in The Revision Process in Paragraph Writing Class.

In this section, the researcher applies the peer feedback technique as the researcher's first problem. Results from checklist observations and field notes. The number of students is 22 people. Observations were made in 3 meetings starting on 9 December 2021, 16 December 2021, 22 December 2021. The first meeting was observed on 9 December 2021. The first meeting of the

lecturer introduced peer feedback techniques. The second meeting on December 16, 2021, the lecturer applied the material, gave writing assignments with peer feedback techniques and gave feedback to students. On Tuesday, December 22, 2021, the lecturer several times gave questionnaires to students about peer feedback engineering research, gave rewards to the 3 students who were most active during the research and the last one was documentation.

The researcher observed the process of teaching and learning to write using peer feedback technique, the lecturer repeated about procedure text and explained about learning using peer feedback in the paragraph writing class. Researchers get student assignments from observing the learning process carried out by lecturers and students as follows:

Pre-Teaching

In the preliminary activity, the lecturer greets students, checks student attendance, motivates students to be active and explains the activities that will be carried out by students. The lecturer repeats about procedure text (social function, generic structure, language feature) and one of the students tries to explain about procedure text. Procedure text is text or written text that explains how to do something, step by step. For example, recipes, how to make a fresh drink, how to use online transportation. Generic structure: (1) goals or objectives indicate the goals or objectives to be addressed, (2) the material

contains what is needed to achieve the goals (3) Method in the form of a set of steps to achieve the goal, (4) Language Feature explains how to use simple action verb, using present tense, Detailed information on how to do it, using words related to time.

Whilst Teaching

In the second part, the lecturer introduces the definition of peer feedback, the benefits of peer feedback, the peer feedback procedure, and the lecturer asks students to write a paper using peer feedback technique.

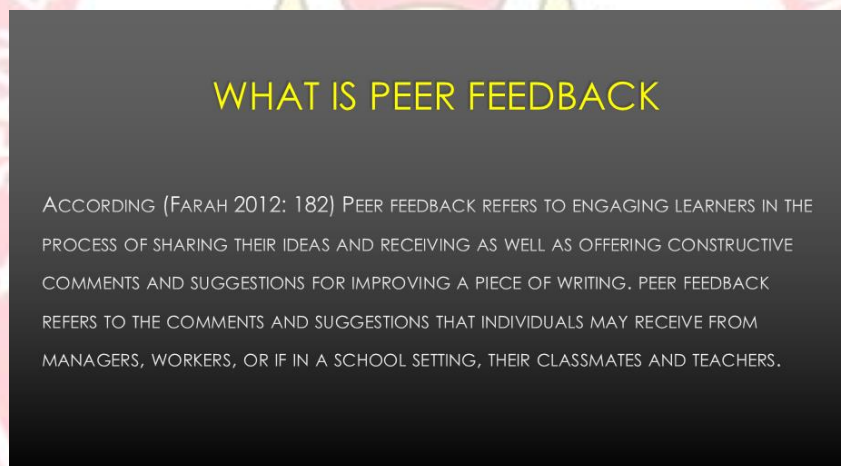


Figure 4.1 Peer feedback Assessment

Peer feedback refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing (Farah 2012: 182). Peer feedback is a technique to give information of suggestion, comments, and errors correction

derived from one-to-one consultation between friend and friend. So, peer feedback provides mutual evaluation and input between friends.

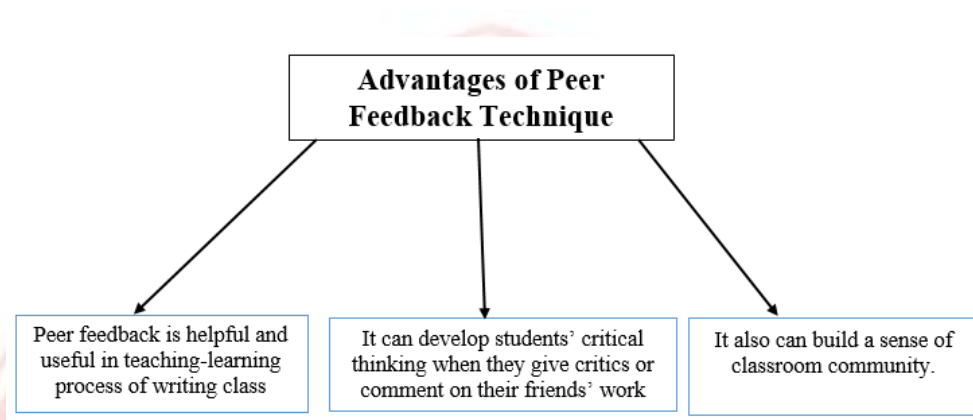


Figure 4.2 Advantages of Peer Feedback Assessment

Peer feedback has been advocated in several studies for a number of benefits. The practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009).

There are a few advantages of implementing peer feedback for learners. (Hyland & Hyland, 2001) state that peer feedback can encourages student's participation in the classroom and makes student less teacher-dependent. In addition, peer feedback also helps learners to notice the gap between them and their peers in evaluating their writing, develop self-reflection, and improve students' editing skills.

Ferris (2003, p.70) also states several benefits of peer feedback as follow: (1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks. (2) Students get more feedback on their writing than they could from the teacher alone. (3) Students get feedback from a more diverse audience bringing multiple perspectives. (4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language. (5) Peer review activities build a sense of classroom community.

Based on the result of the research, the researcher found that using Peer Feedback technique is significant to influence students' writing skill. Peer feedback techniques can be used to help students develop the ability to work together, be able to critique other people's processes and results or provide formative assessments of colleagues, receive feedback or criticism from others, and provide students with an in-depth understanding of the criteria used to evaluate them. assess the process of learning outcomes as well as preparation for summative assessment.

Next, the lecturer asked the students to write a procedure text using a predetermined peer feedback technique. Three steps in developing a peer feedback technique. This includes:

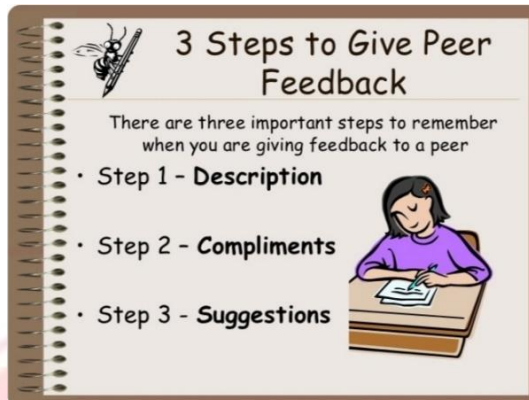


Figure 4.3 steps in developing peer feedback assessment

Description the first step in giving feedback is telling the writer if he/she was able to bear in mind the writing categories, what he/she did well text awareness content and ideas -organization word choice editing grammar usage. Compliments the second rule of giving feedback is to stay positive. Remember, you're helping to change someone else's work. Think about how you would feel if someone were telling what needed to be improved in your you own writing always start giving feedback with compliments, tell the writer what you liked about his/her story. Suggestions the third step, making suggestions means giving the author some specific ideas about how to make his or her writing better. The teacher needs a plan for holding portfolio conferences, which are formal and informal meetings in which students review their work and discuss their progress.

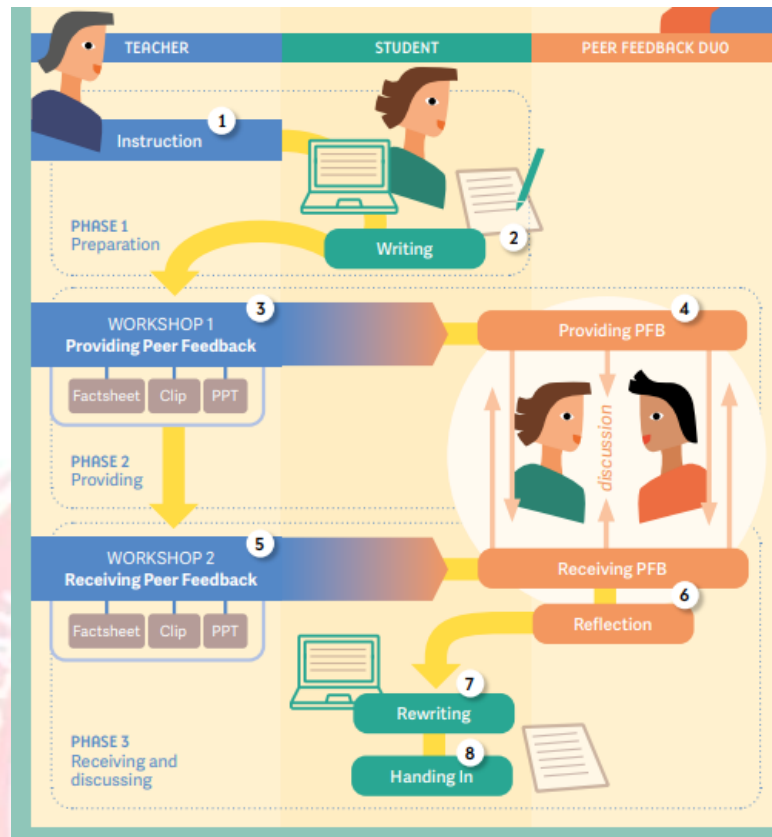


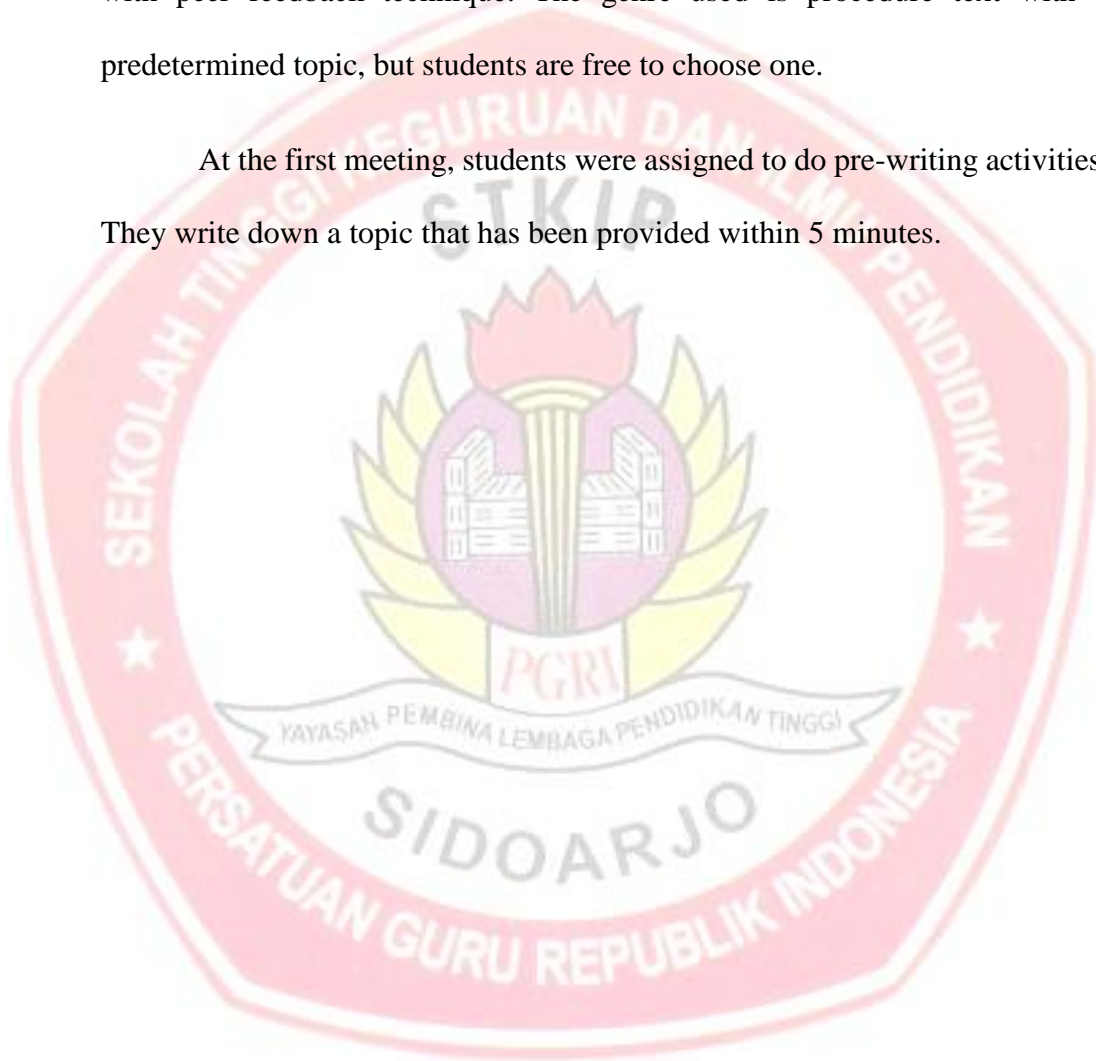
Figure 4.4 procedures of the peer feedback assessment

Students are given an explanation of the purpose and process of giving peer feedback technique assignments. The students were asked to write a sample procedural text. Students choose interesting topics according to their predetermined interests and do not require expert knowledge. After that, students are free to choose friends or partners, ask students to exchange their friends' writings by reading carefully and providing written comments, then the lecturer gives students a peer feedback column according to the results of their friend's writing. Therefore, students can find out about their strengths and

weaknesses in their writing aspects. Briefly, peer feedback is giving evaluation and input between friends in their writing activities.

Next, students prepare paper and writing utensils to write paragraph writing with peer feedback technique. The genre used is procedure text with a predetermined topic, but students are free to choose one.

At the first meeting, students were assigned to do pre-writing activities. They write down a topic that has been provided within 5 minutes.



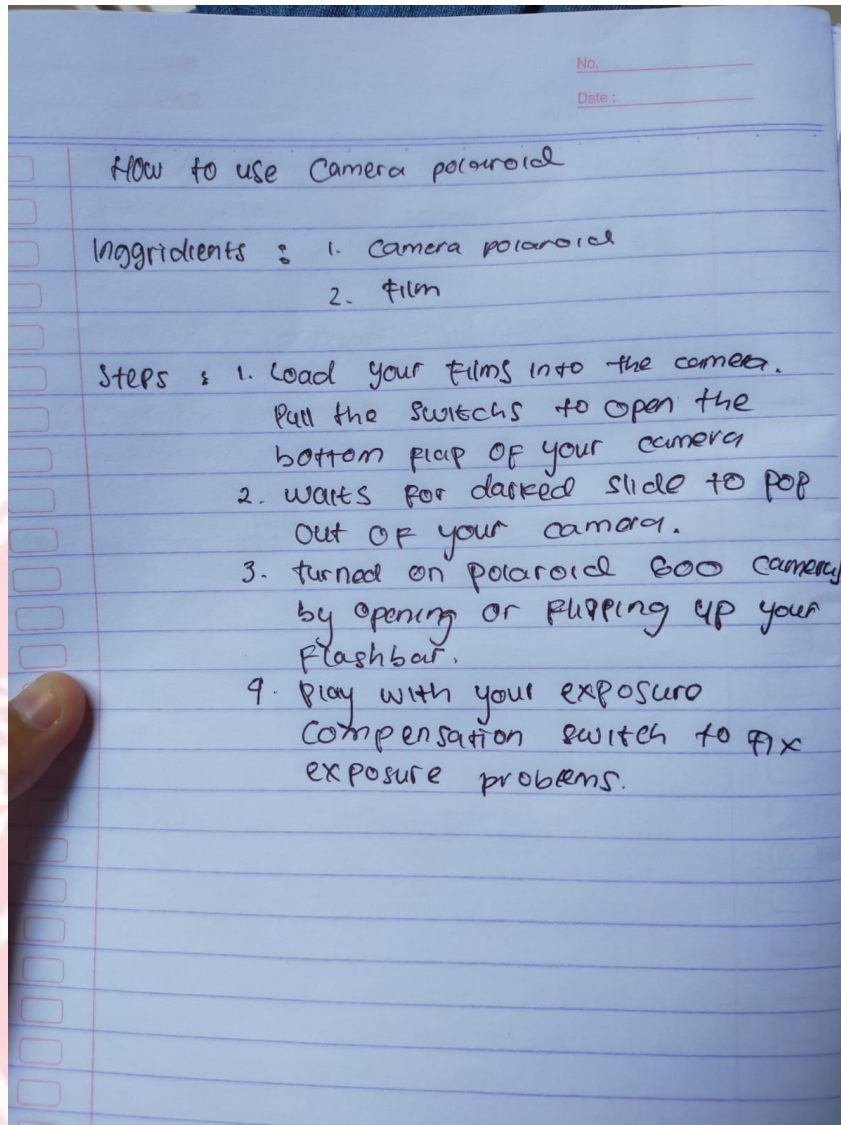


Figure 4.5 Peer Feedback 1st draft

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

After that, the lecturer asked students to develop their ideas based on the chosen topic. Then the lecturer gives students to process their assignments. For all who have not finished, keep working until it is finished.

The next meeting was focused on the real activity of peer feedback. The students read one example of paragraph with some errors on grammar, spelling, preposition, and mechanics (punctuation, spelling, capitalization). The students were asked to discuss in groups and give feedback on paragraph by filling the revising checklist as the guidelines. There are some examples of the students first draft, as follows:

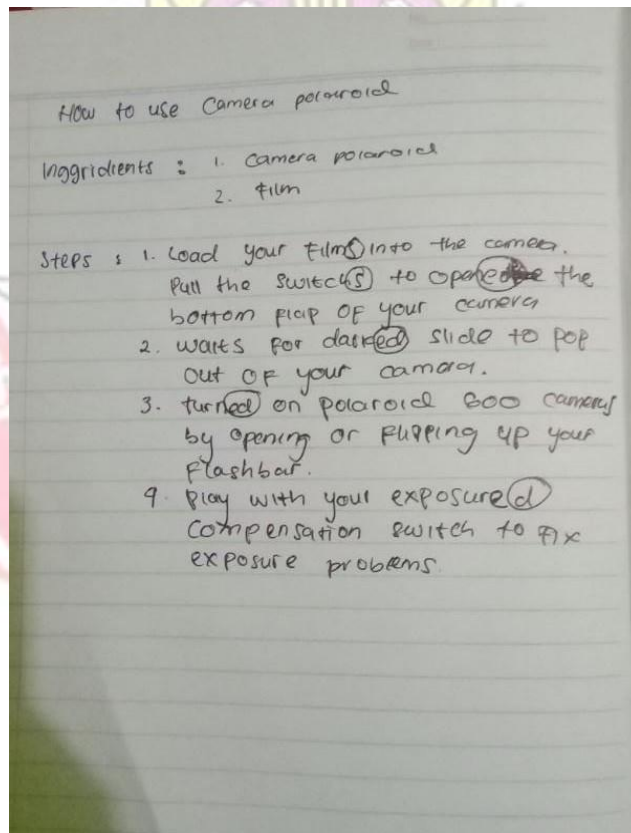


Figure 4.6 Peer Feedback Assessment

Second, the respondents were told to exchange the writing they had made in the previous meeting with the friend next to them. Respondents were given a guide to evaluate or revise the results of the writing in order to facilitate them in providing feedback. The topic of the writing is about a company profile. The first step was to read the writings of their friends to understand the contents of the message of the writing. The respondents exchanged their writings for their friends to read so that they could be given input to their writings. First, they read the writings of their friends to understand the contents of the writing then comment on it.

The observation also showed that the respondents gave feedback starting from the easiest such as spelling of words. They can easily identify word writing errors. But there are also some students who open the dictionary on their smartphone to see how to spell or write the correct word. In addition to spelling words, respondents also noticed grammatical errors such as auxiliary and plural verbs, transition words such as first, second, therefore. The feedback they provide in grammatical aspects is very limited because if they are paid attention to, they only correct mistakes that are easy to identify such as simple sentences, for complex sentences they have not been able to correct them.

At this stage, students are required to continue compiling and rearranging their writing. they can pass drafts to friends, asking for comments

and suggestions to improve them. Furthermore, during this process, students must always remind the reader whether the use of language, grammar, spelling, prepositions, and mechanics can be understood by the reader.

At the stage of revising this paragraph, students are asked to continue to reread the existing writing to see if any changes are needed to improve it. The revision phase can be done after getting suggestions for improvement from friends, because students redesign and revise as much as they want.

Students submit their writing assignments. After developing a procedural text framework for the paragraph writing class, to calibrate the effect of peer feedback technique assessment on students' English writing to determine whether students under the peer feedback technique assessment experienced greater satisfaction than those under the assessment, the researchers used a student satisfaction questionnaire to measure student satisfaction. in the paragraph writing course.

Then the last meeting, discussing feedback. Students receive feedback from their peers to rewrite their draft as their final draft. Then the lecturer gives students 15 minutes to process their assignments.

Items to be assessed	Guideline
<p>1. Text Organization</p> <p>a. Does the writer choose an appropriate title?</p> <p>b. Does the text have complete structures? (Orientation, sequent of events, and reorientation)</p> <p>c. Does the text present clear ideas (topic sentences) and have supporting sentences?</p>	<p>❖ If not, give your suggestions</p> <p>❖ If not, what should it be?</p> <p>❖ If not, what should it be?</p>
<p>2. Content</p> <p>a. Do you understand the story?</p> <p>b. Does the writer use enough sequential words (first, next, then, after that, finally, etc)?</p>	<p>❖ If not, what should it be?</p> <p>❖ If not, give your suggestions where he or she should put sequential work.</p>
<p>3. Grammar</p> <p>Has he/she used the correct tenses (verb) in his/her paragraph text?</p>	<p>If not, mention the mistakes and correct them.</p>
<p>4. Punctuation and Spelling</p> <p>a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)</p> <p>b. Has he/she written the text with the correct spelling?</p>	<p>❖ If not, correct the punctuation.</p> <p>❖ If not, correct the spelling.</p>
<p>5. Style and Quality of expression</p> <p>Has he/she used the appropriate and correct vocabularies?</p>	<p>If not, give comments and suggestions.</p>

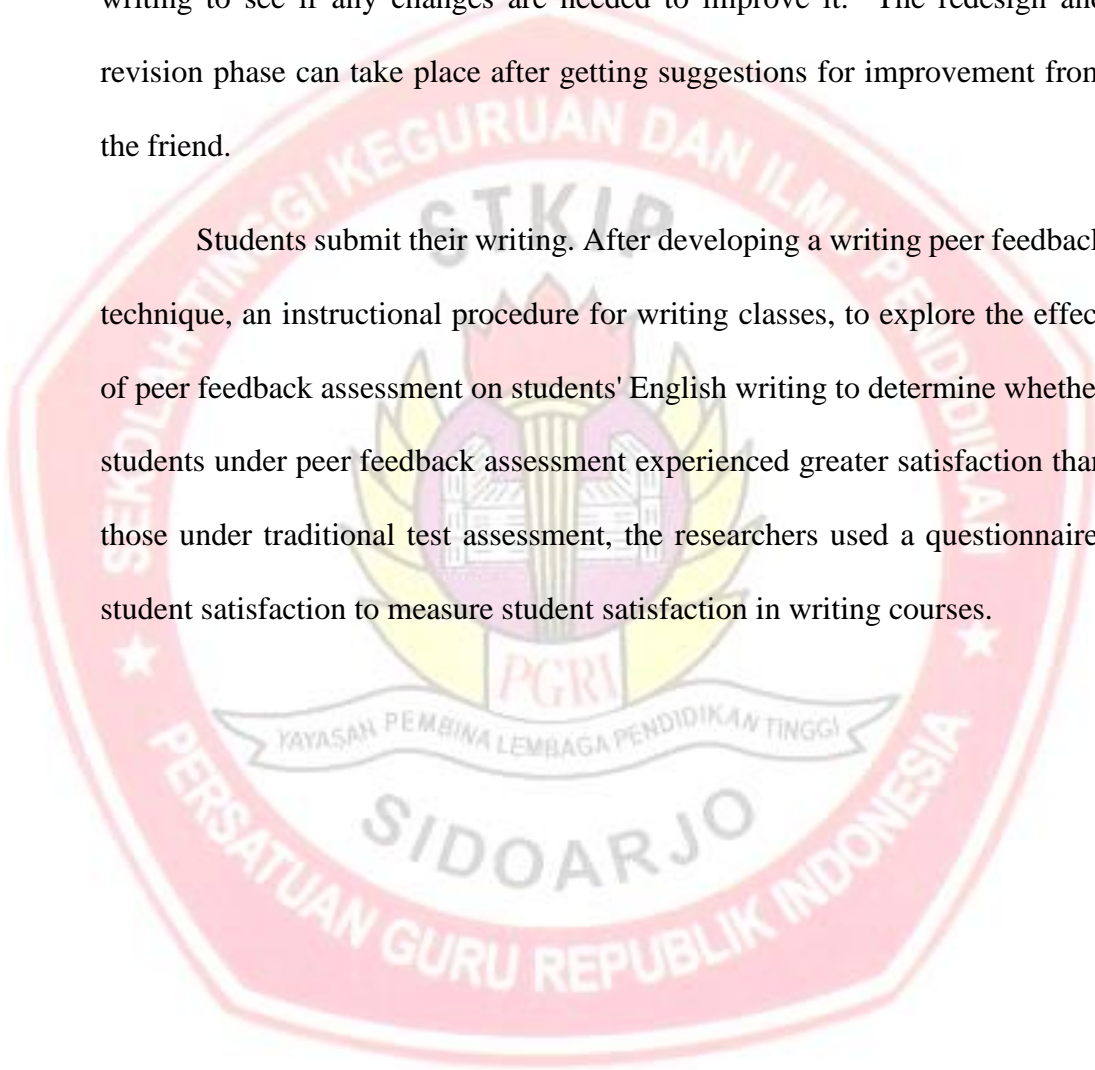
Figure 4.7 Redrafting and revising

At the redrafting stage, students are required to continue to compile and rearrange their writings. They can give their draft lecturer, ask for comments and suggestions to fix it. Furthermore, during this process, students must always

remember whether the use of language, writing organizations, and disclosure of ideas can be understood by the reader.

At the stage of revising, students are asked to keep rereading their writing to see if any changes are needed to improve it. The redesign and revision phase can take place after getting suggestions for improvement from the friend.

Students submit their writing. After developing a writing peer feedback technique, an instructional procedure for writing classes, to explore the effect of peer feedback assessment on students' English writing to determine whether students under peer feedback assessment experienced greater satisfaction than those under traditional test assessment, the researchers used a questionnaire. student satisfaction to measure student satisfaction in writing courses.



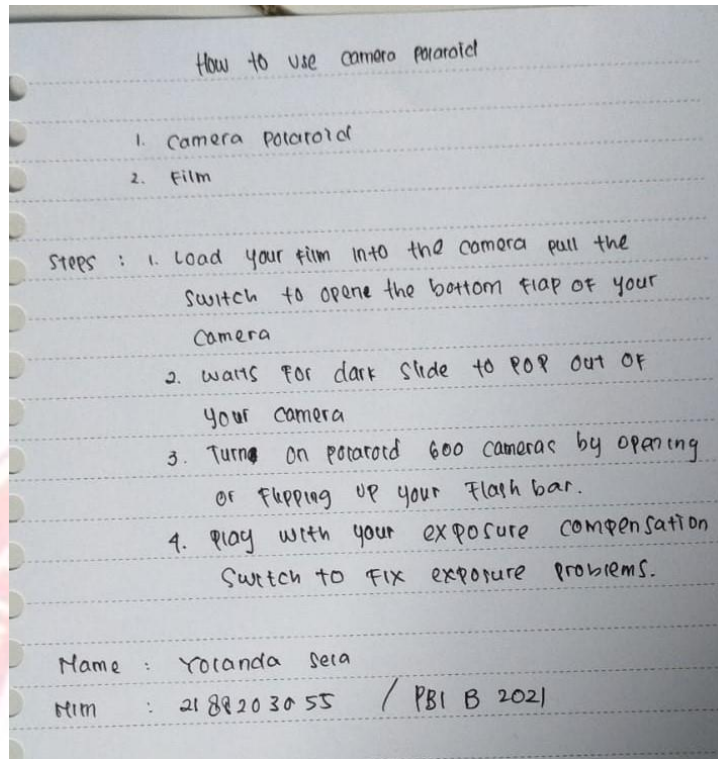


Figure 4.7 Peer Feedback 2nd draft

Students got their draft with their 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 suggestions during the

process of expressing ideas, revising drafts, and evaluating their draft base On their friends' comments. 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 and receiving 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 motivated to monitor her students' work. At the end of the class, all students collected their final drafts to the teachers. The Teachers' problems in applying peer feedback technique in teaching writing.

So for each student, they collect 3 drafts (procedural text draft 1, comments from friends, procedural text draft 2 which has been commented on). This study demonstrates the formative potential of peer feedback assessment techniques to help students develop their English writing skills. The results showed that the peer feedback technique could improve students' overall writing skills from focus, collaboration, and vocabulary skills. The students also felt a positive effect, finding a lot of easy vocabulary in their theme writing, perhaps because of the opportunity they gave students to be actively involved in assessment and learning.

The students are actively involved in assessment and learning in peer feedback techniques. They revisited, their choice of articles. Assessment should

be seen as a process designed for learning that EFL can use. The classroom as a mechanism that links learning, teaching and assessment. Classes can be used to improve the development of students' writing skills.

Post-Teaching

Lecturers give evaluations to students about peer feedback techniques, peer feedback techniques from lecturers are in paragraph writing class through the following stages: finding ideas for writing, deciding on the topic of writing, brainstorming, rearranging, revising, and finally submitting the writing to the lecturer. At the stage of finding ideas for writing, at the stage of finding ideas for writing, students are encouraged to explore various ways to express ideas. In topic determination, students decide on the topics they are interested in. In the brainstorming stage, students find inspiration and write freely.

Table 4.1 Observation Checklist

NO	Subjects	Pointer(s)	Meeting I		Meeting II		Meeting III	
			Yes	No	Yes	No	Yes	No
The lectures' activities								
1.	Pre-Teaching	Lecturer checks student readiness in learning	√		√		√	
		Lecturers motivate students by introducing peer feedback	√		√		√	
		Lecturer explains the purpose of teaching	√		√		√	

2.	Whilst Teaching	The lecturer begins to explain about paragraph writing	√					
		The lecturer explains peer feedback strategy			√			
		The lecturer begins to explain about the assignments that will be carried out by students.			√		√	
		The lecturer gives an example for writing			√		√	
		Lecturers ask students to make drafts			√			
		Lecturers are asked to discuss the meaning of the item			√			
		Lecturer monitor students and group progress			√		√	
		The lecturer asks them to read and give feedback on their friends' writing			√			
3.	Post Teaching	Ask students to revise their draft based on their peers' feedback and instruct them to rewrite their final draft					√	
		collect revised results					√	
The student's activities								
1.	Pre-Teaching	Students welcome the lecturer.	√		√		√	
		Students prepare lesson materials.	√		√		√	
		The students respond to lecturer.	√		√		√	
2.	Whilst Teaching	Students prepare Paragraph writing learning materials according to the lecturer's orders.	√		√			
		The students observe the lecturer teaching			√			
		Students understand the tasks that must be done after the lecturer explains			√		√	
		Students start writing one about a topic and students			√			

		develop and organize their ideas by topic						
		Students are instructed to write by elaborating their ideas.			√			
		The students pay attention to the time given by the lecturer.	√		√		√	
		Students read one example paragraph by focusing some mistakes			√			
		Students are asked to discuss in groups and provide feedback on the paragraphs they have written			√			
3.	Post Teaching	Students get feedback from their peers to revise their first draft and rewrite their draft as a final draft			√			
		they submit the final draft to the lecturer					√	

Lecturers provide opportunities to repeat peer feedback in a form that has proven problematic for students when they use peer feedback techniques. They can write flawlessly and encourage reflection on how peer feedback is done. Then the lecturer provides feedback to students during the learning process. At the end of the lesson, documentation and rewards will be given to the class. As a form of appreciation for the attention and cooperation.

4.1.2 Finding of the Students' Perception of the Peer Feedback Technique of Revising in Paragraph Writing Class

In this section, the researcher describes student responses about teaching paragraph writing using peer feedback technique. As a second problem, the researcher uses a questionnaire to determine the results of student responses about teaching paragraph writing using peer feedback technique. The researcher gave a questionnaire at the last meeting which the questionnaire consisted of fifteen questions. The questionnaire is in the form of a Likert scale consisting of strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

After giving the questionnaire the researcher analyzed all the questions one by one and then made a conclusion from the questionnaire. Number of students who chose one option for each question in percentage (100%). The formula is:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

The questionnaire was distributed to 22 students at the end of the observation and the questions were about 15 point. The researcher counts the students' responses. The total of the questionnaire can be shown as follows:

Table 4.3 The Result of Questionnaire Answer

NO.	STATEMENTS	SA	A	N	D	SD
1	I have the opportunity to practice and develop my writing skill through peer feedback	(3)	(15)	(4)	(0)	(0)
2	I can be more confidence in writing through peer feedback	(3)	(14)	(4)	(1)	(0)
3	I can write texts independently through peer feedback	(4)	(11)	(4)	(3)	(0)
4	I can think critically in writing through peer feedback	(3)	(14)	(4)	(1)	(0)
5	I can get new idea in writing through peer feedback	(2)	(12)	(4)	(2)	(0)
6	I can interac and appreciated friend's writing through peer feedback	(3)	(12)	(4)	(3)	(0)
7	My writing is more effective through peer feedback	(5)	(11)	(4)	(2)	(0)
8	I can get more experience in writing	(5)	(13)	(4)	(0)	(0)
9	I can increase my motivation in writing through peer feedback	(4)	(13)	(1)	(0)	(0)
10	I become active in learning process through peer feedback	(3)	(14)	(4)	(1)	(0)
11	I become more flexibel in writing through peer feedback	(3)	(12)	(4)	(3)	(0)
12	I can understand procedure of writing in the text through peer feedback	(3)	(13)	(4)	(2)	(0)
13	I can understand the goal specification of the text through peer feedback	(1)	(16)	(4)	(1)	(0)

14	I can understand strategy in writing through peer feedback	(3)	(11)	(4)	(4)	(0)
15	I can be easily understand the material through peer feedback	(2)	(13)	(1)	(2)	(0)
Total		47	194	54	25	0
F						
%		14%	59%	16%	7%	0%

Percentage of questionnaire results the researcher:

1. The first question was “I have the opportunity to practice and develop my writing skill through peer feedback” and the students answered strongly agree were 3, answered agree were 15 students, answered neutral were 4, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can write the opportunity to practice and develop different language skills.
2. The second question was “I can be more confidence in writing through peer feedback” and the students answered strongly agree were 3, answered agree were 14 students, answered neutral were 4, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students can be more confidence in writing through peer feedback.
3. The third question was “I can write texts independently through peer feedback” and the students answered strongly agree were 4, answered agree were 11

students, answered neutral were 4, answered disagree were 3, and answered strongly disagree were 0. It means that all of the students can write texts independently through peer feedback.

4. The fourth question was “I can think critically in writing through peer feedback” and the students answered strongly agree were 3, answered agree were 14 students, answered neutral were 4, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students can think critically in writing through peer feedback
5. The fifth question was “I can think critically in writing through peer feedback” and the students answered strongly agree were 4, answered agree were 12 students, answered neutral were 4, answered disagree were 2, and answered strongly disagree were 0. It means that all of the students can think critically in writing through peer feedback.
6. The sixth question was “I can interact and appreciated friend’s writing through peer feedback” and the students answered strongly agree were 3, answered agree were 12 students, answered neutral were 4, answered disagree were 3, and answered strongly disagree were 0. It means that all of the students can be more interaction and appreciated friend’s writing through peer feedback.
7. The seventh question was “My writing is more effective through peer feedback” and the students answered strongly agree were 5, answered agree were 11 students, answered neutral were 4, answered disagree were 2, and

answered strongly disagree were 0. It means that writing is more effective through peer feedback.

8. The eighth question was “I can get more experience in writing” and the students answered strongly agree were 5, answered agree were 11 students, answered neutral were 4, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can get more experience in writing.
9. The ninth question was “I can increase my motivation in writing through peer feedback” and the students answered strongly agree were 2, answered agree were 13 students, answered neutral were 1, answered disagree were 0 student, and answered strongly disagree were 0. It means that all of the students can increase my motivation in writing through peer feedback.
10. The tenth question was “I become active in learning process through peer feedback” and the students answered strongly agree were 3, answered agree were 14 students, answered neutral were 4, answered disagree were 1 students, and answered strongly disagree were 0. It means that all of the students become active in learning process through peer feedback.
11. The eleventh question was “I become more flexible in writing through peer feedback” and the student answered strongly agree was 3, answered agree were 12 students, answered neutral were 4, answered disagree were 3 students, and answered strongly disagree were 0. It means that all of the students become more flexible in writing through peer feedback.

12. The twelve question was “I can understand procedure of writing in the text through peer feedback” and the student answered strongly agree were 3, answered agree were 13 students, answered neutral were 4, answered disagree were 2 students, and answered strongly disagree were 0. It means that all of the students can understand procedure of writing in the text through peer feedback.
13. The thirteen question was “I can understand the goal specification of the text through peer feedback” and the students answered strongly agree were 1, answered agree were 16 students, answered neutral were 4, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students can understand the goal specification of the text.
14. The fourteenth question was “I can understand strategy in writing through peer feedback” and the students answered strongly agree were 3, answered agree were 11 students, answered neutral were 4, answered disagree were 4, and answered strongly disagree were 0. It means that all of the students can understand strategy in writing through peer feedback.
15. The fifteenth question was “I can easily understand the material writing through peer feedback” and the students answered strongly agree were 2, answered agree were 13 students, answered neutral were 1, answered disagree were 2, and answered strongly disagree were 0. It means that all of the students can easily understand the material.

Students' Perceptions Using Peer Feedback Assessment in Learning Paragraph Writing

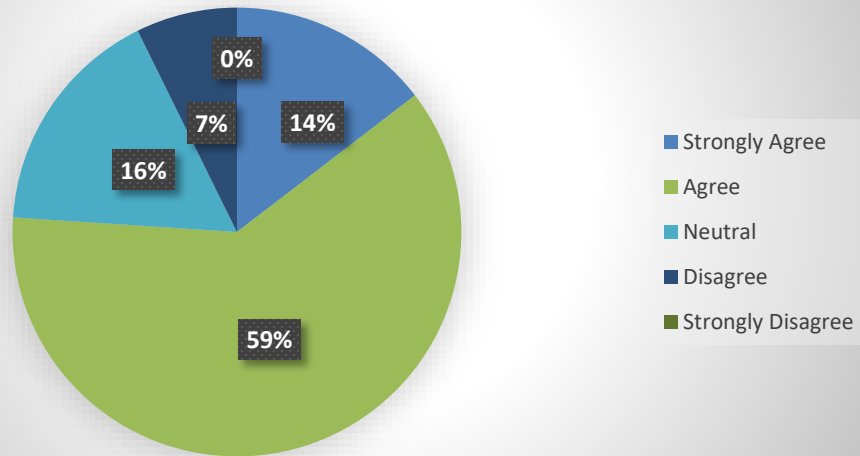


Figure 4.1 The Result of Questionnaire Answer

Based on the data displayed in tables and diagrams, it can be concluded that the students agree with the use of peer feedback technique in paragraph writing. It strengthens by the total of students answering “agree” option is or the percentage is 59%, which means that more half of students like learning paragraph writing by using peer feedback technique. Besides, according to the data, the students who feel disagree with the use of with the use of peer feedback technique in learning paragraph writing is 7%, which mean that under 50% of students did not like learning paragraph writing by using peer feedback technique. It means that the students agree with the use of peer feedback technique in learning paragraph writing.

4.2 Discussion

In this part, the researcher will discuss the result of the observation checklist, observation field note, and questionnaire at English Education Study Programs 2021 at STKIP PGRI SIDOARJO. The first problem was the apply peer feedback technique in the process of revising at paragraph writing class. The teaching and learning process is divided into Pre-Teaching, Whilst teaching, and Post-Teaching. In the Pre-Teaching lecturer and student greeting, checking all of student attendant. The lecturer motivated students to be active and review the procedure text. The lecturer explain the definitions of peer feedback, the advantages of peer feedback, step developing of peer feedback, procedure of peer feedback and applying of peer feedback in whilst teaching. The lecturer review and provides feedback on the material during post teaching. The lecturer reminds everyone to be ready for the next meeting.

After the observation checklist and field note was analyzed, the students complete the peer feedback questioner. The researcher through the questionnaire that peer feedback encourages students to write and learn more in order to enhance their own writing. Students more active and more confidence when they get peer feedback in their writing. Kamimura (2006) investigated the effect of peer feedback on students' writing performance. His findings showed that peer feedback had a positive effect on students' writing performance and had a significant increase in student-generated revisions. From the data, it can be conclude that the students approve with the applying of peer feedback on students' writing skill. It strengthens

by the total of students answering “agree” option is or the percentage is 59% and a few of the remaining students answering “disagree” option is or the percentage is 7%. It means that more half of students like learning paragraph writing using peer feedback assessment, and under half of students dislike learning paragraph writing using peer feedback assessment.

Some researcher showed that peer feedback has beneficial to help the students in teaching and learning process especially in their writing skill. It encourages students’ to assess their mistakes during the writing process. Rahmat (2013) that claimed one of the advantage of peer feedback is creating active learning during the implementation process. Therefore, the students will know what they do not know before and also aware of making the same error. Students will use the information that they get from peer feedback as a future reference. This learning process made students’ more active. They had chance to correct their own errors so it can hone their awareness. This activity encouraged students’ motivation in writing. It can be conclude that peer feedback was an appropriate approach to use in the teaching and learning process. the use of peer feedback in the teaching-learning process of writing made a significant improvement in the students’ score. It could be stated that the use of peer feedback in teaching writing could be used to solve the students’ writing problem and increased the students’ writing ability.