

PEER FEEDBACK IN WRITING CLASS: STUDENTS' VOICE

A RESEARCH PAPER

Submitted to the Department of English Education of FPBS Universitas
Pendidikan Indonesia in Partial Fulfillment of the Requirements for the *Sarjana*
Pendidikan Degree



By

Dinda Ayu Swastika

1400285

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2019

Peer Feedback in Writing Class: Students' Voice

Oleh
Dinda Ayu Swastika

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

© Dinda Ayu Swastika 2019
Universitas Pendidikan Indonesia
Agustus 2019

Hak Cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

PAGE OF APPROVAL

“Peer Feedback in Writing Class: Students’ Voice”

A Research Paper

Dinda Ayu Swastika

1400285

Approved by:

Supervisor



Dr. Fazri Nur Yusuf, M.Pd.

NIP 197308162003121002

**Head of Department of English Education
Faculty of Language and Literature Education
Indonesia University of Education**



Wawan Gunawan, M.Ed., Ph.D.

NIP. 19720916200031001

ABSTRACT
PEER FEEDBACK IN WRITING CLASS: STUDENTS' VOICE

Dinda Ayu Swastika

Supervisor: Dr. Fazri Nur Yusuf, M.Pd.

Department of English Education, FPBS, Universitas Pendidikan Indonesia

dindaayusw@student.upi.edu

The study aims to discover the use of peer feedback in writing class, and to see students' opinion toward the advantages and barriers it brings. This study was employed in order to strengthen the benefits of peer feedback technique in writing skills for the first graders of senior high school students. The study was focused on 28 participants and employed a qualitative case study design with students' work and interview as the instruments. The result revealed that students are showing their enthusiasm and positive responses toward the implementation of the peer feedback technique. Through this technique, students are able to improve their writing skills because of some reasons. However, there are some barriers in the implementation of this technique.

Keywords: Peer Feedback, Writing Skills, Peer Feedback in Writing Skills

TABLE OF CONTENTS

ABSTRACT.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
LIST OF APPENDICES.....	vi
CHAPTER I: INTRODUCTION.....	1
1.1. Background.....	1
1.2. Research Questions.....	3
1.3. Aims of the Study.....	3
1.4. Scope of the Study.....	3
1.5. Significance of the Study.....	4
1.6. Clarification of Key Terms.....	4
1.7. Organization of the Paper.....	5
1.8. Concluding Remark.....	6
CHAPTER II: THEORETICAL FOUNDATION.....	7
2.1 The Nature of Peer Feedback.....	7
2.2 The Nature of Writing.....	12
2.3 Peer Feedback in Writing Class.....	15
2.4 Concluding Remarks.....	17
CHAPTER III: RESEARCH METHODOLOGY.....	19
3.1 Research Design.....	19
3.2 Site and Participant.....	19
3.3 Data Collection.....	20
3.3.1 Students' Works.....	21
3.3.2 Interviews.....	23
3.4 Data Analysis.....	24
3.5 Concluding Remarks.....	25
CHAPTER IV: FINDINGS AND DISCUSSIONS.....	26
4.1 Findings.....	26

4.1.1	Experiencing Peer Feedback.....	26
4.1.2	Students' Writing Skills Improvement.....	27
4.1.3	The Hardest Criteria.....	37
4.1.4	Advantages of Peer Feedback.....	39
4.1.5	Barriers of Peer Feedback.....	43
4.1.6	Students' Preferences in Using Peer Feedback.....	45
4.2.	Discussions.....	46
4.3	Concluding Remarks.....	50
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....		51
5.1.	Conclusions.....	51
5.2.	Recommendations.....	52
REFERENCES.....		54
APPENDICES.....		58

REFERENCES

- Allen, D., & Mills, A. (2016). The impact of second language proficiency in dyadic peer feedback. *Language Teaching Research* 2016, 20(4), 498 – 513.
- Alwasilah, A. C., & Alwasilah, S. S. (2007). *Pokoknya menulis: Cara baru menulis dengan metode kolaborasi*. Bandung: Andira.
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer feedback in learning english writing: advantages and disadvantages. *Journal of Studies in Education ISSN 2162-6952* 2013, 3(4), 91-97.
- Blair, A., & McGinty, S. (2010). It's good to talk? Developing feedback practices. *Gateway Journal*, 1, 18-26.
- Boase-Jelinek, D., Parker, J., & Herrington, J. (2013). Student reflection and learning through peer reviews. *Issues in Educational Research*, 23(2), 119-131.
- Brammer, C., & Rees, M. (2007). Peer review from the students' perspective: Invaluable or invalid? *Composition Studies.*, 35(2), 71-85.
- Brown, H. D. (2001). *Teaching by principles as an interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.
- Cai, J. (2011). A contrastive study of on line peer feedback and online teacher feedback in teaching English writing to college students. *Foreign Language World*, 65-72.
- Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education* 31(2), 219-233.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.
- Christie, F. (2005). *Language education in primary years*. Sydney: University of New South Wales Press Ltd.
- Gielenab, S., Topsa, L., Dochya, F., Onghenac, P., & Smeets, S. (2010). A comparative study of peer and teacher feedback and of various peer feedback forms in a secondary school writing curriculum. *British Educational Research Journal*, 36(1), 143-162.
- Hansen, J. G., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59 (1), 31-38.

- Haoucha, M. (2012). The role of peer feedback, teacher written and taped commentary in enhancing revision and improving text quality. *International Journal of Arts & Sciences*, 73-108.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 1(77), 81-112.
- Ho, M.-C. (2012). The efficacy of electronic peer feedback: from taiwanese efl students' perspectives. *International Journal of Arts & Sciences*, 423-428.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Hyland, K., & Hyland, F. (2006). Feedback in second language writing: Contexts and issues. *Cambridge University Press*.
- Imane, B. (2015). Difficulties encountered by students in learning the productive skills in EFL classroom and the relationship between speaking and writing: Case of first year LMD students at Abou Bekr-Belkaid (Doctoral dissertation).
- Kongpetch, S. (2006). Using a genre-based approach to teach writing to Thai students: A case study. *Prospect* 21(2), 3-33.
- Kwon, C. (2014). Student perspectives on group work and use of 11: Academic writing in a university efl course in thailand. *Second Language Studies*, 33 (1), 85-124.
- Lamb, P. (2015). Peer-learning between pre-service teachers: embracing lesson study. *International Journal for Lesson and Learning Studies*, 4(4), 343–361.
- Lee, Y.-J. (2017). Sharing peer feedback: How does it affect efl learners? *Asia-pacific Journal of Multimedia Services Convergent with Art, Humanities, and Sociology*, 307-322.
- Lin, G. H., & Chien, P. S. (2009). An investigation into effectiveness of peer feedback. *Online Submission*, 3, 79-87.
- Liu, E. Z., Lin, S. S., Chiu, C. H., & Yuan, S. M. (2001). Web-based peer review: The learner as both adapter and reviewer. *IEEE Transactions on Education*, 44(3), 246-251.
- Liu, N.-F. L., & Carless, D. (2006). Peer feedback: The learning element of peer assessment. *Teaching in Higher Education* 13 Routledge 11(3), 279-290.

- Lundstrom, K., & Baker, W. (2008). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing* 18, 30-43.
- Maher, C. (2011). Academic writing ability and performance of first year university students in south africa. *Educational Psychology*.
- Miao, Y., Badger, R., & Zhen, y. (2006). A comparative study of peer and teacher feedback in a chinese efl writing class. *Journal of Second Language Writing*, 15, 179-200.
- Moore, C., & Teather, S. (2013). Engaging students in peer review: Feedback as learning . *Issues in Educational Research*, 23(2), 196-211.
- Mory, E. H. (2003). *Feedback research revisited: Handbook of research for educational communication and technology*. New York: Macmillan Library Reference.
- Patton, M. (2002). *Qualitative research and evaluation methods (3rd ed.)*. Thousand Oaks, CA: Sage.
- Peterson, E., & Irving, S. (2008). Secondary school students' conceptions of assessment and feedback. *Learning and Instruction* 18(3), 238-250.
- Rollinson, P. (2005). Using peer feedback in the esl writing class. *ELT Journal*, 23-30.
- Sackstein, S. (2017). *Peer feedback in classroom: Empowering students to be the experts*. Massachusetts: ASCD Publication.
- Shokrpour, N., Keshavarz, N., & Jafari, S. M. (2013). The effect of peer review on writing skills of efl students. *Khazar Journal of Humanities & Social Sciences*, 16(3).
- Sperling, M., & Freedman, S. W. (2001). Research on writing. *Handbook of Research on Teaching*, 4th edition, 370-389.
- Suter, W. N. (2012). *Introduction to educational research: A critical thinking approach*. California: SAGE Publications, Inc.
- Trong, T. (2011). Teaching writing through genre-based approach. *BELT Journal*, 121-122.
- Tsui, A. B., & Ng, M. (2000). Do secondary l2 writers benefit from peer comments? *Journal of Second Language Writing*, 9 (2), 147-170.
- White, J., Morgan, B., & Fuisting, B. (2014). Peer review in efl writing: Teacher attitudes. *TESOL Arabia Perspectives* 22(2), 20-27.
- Wilbers, S. (2007). *Keys to great writing*. Cincinnati, Ohio: Writer's Digest Books.

Zheng, C. (2012). Understanding the learning process of peer feedback activity: An ethnographic study of Exploratory Practice. *Language Teaching Research* 16(1), 109 –126.