

<https://jurnal.unigal.ac.id/jeep/article/view/17608>

P-ISSN: 2460-4046 E-ISSN: 2830-0327

Journal of English Education Program (JEEP), Vol. 12 No. 1, January 2025

INTEGRATING PEER FEEDBACK AND DIGITAL FLASHCARDS IN WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL: A CASE STUDY

Ayu Puji Rahayu

English Education, FKIP, Universitas Galuh, Ciamis, Indonesia

ayupujibm@gmail.com

Dedeh Rohayati

English Education, FKIP Universitas Galuh, Ciamis, Indonesia

dedehrohayati2021.unigal.ac.id

Bambang Ruby Sugiarto

English Education, FKIP, Universitas Galuh, Ciamis, Indonesia

bambangrubys@unigal.ac.id

APA Citation: Rahayu, P., A., Rohayati, D., & Sugiarto, R., B. (2024). Integrating peer feedback and digital flashcards at junior high school: A case study. *Journal of English Education Program (JEEP)*, 10(1), 23-33. doi: 10.25157/(jeep).v12i1.17608

Received: 23-11-2024

Accepted: 12-12-2024

Published: 22-1-2025

Abstract: While peer feedback has increased exponentially in recent decades, especially in English as foreign language writing classes, little attention has been paid to 1) framing peer feedback as part of multiple frames of written class; and 2) processed learning behaviors while emerging picture-based as visual assistance into account for young EFL learners in high school. It picked the interest of the writer to conduct a study to investigate the use of peer feedback and digital flashcards in teaching writing recount text. This study aims 1) to figure out the teacher's steps in integrating peer feedback and digital flashcards in teaching writing recount text; and 2) to find out how students experienced it in the class. This study employed a qualitative method with a case study design and data were collected through observation, interview, and students' documents of recount text. Observation data was analyzed using thematic analysis; interview result was transcribed reduced, categorized and interpreted; and students' document recount text were analyzed to confirm the generic structure of recount text. The participants were the English teacher and 20 students experienced in learning writing recount text by integrating peer feedback and digital flashcards. The findings revealed that the English teacher integrated peer feedback and digital flashcards in teaching recount text in the eighth grade at an Integrated Islamic Junior High School in Pangandaran. The findings also showed that students felt peer feedback and digital flashcards positively affected their motivation to write recount text and improve their writing skills, especially writing recount text. Based on the findings, it was established that peer feedback and digital flashcards can be used as a teaching method to motivate students in writing recount text. In addition, it was a beneficial framework to stimulate them to produce better text easier and more engaging way. The writer suggests further research to examine the related topic on other aspects of English at different levels and with different numbers of participants.

Keywords: Digital Flashcards; Peer Feedback; Recount Text; Writing skill

INTRODUCTION

Over the past few years, many people have been studying English as a necessity, including in Indonesia (Dewi, 2018). The majority of Indonesia's students, as EFL learners, including high

school students, are expected to be able to communicate in both spoken and written language (Utami, 2014). In addition to being a means to communicate, a written language also means a productive language. Furthermore, according to Harmer (2004, as cited in Utami, 2014, pp. 40-50), measuring students' language learning achievement is by using written language. Hence, students' written products can serve as a reflection of their achievements in the learning process. This implies that writing skills mastery becomes students' significant effort in the English learning process, including in EFL class.

Furthermore, in the matter of teaching English as a foreign language, there is a special phenomenon of English for young EFL learners (Junior High School). One of their issues that requires more consideration is writing mastery (Amalia et al., 2021). However, research to overcome the challenge following current development in teaching writing to junior high school students is still limited, especially in writing recount text. Writing itself refers to a productive skill since they communicate their ideas to the text about familiar subjects through the overall written production (Lestari, 2022). Many students, however, consider writing to be the most challenging.

According to Harmer (2004), as cited in Kustina et al. (2020, pp 103-104), writing is considered to be the most complicated of all three skills including listening, speaking, reading. Additionally, Rohayati (2016) states that the writing process needs a complex thinking step, and students still have a hard time producing it. Specifically, teaching writing to junior high school students can be challenging because teachers should be more creative in managing the class. Then one of the ways to improve students' writing process is peer feedback because it encourages collaborative learning and peer awareness toward one's writing and sheds significant pedagogical insights into writing development in mutual scaffolding (Lee, 2022; Sung, 2021; Fan & Xu, 2020). Further, in the writing process, students in junior high school learn several types of texts, one of which is recount text (Kurniawati, 2022). However, little attention has been paid to analyzing high school students' writing recount text by using peer feedback based on its generic structure.

In practice, peer feedback itself was supported by these four frameworks: process-oriented writing framework, socio-cognitive constructivist learning, collaborative learning, and an interactionist theory of language acquisition framework (Hansen & Liu, 2005). This implies that peer feedback is a tool for providing and co-constructing writing activities as a significant component in the process-oriented writing approach (contains multiple-draft progress). This process-oriented writing approach mediates peers' social interaction for learning through scaffolding (Vygotsky, 1978, cited in Hyland 2019, p. 538). It purposes to enhance the efficacy of learning in a way peer feedback that would assist the less proficient writer to realize how others/readers perceive their work.

Moreover, in the matter teaching writing to EFL learners in junior high school, it requires a special approach (Amalia et al., 2021). It is known that they have great curiosity around them but also have a short span of attention. Then, teachers need to spark that curiosity and assist them in exploring it through a meaningful and engaging method. Then, digital flashcards are suggested as an effort to design a more suitable class atmosphere to assist learners in achieving learning objectives (Kesumawati et al., 2022). Additionally, providing digital flashcards as a teaching medium promotes young EFL learners' imagination, sense of context in writing, and engaging activity.

There are several research on a related topic that have been conducted by several researchers. Previous research has been focused on engagement with the feedback itself as a single framework in class (Fan & Xu, 2020; Kuyyogsuy, 2019; H. Lee, 2022; M. Lee, 2015; Vattøy & Gamlem, 2023; Zacharias, 2014); or comparative research on teacher and peer feedback itself (Tian & Zhou, 2020); or how high school students' perception on learning recount text by using peer feedback (Fauzi, 2017; Husna & Multazim, 2019; Kurniawati, 2022). However, little attention has been paid to analyzing students' writing recount text by using peer feedback based on its generic structure. Further, there is still a limited number of peer feedback research supported by other methods as multiple frames in writing recount text performances for junior high school students.

Consequently, it highlights that the present research is worth conducting because of 1) the limitation in framing peer feedback as writing single class activity (H. Lee, 2022); 2) teaching EFL learners at junior high school tends to need a specialized approach (Juhana, 2014); and 3) limited attention has been given to students' recount text by using peer feedback, particularly about its generic structure. Therefore, the present study attempts to investigate the teacher's steps in integrating peer feedback and digital flashcards in teaching writing recount text and how students experienced it in the class. Juhana

METHODS

This study used a qualitative approach with the type of case study because the data was collected in the setting field where participants experience the issue being studied (Creswell & Creswell, 2022). Moreover, in determining the sample, the writer utilized purposive sampling because it selected the participants who provided the richest and most detailed information to answer the research questions in this study (Creswell & Creswell, 2022). The participants of this study consist of an English teacher and 20 students in the eighth grade at an Islamic Junior High School in Pangandaran.

To collect the data, the writer used observation, interviews, and qualitative documents. An observation helps the writer to record information that occurs in a place, study actual behavior, and study individuals who have difficulty voicing their ideas (Creswell, J. W., & Creswell, 2022). In conducting an observation, the writer used a digital camera to record the classroom activity being observed. The writer acts as a non-participant observer because an observer only visits a site to record notes activities without participating in participant activities (Creswell, J. W., & Creswell, 2022). Moreover, the writer also used an observation checklist to enhance the information from the opening until the closing stages of the teaching activity. To expand on the information from the first instrument, this study also used semi-structured interviews. In qualitative interviews, the writer conducted face-to-face interviews with participants, involving semi-structured and generally open-ended questions to elicit views and opinions from participants (Creswell, J. W., & Creswell, 2022). In conducting the semi-structured interview, the writer interviewed an English teacher consisting of five questions, which were adapted and modified (Fan & Xu, 2020).

The interview result was then analyzed through transcribing, reducing, categorizing, and interpreting (Kvale, 1996); observation data was analyzed through thematic analysis; and the document text of recount text was processed to confirm proper the generic structure (Derewianka & Jones, (2016). The document analysis is used to check and confirm previous primary data from interviews, observation, and document analysis. To analyze the data, the writer used two analysis techniques: 1) inductive processes, the first analysis technique which was used to analyze the results of observation and interview; and 2) triangulation analysis which was used to compare and combine the results of observation, interviews, and students' documents of Recount text.

RESULTS AND DISCUSSION

This study had data findings obtained from the research questions. The first finding related to the teacher's steps in integrating peer feedback and digital flashcards in teaching writing recount text, and the second finding related to students' experiences in the learning process by integrating peer feedback and digital flashcards method. The discussion will be elaborated in the following organization:

The Teacher's Steps in Integrating Peer Feedback and Digital Flashcards in Teaching Writing Recount Text

The analysis of observation and interview results from the first question had been triangulated before which regards to the teacher's steps in integrating peer feedback and digital Flashcards in teaching writing recount text. The findings indicated that the teacher integrated peer feedback and digital flashcards in teaching writing recount text in the eighth grade

of an Integrated Islamic Junior High School in Pangandaran. The teacher's steps in integrating peer feedback and digital flashcards in teaching the writing of recount text were explained as follows.

In the first step, the teacher provided an overview of how the process of learning writing of recount text is used. He explained shortly about the introduction of peer feedback and digital flashcards to the students. In the second step, the teacher also correlated and reviewed the implementation of digital flashcards with recount text. In the third step, the teacher instructed the students to write a recount text after the material session. At this stage, the teacher acted as a facilitator that helps students to explore the material.

After the material session, the teacher provided digital flashcards in the classroom to stimulate students in writing recount text. It was an individual task about their experience in the local tourism icon destination in Pangandaran – the beach. The teacher limited the duration of writing to ten minutes. While writing their recount text, the students are expected to write their text based on digital flashcards that are shared through PowerPoint (PPT). The pictures in digital flashcards are arranged based on the generic structure of the recount text, which helps them to produce recount text more easily. The teacher also made sure that the digital flashcards were accessible or that the students could see them.

In the fourth step, the teacher encouraged students to give qualified feedback on each other's draft of the recount text while he was forming the peers' pairs that would work together. Fifth, the teacher allowed students to revise their draft based on their peer's feedback. In this step, the teacher allowed students to revise their text and make some adjustments or to correct some mistakes in the drafting process to improve their recount text. It was done by providing written comments for their peer's recount text. Besides that, the students' recount text was commented on based on the points contained in the peer training template guideline. The sixth, the teacher encouraged some students to come forward to read their text in front of the class. Likewise, Hyland (2019, p. 352) believed that peer feedback helps students in participating active collaborative learning. In the last step, the teacher gave brief comments on students' writing and feedback and made sure that students understood the material, and then the class was closed. This is in line with Hyland (2019, p. 357) in that another way of integrating peer-response tasks into a course is for teachers to read feedback, perhaps to comment on briefly or even grading its quality.

The writer argued that the teacher's steps in integrating peer feedback and digital flashcards for teaching recount text writing in this research were quite similar to the procedural steps proposed by Hyland (2019) and H. Lee (2022). However, there were notable differences in the implementation. While Hyland (2019) recommends a more autonomous approach, allowing students to conduct peer feedback independently, the teacher, in this case, took a more structured approach by pairing students based on their abilities. This intentional pairing strategy was designed to match students with peers of similar or complementary skill levels, ensuring that the feedback was both accessible and constructive. By forming these pairs, the teacher demonstrated a keen awareness of the class's needs, aiming to create a balanced and supportive learning environment. This tailored approach not only facilitated more effective feedback exchanges but also helped build students' confidence in their writing and critical evaluation skills.

The Students' Experiences on Writing Recount Text by Integrating Peer Feedback and Digital Flashcards

The writer used interviews and documents of recount text data to investigate the students' experiences on the integration of peer feedback and digital flashcards in learning writing of recount text in the eighth grade of a Junior High School in Pangandaran. Furthermore, the results of the students' interviews were triangulated with the results of the students' document of recount text to answer the second research question. The results of the interview could be to figure out students' experiences on the integrating peer feedback and digital flashcards in learning writing of recount text. The interview consisted of five (5) questions, which were adapted from Fan & Xu (2020). Then, six students in eighth grade are chosen based on subject teachers' recommendations based

on their level of ability in English: students from low level, mid-level, and high level. The findings revealed that there were several notable students' responses regarding their experiences in learning writing recount texts by integrating peer feedback and digital flashcards in the eighth grade of a Junior High School in Pangandaran.

Firstly, the integration of peer feedback and digital flashcards provided students an opportunity to engage in a more accessible and supportive method for writing recount texts. This combination allowed students to experience a method that facilitated the writing process, making it easier and more effective for them to articulate their story as it is expressed in the following Transcript 1.

Student's high score	: Learning becomes more exciting because the use of media and peer comments are very helpful. After receiving comments from friends, I corrected the mistakes pointed out by my friends, so the story I wrote became even better
Student's medium score	: I enjoyed using the methods, there are pictures in the media, so I don't have to worry about making story ideas.
Student's low score	: The learning process becomes easier to understand because it is fun, there are a series of pictures so I don't get confused about writing.

Secondly, the students conveyed that the classroom activities became more engaging. The interactive nature of peer feedback sessions and digital flashcards kept the students actively involved in the learning process. The students' responses revealed how the class activities elevate their mood, enhancing their interest and participation as expressed in the following Transcript 2.

Student's high score	: In my opinion, the method has a positive effect, making it easier to compose stories that are not complicated and easy to read. So, I positively enjoyed the class.
Student's medium score	: Learning becomes easier because there is a series of pictures so I don't get confused when putting together a story
Student's low score	: I think it made things easier and more enjoyable. So, we were in the mood to learning

Thirdly, the feedback from their peers was found to be particularly useful. It offered comprehensive and constructive critiques, highlighting both the strengths and areas for improvement in their writing. This positive and detailed feedback facilitated students' effective writing and encouraged them to make meaningful revisions, as expressed in the following Transcript 3.

Student's high score	: My friend provided useful comments, especially on the use of vocabularies. We also had a re-discussion regarding the paragraphs of each generic structure.
Student's medium score	: My friend gave me useful feedback, earlier I wrote the vocabulary wrong. So, previously, I didn't realize that it was wrong, I did a typo
Student's low score	: Of course, it is very beneficial. So, I could produce a better-quality text. My friend's perspective helped me point out the part that needs to be corrected. Earlier I made a mistake in writing vocabulary; it was writing sand castle

In line with that, integrating peer feedback and digital flashcards in writing recount text provided valuable insights, enhanced students' abilities as reviewers, and increased their awareness of effective writing techniques, which they subsequently applied to their revisions (H. Lee, 2022; M. Lee, 2015). The high and medium-score students acknowledged that their friend's perspective

was instrumental in identifying and correcting specific errors. Moreover, High-score students expressed that they also have a re-discussion of the feedback, showing that the collaborative process enhances their learning capacity. Then, the low-scoring student agreed with the feedback received, recognizing its dual focus on strengths and areas for improvement, which facilitated a thorough review and correction of their text. This comprehensive and positive feedback not only pinpointed errors but also reinforced the quality of their writing, ultimately contributing to an enhanced learning experience.

Fourthly, the issue deals with the effectiveness of the teacher's methods in enhancing students' recount text writing. The use of pictures in flashcards and the use of peer feedback were particularly beneficial across varying student performance levels. Students reported that these visual aids helped in organizing ideas, generating story content, and improving overall engagement with the writing process, as expressed in the following Transcript 4.

Student's high score	: In my experience, the use of images in the flashcards made it easier to organize ideas into a story based on the images. It made it easier to organize text based on the flashcards generic structures. The images on the flashcards inspire my story; we can see what holiday activities at the beach could be.
Student's medium score	: From my friend's feedback, I can revise my mistakes in a certain part. I also enjoyed using the methods...there are pictures too, so I don't have to worry about making story ideas. In addition, the class activities were also more enthusiastic, so we were in the mood to learn.
Student's low score	: the method has a positive effect, it helped me to evaluate my text before being corrected by the teacher, to get a bigger score.

Additionally, peer feedback was valued for its role in identifying mistakes and facilitating self-assessment. These methods collectively contributed to significant improvements in students' writing performance, highlighting their positive impact on organization, creativity, and the overall quality of students' work.

Lastly, Peer feedback effectively improved students' writing. Moreover, some students noted that it will stimulate them to do e-discussion for further comprehension. In addition, it also helped students to identify mistakes they had not previously noticed as it is expressed in the following Transcript 5.

Student's high score	: I admit my friends' feedback helped me to improve my writing, but sometimes we have differences of opinion. I thought it's correct, but according to my friend it still needs to be improved. So, we discussed it again with other friends, too.
Student' medium score	: I agree with the feedback given by my friend because I made a mistake in the sentence section and in writing the second verb.
Student's low score	: I agree with my friend's comment. Through my friend's comment, I realized that I made several mistakes that I was previously unaware.

The results of the interview given in Transcript 5 could be figure out the students' experience on the integrating peer feedback and digital flashcards in learning writing of recount text. However, students' positive perspectives of the learning methods could be subjective; therefore, confirmatory factors are needed. Qualitative documents of students' recount texts can serve as supporting data (Cresswell, 2022, p. 230). To clarify students' perspectives while experiencing the learning methods in writing class, the students' document of recount text also confirmed that integrating peer feedback and digital flashcards stimulated and helped students in learning writing recount text.

The writer found the steps of writing recount text used in the class were planning - drafting

– responding – revising – and publishing. Then, the writer would discuss the result of the student’s draft and the final product after revising the draft of the recount text. Here, the draft means the students’ writing product before revising their text is based on peer feedback (Hansen & Liu, 2005). The sample of students’ documents of recount text in the class were presented in Table 1 and Table 2.

Based on the students’ documents of recount text, in Table 1 and Table 2, the students produced two documents of recount text in the class. The writer used code SD1/I.1 refersto the Student’s Document of Draft, while the code SD1/I.2 refers to the Student’s Document of Final Text. This happened because the steps of writing recount text used in the class were planning – drafting (the first document) – responding – revising – and publishing (the final document). This cycle was similar to the writing process using peer feedback proposed by Hyland (2019, p. 49) and Hansen & Liu (2005).

The recount text would be analyzed in terms of its generic structure and the use of language features. The student's recount text - SD1/I. 2 commits the generic structure of a recount text, consisting of an orientation, a series of events, and a reorientation (Derewianka, & Jones (2016); Muliadi et al., 2022; Suyadi, 2017). The orientation effectively sets the scene by providing the necessary background information, including the ‘who, where, and when’ the story happened. For instance, the student began with, "My family and I went to the beach on Sunday morning for a weekend holiday," which established the context for the following events.

The sequence of events was presented in a logical and chronological order, enhancing the readability of the text. Each event is described simply and clearly, allowing the reader to understand the story effortlessly. The student used temporal connectives such as "after that" and "then" to guide the reader through the sequence of events. Lastly, in the reorientation, or conclusion, the SD1 effectively wrapped up the recount text by reflecting on the experience and its significant feeling to the writer.

Table 1. The Students’ Draft of The Recount Text by Integrating Peer Feedback and Digital Flashcards

Code	Students Draft of Recount Text	Generic structure analysis	Written Feedback given by peers
SD1/I. 1	Holiday at the Beach My family and I went to the beach on Sunday morning for weekend. Last night my parents spoke about our facation and decided that we went to the Pangandaran beach.	Orientation In the orientation, the student has stated who, where, and when. student 1 as the author stating complete aspect of orientation., although ‘when’ the author having the experience are not logically synchronous.	I think your text is good, the generic structure is good. ... I interested in your text, but there aresome errors in it. For example: Facation: Vacation Maked: made Castell: castle And I think you maychange from “for weekend” to “for weekend holiday” At the final paragraph you need to do some changes
	There, we swam together and played with the big waves for surfing. My father and brother played happily. While my sister and I <u>maked</u> sand <u>castel</u> together. We fel thappy at that day. After that, we atesandwich and drank juices at the seashore.	Events In the events, the student told the kind of activities they did on the holiday in sequences	
	So, we went to the home at the evening, so tiring day! But I thinkthis is good for weekend	Re-Orientation In the re-orientation, the student wraped up the story by stating their feeling about the holiday	

In addition, in terms of language features, the student used commendable language features characteristic of recount text. The text predominantly employed past tense verbs, consistent with the recount genre. For example, " I went," "we swam," and "we ate" were used appropriately to describe past actions. Based on the table above, it could be seen that the student found it easier to

plan and organize the ideas in every stage of recounting text, even before the peer. The application of feedback means that the use of digital flashcards helped students organizing and outlining ideas into their own stories.

Table 2. The Students' Final Recount Text by Integrating Peer Feedback and Digital Flashcards

Code	Students Document of RecountText	Generic structure analysis
SD1/I. 2	Holiday at the Beach My family and I went to the beach on Sunday morning for weekend holiday. On Saturday night, my parents spoke about our <i>vacation</i> and decided that we went to Pangandaran beach.	Orientation In the orientation, the student has stated about who, where, and when. After revising based on the peer feedback the student did some changes, and it could be seen that the text was better than the previous draft.
	There, we swam together and played with the big waves for surfing. My father and brother played happily. While my sister and I <u>made sand castle</u> together. We felt happy at that day. After that, we ate sandwich and drank juices at the seashore. Then, we went home in the evening	Events In the events, the student told the kind of activities they did on the holiday in sequences. The student did some changes based on the peer feedback. In addition, she revised her text after reviewing her peer's text. (the student gained additional insight after reviewing her peer's text to produce better text).
	It's really a tired day, but we have happy holiday at the beach!	Re-Orientation In the re-orientation, the student nicely put better and wrap up the story by stating it's feeling about the holiday

Besides that, it provided students with opportunities to experience easier and more helpful methods to produce better text. This approach meets students' needs by fostering a collaborative learning environment, which, in turn, enhances their comprehension and production of recount texts. In addition, there was a match between recount text and digital flashcards; the alignment between recount texts and digital flashcards is particularly beneficial. Recount texts, by their nature, aim to entertain readers with intriguing stories from the past (Kustina et al., 2020), and the use of digital flashcards complements this goal by providing a visual and imaginative aid to generate ideas in the story. The use of digital flashcards stimulated visual development to facilitate students' sense of content in producing the text. This visual stimulation helped students writing their recount texts based on their personal experiences. Similarly, flashcards are used as a tool to stimulate visual development to enhance the imagination of interesting things to gain more attention to particular things (Kusumawardhani, 2020).

The findings of this research is relevant to the previous research conducted by Nayoung (2022) who also revealed that there is an effect of using peer feedback in students' writing classes and how peer feedback affects second language (L2) writing in large classrooms. The findings indicate that incorporating peer feedback in various task sequences significantly improves students' writing skills. The research showed that peer feedback helped students organizing their ideas, enhancing their writing accuracy, and increasing their overall engagement with the writing tasks. The similarity between this research and the previous study is that both investigated the use of peer feedback in writing classes. Further, the present research also revealed similar findings that peer feedback improved students' writing skills, especially in enhancing their writing accuracy, and in increasing their overall engagement with the writing tasks. The students became more involved and interested in the writing activities. This engagement manifested in several ways, such as students putting more effort into their writing, participating more actively in discussions and feedback sessions, and being more willing to revise and improve their work.

CONCLUSION

The present study revealed the first conclusion that seven steps were applied by the teacher in integrating peer feedback and digital flashcards in teaching writing of recount text in the eighth grade of junior high school in Pangandaran. In the first step, the teacher started the class by overviewing how the process of learning writing of recount text was to be used. In the second step, the teacher correlated and reviewed the implementation of digital flashcards with recount text. The third step was ordering students to write recount text after the material session. In the fourth step, the teacher encouraged students to give more qualified feedback on each other's draft of their recount text. Besides that, the students' recount text was commented on based on the points contained in the peer training template guideline. Fifth, the teacher allowed students to revise their draft based on their peer's feedback. In this step, the teacher allowed students to revise their text and make some adjustments needed or to correct some errors in the drafting process to improve their writing product of recount text. The sixth, the teacher encouraged students to come forward to read their text in front of the class. In the last step, the concluding activity, the teacher gave brief comments on students' writing and made sure that students understood the material, and then the class was closed.

The second conclusion revealed that the students' experience with peer feedback and digital flashcards positively affected their motivation to write recount text and improve their writing skills, especially writing recount text. Based on the findings, it was recognized that peer feedback and digital flashcards can be used as a teaching method to motivate students in writing recount text, and it was a beneficial framework to stimulate them to produce better text more easily and engagingly. Despite having advantages in its use, some of the students showed inconsistent feelings while their cognitive were questioned. Therefore, the teacher's role still needed to mediate the class. The writer suggests further research to examine the current method on other aspects of English at different levels and with different numbers of participants.

The writer acknowledges that the study has limitations due to its small sample size and the use of only three research instruments: classroom observation, interviews, and students' recount text documents. To address these limitations, further researchers are suggested to broaden the participants applied in their studies and use additional research instruments to provide rich data and enrich the results. Moreover, future researchers are encouraged to employ quantitative methods to gain statistical insights, offering a more holistic understanding of the phenomena under study and strengthening the overall validity and reliability of the research outcomes.

ACKNOWLEDGEMENT

In the name of Allah S.W.T., the most gracious, the most merciful, and only to Allah, we ask for help and everything. *Alhamdulillah* *robil' alamin*, the writers, have completed the paper. In writing this paper, the writers would like to express their sincere gratitude and appreciation to the head of the English Education Program and all the lecturers of the English Education Program at Galuh University who have given their knowledge of English. The writers would also like to express their sincere gratitude to the participants, the English teacher, and 20 students at an Islamic Junior high School in Pangandaran who participated in this study. In addition, the writers also has sincere gratitude and appreciation to her lovely parents for their love, care, encouragement, prayer, and support during her studies.

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