PEER FEEDBACK TO STIMULATE STUDENTS' WRITING PROCESS: A CASE STUDY AT A VOCATIONAL SCHOOL IN CIAMIS

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Abstract: In the process of writing, the teacher always provides feedback to students even though it usually takes to do so. Thus, this study was designed to elaborate the use of peer feedback, the type of peer feedback, and students' perceptions of peer feedback to be compared with previous related research. The research site was at a Vocational High School in Ciamis. The data were gathered from observations and documents of students' writing. Then, the questionnaires were handed to 10 students who practice peer feedback in the writing class. The results showed that students used two types of feedback. They were direct feedback and indirect feedback. Furthermore, students' perceptions of peer feedback received a positive response and the most of students agreed that the implementation of peer feedback was more beneficial and it helped them improving their writing.

Keywords: case study; peer feedbackwriting class; writing process.

INTRODUCTION

Students must learn writing as one of the English skills using trial and error to produce a qualified writing product. Durga & Rao (2018, p. 1) stated that "writing is one of LSRW (listening, speaking, reading and writing) in language learning". Writing is not only putting our thoughts into sentences, but also related to issues such as spelling, punctuation, and word choice. "Writing has cognitive, affective, and psychomotor dimensions" (Türkben, 2021, p. 620). The cognitive dimension of writing consists of mental processing and interpretation of information obtained, observation, and thinking, while the affective dimension consists of simplicity, fluency, attractiveness, beauty, and legibility of writing, movements in writing, and the use of notebooks, paper and pencils are dimensions psychomotor writing.

Language learners need to learn writing as a productive language skill which is an essential component both for their academic and their professional life. It connects people to share information and message with one another. Pulverness and Tomlinson. (2003) said that writing is one of the four skills: listening, speaking, reading, and writing. Writing is also a productive skill that engages in communicating a message in letters and symbols. Communicating means conveying particular information to others. Böck and Pachler (2013) defines writing as the core of the integrated language skills process. Writing is a way to enable students to record ideas, take

notes, etc. It also shows how language structures are constructed and put into practice. Understanding frequently is demonstrated by students in written responses. Thus, a message must pass through a purpose. In other words, writing skills generate a written product that has certain information.

As we know in practice, the old method focuses on completed work, whereas the new methodology allows the learner to gain experience as a writer through the writing process. As a result, rather than assessing and revising the written final output by the teacher, the writing process appears as a series of activities, procedures, or steps. The process consists of pre-writing, drafting, revising, editing, and publishing" (Graves, 2012, cited in Faraj, 2015, p. 132). In the pre-writing stage, brainstorming was constructed to obtain and formulate their ideas. At the drafting stage, the writer starts the first draft of their work. In the revising stage, the writer might review their work from its content. In the editing stage, the writers go over their work again, looking for spelling and grammatical errors. At last, the writer publishes their work.

The previous explanation shows that the writing process must be revised to make the students' writing composition better. In the revision process, students require feedback from the teacher or peers. Feedback is usually provided by the teacher. However, Sembiring (2017, p. 2) states that "it usually takes time for teachers to provide feedback to students". Feedback can come from students, which is called peer feedback. Thus, teachers can apply peer feedback in writing. Peer feedback in writing is to help students make better texts. The use of peer feedback can influence students' texts. Sembiring (2017, p. 3) states that "the use of peer feedback in writing gave students more time to ask for clarification and questions". The students employed their peers' feedback in more than half of their revisions.

Feedback is viewed as a barrier in the educational arena, but feedback is recognized as an important element for improving student learning. Ahead, et al. (2016, p. 38) argued that feedback is considered an important approach to facilitate students' improvement as independent learners in monitoring, evaluating, and regulating their learning". Another definition is given by Djudin (2020, p. 142) who defines feedback as information provided by someone related to student performance or understanding. It means that providing them with feedback on the success of their writing is important in the form to continue writing with a similar idea. There is highly important feedback in improving the learning experience for the students. Kourgiantakis, et al. (2019) said that Feedback is an essential mechanism that improves student learning in supervision and field education. Also, Kourgiantakis, et al. (2019) marked four themes describing the impact of feedback on student learning: (1) feedback improved knowledge, (2) feedback improved skills, (3) feedback developed professional judgment, and (4) feedback increased self-reflection. Thus, feedback is viewed as important for enhancing learning and an important aspect of the writing process. Consequently, it is used to offer feedback on students' writing to assist them develop their writing abilities. Ellis (2009) states that written corrective feedback (WCF) has six types; direct feedback, indirect feedback, metalanguage feedback, focused corrective feedback, electronic feedback, and reformulation.

Peer feedback appears to be most beneficial for student learning among various types of feedback. There are several definitions of peer feedback. According to Ion, et al. (2016, p. 2) "peer feedback focuses on the involvement of students in the feedback process, understanding the substantial role of feedback for higher quality learning outcomes to be achieved". Peer feedback is provided by equal-status students and can be regarded as a formative assessment, equivalent to teacher feedback, and as collaborative learning. Besides, Yu & Hu (2017, p. 178) state that

"learners work together and share the comment on each other's work or performance and give feedback on strengths, weaknesses, and suggestions for enhancement". In contrast, Carless & Boud (2018) claim that "feedback-literate students will comprehend the purpose of their assessment and identify important roles much better that allows for peer feedback". Thus, peer feedback helps the learning process by giving a check of performance against the criteria, completed by feedback on strengths, weaknesses, and/or suggestions for improvement.

In peer feedback, there are procedures that must be carried out in class. Rahimah (2017) explains the procedure of peer feedback in writing. First, the teacher should inform students that collaborative work and writing sharing will be important aspects of the course from the beginning. Second, the teacher manages the students for peer feedback by describing the potential benefits and disadvantages, demonstrating what to look for, and modeling appropriate and useful replies. Third, the teacher then divides the students into three or four writing groups, taking into account factors such as L1, writing ability, gender, and personality. Then, before each spoken discussion, the teacher instructs students to thoroughly read the papers of their peers and provide written feedback. Then, the teacher offers students peer feedback forms with questions that are both positive and negative, and that encourage students to be explicit (rather than just answering "yes" or "no").

And then, students prepare pairing peer feedback questions with an evaluation checklist linked particularly to course assessment criteria. Then, the teacher assists students to stay on task by organizing time allotment by having a timekeeper in each group and sometimes checking the group to work effectively. Then, the teacher arranges accountability mechanisms to make peer feedback modeled and students take the process seriously. Finally, the teacher regards alternative forms of necessary and appropriate feedback (computer-based, self-evaluation). In conclusion, peer feedback is not a simple technique because it has many steps. Students must follow all steps in the peer feedback procedure when they are evaluating their peers' working guided by the teacher.

This research is supported by several research on related topic. The first study conducted by Park (2018) exploring the teacher and peer feedback which are able to be practiced effectively in university EFL writing classes, the characteristics of the teacher and peer feedback, the usage of student feedback and its effectiveness, and the impacts of teacher and peer feedback. The second study is reported by Joh (2019) exploring the way the learners react to peer feedback and what factors influence how they approach peer feedback activities. The third study was conducted by Huisman, et al. (2018) analyzed the writing performance of undergraduate students who obtain or received written peer feedback. The fourth study is carried out by Pham, et al. (2020) investigating the quality of trained peer-written feedback and the influence of trained peer-written feedback on student revision. The fifth study was conducted by Kuyyogsuy (2019) focusing on how peer feedback affected students' English writing skills in an L2 writing class.

Having highlighted previous studies on peer feedback in the writing process, a research gap is observable. The fifth previous study was concerned with the effectiveness of the use of peer feedback, the characteristics of the feedback, and the impact of the use of peer feedback in the English writing class. Its result showed that the types of peer feedback that can be used in English writing classes and students' perceptions of peer feedback in a vocational school remain unexplored. Therefore, this article portrays the types of peer feedback that students use in writing classes and students' perceptions of the use of peer feedback.

METHOD

A qualitative study was carried out in this research. The research design of this study was a case study. Heale (2018) states that "a case study works as an intensive study of a person, group people or a unit to generalize some units". The participants in this study were ten students in tenth graders majoring in TKJ at a Vocational High School in Ciamis. In this study, the data were collected using observation, documents, questionnaires, and interviews to get a deep answer about the issue. In observation, the researcher used direct observations of the participants because the researcher want to observe closely the activities being carried out. The type of document used is a draft of student writing to find out what types of feedback students made on their peers' writing. Meanwhile, the researcher used a Likert scale of closed-ended questions as a data questionnaire to facilitate the researcher specifying the students' thoughts. It contains 10 questions divided into four indicators; valuation of peer feedback as an instructional method, confidence in own peer-feedback quality, confidence in the quality of received peer feedback, and evaluation of peer feedback as an essential skill. There are scales from 1-5: 1 (Strongly disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly agree). The researcher used triangulation in the data analysis technique. Given (2012) defines "triangulation as a method to discover the data is correct through the measurement of two different points". It's used to compare the result of the observation, document, and questionnaire data to confirm that the data is valid and clear.

RESULTS AND DISCUSSION

Within this section, the researcher elaborated on the result of observation and document regarding the type of peer feedback that students use in writing class and students' perceptions of the use of peer feedback in writing class. They will be elaborated in the following organization:

The Type of Peer Feedback Is Used by the Students to Stimulate the English Writing Process

The findings are obtained from data from observations and documents in the form of drafts of students' writing. The results of the observations show that students give corrections to their peer's text, the correction is in the form of written feedback using a code. Students use the circle as a code to correct errors in their partner's text. The circle code used by students or peers in providing feedback is useful for their colleagues to know their mistakes. When students have realized their writing mistakes, it will help them in correcting their writing which also aims to improve their knowledge and abilities. Written feedback given by students to their peer's text is placed above or below the circle, this aims to make it easier for them to understand their mistakes and accept them. The researcher also revealed that peer feedback in the English class was carried out by exchanging students' texts. In line with Lewis (2002), there are ten methods to implement peer feedback including exchanging papers. It is done by exchanging their writing products with their peers. After exchanging written products, the students begin a peer feedback process where students try to find fault with their peers. Based on the findings data, the researcher found that students only emphasized two types of feedback. They are direct feedback, indirect feedback, and both when doing peer feedback. The elaboration can be seen in the following Table 1:

Table 1
Types of feedback the students used

No	Feedback Type	Number of Feedback	Number of Students
1	Direct Feedback	44	7
2	Indirect Feedback	5	1
3	Direct and Indirect Feedback	Direct: 5 Indirect: 6	2
	Total	60 feedbacks	10 students

Table 1. shows that all students utilize direct feedback when they did it. Only one student used indirect feedback and the rest of them used both based on their writing products. There were seven students used direct feedback, two students used direct and indirect feedback, and one student used indirect feedback.

The students selected direct feedback because they are familiar with the correct answer from their peers' mistakes. Students correct by circling the wrong part and then giving the correct answer above or below it. This is in line with Sanavi & Nemati (2014, p. 2) in that "this can be completed by adding or removing some words to reconstruct the correct form". Students use correct forms to explain errors to students in this type, correcting grammar problems with direct corrective input will be more successful. They choose direct feedback to make their friends believe that their feedback is correct. In addition, students showed a willingness to help their peers in their writing. On the other hand, students prefer indirect feedback. Sanayi & Nemati (2014, p. 2) states that "this feedback is beneficial for the direct form because the learner spends more time understanding the problems, hence, more processing time. In other words, there will be more reflection on the types of errors the learner has; thus, there will be more cognitive processing. In line with the data findings, students want their friends to think about what is right from their mistakes, students help their friends to think and find the correct form for themselves. In addition, students are not so sure about the form of their partner's mistakes and are hesitant to give the correct answer. Therefore, students only give a circle symbol to the error.

The Students' Perceptions toward the Use of Peer Feedback in the English Writing Process
In collecting data about students' perceptions of peer feedback, the researcher gave a close-ended questionnaire by giving the questionnaire sheets directly in class. The questionnaire contained ten statements which were divided into four indicators; valuation of peer feedback taken as an instructional method, confidence in own peer feedback quality, confidence in the quality of received peer feedback, and evaluation of peer feedback as an important skill. The first indicator discussed students' valuation of peer feedback as an instructional method, namely whether it engages students in giving feedback using peer feedback, and whether peer feedback was very useful for students. In addition, the feedback should only be given by the teacher. The findings of the data can be seen in table 2.

Table 2
Students' questionnaire about the valuation of peer feedback as an instructional method

No.	Statement	SD	D	N	A	SA	Total
1	*Melibatkan siswa dalam memberikan feedback melalui penggunaan peer feedback adalah berguna.*	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	100% (10)
2	*Peer feedback sangat berguna.*	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	100% (10)
3	*Feedback hanya boleh diberikan oleh pengajar.*	40% (4)	40% (4)	10% (1)	10% (1)	0% (0)	100% (10)

Based on questionnaire data with indicators of valuation of peer feedback as an instructional method, most students had the same view that the use of peer feedback in writing class was very useful. Most students also had the view of the point that feedback was not only given by the teacher or instructor but feedback can also be given by their peers.

The second indicator was about confidence in own peer feedback quality. This indicator contained two statements that asked for students' confidence about the quality of peer feedback given to their peers, whether or not the peer feedback that students give to their peers is of good quality and can help improve their performance. The summary of the questionnaire data based on this indicator was being shown in Table 3.

Table 3
Students' questionnaire about confidence in their own peer feedback quality

No.	Statement	SD	D	N	A	SA	Total
1	*Secara umum, saya yakin bahwa peer feedback yang saya berikan kepada siswa lain berkualitas baik.*	0% (0)	0% (0)	30% (3)	70% (7)	0% (0)	100% (10)
2	*Secara umum, saya yakin bahwa peer feedback yang saya berikan kepada siswa lain membantu mereka meningkatkan pekerjaan mereka.*	0% (0)	0% (0)	10% (1)	70% (7)	20% (2)	100% (10)

Based on Table 3, the use of peer feedback in the writing class had many benefits in the teaching and learning process. Peer feedback was quite practical for both students and teachers. In addition, the feedback given by peers was effective in reducing errors when writing. Also, the students were quite confident that the feedback they gave to their peers was of sufficient quality and can help improve the performance of their peers. However, there were still some students who were not sure or believed in the feedback they gave to their peers.

The third indicator was confidence in the quality of peer feedback received. This indicator contained two statements that asked for the confidence that the feedback students received from their peers were of good quality and whether or not the feedback they received from their peers can improve their performance. The summary of the questionnaire data based on this indicator was being shown in Table 4.

Table 4.
Students' questionnaire about confidence in the quality of received peer feedback

No.	Statement	SD	D	N	A	SA	Total
1	Secara umum, saya yakin bahwa peer feedback yang saya terima dari siswa lain berkualitas baik.	0% (0)	0% (0)	30% (3)	70% (7)	0% (0)	100% (10)
2	Secara umum, saya yakin bahwa peer feedback yang saya terima dari siswa lain membantu saya meningkatkan pekerjaan saya.	0% (0)	0% (0)	40% (4)	40% (4)	20% (2)	100% (10)

The use of peer feedback in writing classes had many benefits in the teaching and learning process. Peer feedback was quite practical for both students and teachers. In addition, the feedback received by students from their peers was effective in reducing errors when writing and students were quite sure that the feedback they gave to their peers was of sufficient quality and can help improving the performance of their peers.

The last indicator of the students' questionnaire was the valuation of peer feedback as an important skill. In this aspect, the students were able to assess that peer feedback was an important constructive skill. Being able to handle critical peer feedback, and being able to improve student work based on the peer feedback received is an important skill. The findings of the questionnaire were summarized in Table 5.

Table 5
Students' questionnaire about the valuation of peer feedback as an important skill

No.	Statement	SD	D	N	A	SA	Total
1	*Mampu memberikan peer feedback yang konstruktif adalah keterampilan penting.*	0% (0)	0% (0)	50% (5)	50% (5)	0% (0)	100% (10)
2	*Mampu menangani peer feedback yang kritis adalah keterampilan yang penting.*	0% (0)	0% (0)	40% (4)	60% (6)	0% (0)	100% (10)
3	*Mampu meningkatkan pekerjaan seseorang berdasarkan peer feedback yang diterima adalah keterampilan penting.*	0% (0)	0% (0)	60% (6)	40% (4)	0% (0)	100% (10)

Discussion

Besides having benefits, peer feedback was an important skill that must be possessed by students. Being capable to provide constructive feedback to colleagues was an important skill. In addition, students were able to think critically when providing feedback to their peers and students were able to improve their work based on the peer feedback they received is also an important skill. Therefore, it was important for students to have the ability to provide feedback to their peers or peer feedback.

Another point that can obtained from the results of this study is that the student's perception of using peer feedback can stimulate the process of writing English. The researcher found that almost all students gave a positive perception of the use of these strategies. Feedback is not only given by the teacher, however, involving students in providing feedback through the use of peer feedback is also useful. Students correct each other's writing and students feel confident in the feedback they give to their peers and also confident in the feedback they receive from their peers for improvement and to produce good writing. This in line with Yu & Hu (2017, p. 178) who states "students work together and comment on each other's work or performance and provide feedback on strengths, weaknesses, and suggestions for improvement". In addition, Muspiroh (2021) also adds that "peer feedback is useful in developing critical thinking, student autonomy and social

interaction between students." In line with the findings data, peer feedback is an important skill that can improve critical thinking and improve student performance, especially in writing.

This research is practically in line with research conducted by Joh (2019); Huisman, et al. (2018) who studied how peer feedback is used in writing classes. The results of both previous and present studies show that the use of peer feedback is very useful in the writing process and the type of peer feedback used by students. However, the difference between the previous study and the present study lies in the research participants; the previous study observed college students, meanwhile, in this study, the researcher focused on students at a Vocational High School in Ciamis. Furthermore, the results of this recent study also support the result of the study organized by Park (2018). The study elaborated on students' perceptions of the use of peer feedback. In conclusion, the present study does not only have a similarity with the previous study of another researcher but also can be a reinforcement of it.

CONCLUSION

Most results of this present study show the use of types of peer feedback in the writing class. They are direct feedback and indirect feedback. The researcher revealed that students used direct and indirect feedback based on their knowledge. Students selected direct feedback because they are familiar with the correct form. In contrast, students use indirect feedback because they want their peers to think about what the correct form is. Students use direct feedback because they are already familiar with the answer and correct errors immediately, whereas they symbolize errors when students are familiar with the correct form in indirect feedback. In addition, some students use both. In one written product, students use direct feedback because they believe in the answers they give to their colleagues, on the other hand, they are not sure about the answers so they use indirect feedback.

Meanwhile, students' perceptions of the use of peer feedback received a positive response. Involving students in providing feedback has benefits for both students and teachers. For students, peer feedback can improve critical thinking and improve student performance, especially in writing. In addition, it can also add to the student's experience in learning. As for teachers, the use of peer feedback can save time because teachers usually take a long time to provide feedback to students. Therefore, the teacher's role in implementing peer feedback is very important, especially in the writing class. So, the application of peer feedback in writing classes can be done better and more effectively.

The results of this study can be an overview for the students to participate in using peer feedback, especially in writing class. Students should pay attention to the exercises, in this case, students should make their exercises and not copy the written paragraphs. Besides that, students should be more motivated and serious about learning writing to improve their writing skills. Additionally, the findings of this study suggest that students corrected all errors correctly. Based on these results, English teachers should apply peer feedback to help students produce better-written products. Furthermore, for further research, this study only focuses on analyzing peer feedback on students' writing skills. Therefore, the researcher expects the next researcher to conduct similar research on peer feedback in other skills to help students improve their skills and it is better if future research conducts research more than once.

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