CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists of writing and peer feedback technique.
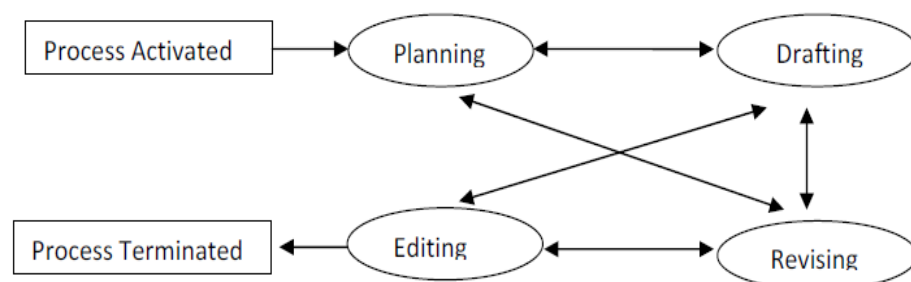
A. Writing

1. Definition

Writing is one of the productive skills which needs to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. It is a bridge between people to deliver information and message. There are many experts who define what writing is. According to Pulverness, Spart, and William (2005:26), writing is one of the four skills: listening, speaking, reading, and writing. Writing is also one of the productive skills which involves communicating a message in the form of letter and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information. In line with Pulverness, Spart, and William, Brown (2001:335) also states that a written product is product of thinking,

drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Hornby (2003) also states that writing is producing something in a written form so that people can read and perform it or use it. It means that writing always results in a form of written text which can be read and comprehended so, it can be used to communicate the writer's idea to the reader. Moreover, Oshima and Hogue (2006: 205) propose that writing process is divided into four stages. The first is prewriting: choosing topic and collecting information. The second is outlining that means organizing ideas into outline. The third is writing a rough draft. In this stage, writers follow the outline and ignore about the grammar, punctuation, or spelling. The fourth stage is polishing or revising or editing. From the definition above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written product. In other words, writing is a process of producing a set of meaningful words arranged in good order and has purposes in communication. Through writing, people can communicate something and share what they feel to everyone who reads it.

2. **The Process of Writing**

Writing is a complex process with several stages on it. Richard & Renandya, (2002:315) define the process of writing as follows:

Figure 2.1: The Writing Process

Process writing as a classroom activity incorporates the four basic writing stages. Those are, planning, drafting (writing), revising (redrafting) and editing – and there are other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. The plan learning experiences for students describe:

a. *Planning (pre-writing)*

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age.

1) Group brainstorming

   Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

2) Clustering

   Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy.

3) Rapid Free writing

   Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

4) WH question

   Students generate who, why, what, where, when, and how questions about a topic. More such questions can be

asked of answers to the first string of WH-question, and so on. This can go on indefinitely.

b. *Drafting*

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

c. *Revising*

Revising is to rewrite what the writer has written before. When doing the revision, the writer (students) reworks his draft according to the feedback that was given. They may add some information, which do not exist in writing work. The most important thing is checking the features of writing such as content, purpose, and organization.

d. *Editing*

Before final draft is evaluated, the students ought to read for their mistake in mechanics. Editing only pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is important for students to edit by themselves as they have received feedback before they revise their written product.

1) Evaluating

   In evaluating students' writing, the scoring may be analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

2) Post-writing

   Post writing constitutes any classroom activity that the teacher and students can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing students' work as important and worthwhile.

It means that writing is a complex process. Harmer (2000: 256) proposes that there are many aspects that must be considered in the process of writing. Those are language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary

repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process especially for the students. Then, because of the limited time of teaching writing, the English teacher cannot force the students to follow all of the stages stated above. In reality, it is just given about 30 minutes for the students to make their writing. That is why, there are many errors done by the students in their writing product so that teacher feedback is needed to reduce their errors especially in the revising stage

3. Writing Skill

According to Hughey (1983:33), besides speaking, writing is seen as the medium to convey message. The perceive writing as a means to learn about the writers themselves and world around them, as important as means to express themselves.

As media of delivering messages, writing has some functions (Hughey et. al, 1983:33-38). The first function is writing as a means of communication through which people can express their feelings, ideas, plans, recommendations, values, and commitments. The second function is writing as an aid for critical thinking and problem solving. Writing as seen as a means to filter and process the perceptions of surroundings. People can describe themselves and their problems.

Writing is also a self-actualization (Hughey et. al, 1983:33-38). Writing help people to find out and build up themselves, that is help them to understand their individual potential and to reach personal goals. The last function of writing is to help the people to control the personal environment (Hughey et. al, 1983:33-38). It means writing is an instrument for continued existence in the real world. Through writing, people not only can convey message but they can also speak from distance.

Comparing with speaking skill, Harmer (2004: 3) states that although almost people use speaking skill as their primary language, writing has to be taught. Spoken language is acquired naturally, whereas writing skill has to be learned consciously. He also adds that literacy, ability to read and write, is needed by all population. In the context of education, in most exams, tests of foreign language abilities often rely on students' proficiency in order to measure their knowledge.

Based the theories above, it can be concluded that writing is very important. It cannot be separated from human being. Through writing, the writer can communicate his/her ideas to the others. Writing helps people to find out and build up themselves. It helps them to understand their individual potential and to reach personal goals.

4. Micro-skills and Macro-skills of Writing

To get success in their writing, the writer (students) should master the micro and macro skills of writing. According to Brown (2004:221), micro and macro skills of writing include:

Table 2.1: The Macro-skills and Micro-skills of Writing

Macro-skills	Micro-skills
• Produce graphemes and orthographic patterns of English	• Use the rhetorical forms and conventions of written discourse.
• Produce writing at an efficient rate of speed to suit the purpose.	• Appropriately accomplish the communicative functions of written texts according to form and purpose.
• Produce an acceptable core of words and use appropriate word order patterns.	• Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, and generalization
• Use acceptable grammatical systems (e.g., tense, agreement and pluralization), patterns, and rules.	• Distinguish between literal and implied meanings when writing.
• Express a particular meaning in different grammatical forms.	• Correctly convey culturally specific references in the context of the written text.
• Use cohesive devices in written discourse.	• Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

By mastering micro-skills and macro-skills of writing above, it will help the students to gain the success in their writing. Those skills are the basic skill that should be mastered by the writer (students) in order to get better result for their writing product.

5. **The Teaching of Writing**

Teaching writing to the students is guiding and facilitating them to learn how to write. It is supported by Brown (2000:7) who proposes that "teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning". Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the teaching concept of writing is interpreted in line with the learning concept.

Richards and Renandya (2002:303) state that writing is a process of generating and organizing ideas into readable texts. It means that the learning concept of writing is a process of generating and organizing ideas into readable text to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge.

It can be inferred that in teaching writing, the teacher must facilitate the students to learn how to write. It means that guiding the students in generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of

extending and deepening students' knowledge that involve memory, thinking, and language. Teaching writing means guiding the students to do the process of writing.

This sub chapter will present some theories related to teaching writing: techniques in teaching writing, the teacher's roles in teaching writing.

a. The Techniques of Teaching Writing

Brown (2004: 220) asserts that there are four categories of technique for teaching writing. Those four categories are as follows:

1) *Imitative Writing*

This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very simple sentences. Elementary school students are in the category of imitative writing.

2) *Intensive (Controlled) Writing*

In this category, most assessment tasks are more concerned with a focus on form and rather strictly controlled by the text design. Students have to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features in the level of

sentences. This category is applied for Junior High School level.

3) *Responsive Writing*

This level requires the students to perform a limited discourse level. It means that students have to create connected sequence of two or three paragraphs. It focuses on the discourse conventions that will achieve the objectives of the written text. It also emphasizes on context and meaning. This skill area of writing is usually intended for Senior High School level.

4) *Extensive Writing*

Extensive writing implies a successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. The writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

In addition, according to Hyland (2003: 3-4), there is a four-stage technique as an emphasis on a language structure in teaching writing. The first is familiarization which means that students are taught certain grammar and vocabulary, usually through a text. The second is controlled writing in which the

students manipulate fixed patterns, often from substitution tables. The third is guided writing in which the students imitate model texts. The last is free-writing where the students use the patterns they have developed to write an essay, letter, and so forth.

Moreover, Flower (1994) also inferred different types of technique which can evolve teaching writing. He stated that peer review refers to collaborative technique in pre-writing task, drafting, and commenting on each other's brainstorms and outlines to raise awareness of rhetorical issues involved and to develop writing strategies.

To sum up, to be able to write well, students have to practice a lot. Practicing to reach the next level of writing, teachers should provide them writing exercises with sufficient time. It does not matter how many steps they should pass, practicing a lot can make them advanced writers.

b. The Teachers' Roles in Teaching Writing

Teachers should have some requirements. They are a facilitator and responder to students (Brown, 2001: 340). As a facilitator, they offer guidance for students to write. As a responder, they should ensure students respond and use varieties of materials and techniques. Material, techniques, and media have to be combined in a balance without forgetting the goals.

Further, Harmer (2004: 330) says that when the teacher asks students to write, they play three roles, i.e. a motivator, a resource, and a feedback provider.

1) *Motivator*

When the teachers give a writing task, they have to motivate the students, create the right conditions for the generation of ideas, persuade them to do some activities, and lead them to make much efforts as possible as they can.

2) *Resource*

The teachers have to be ready to supply information and language when it is necessary. They need to offer advice and suggestions in a constructive and tactful way.

3) *Feedback provider*

The teachers have to respond positively and encouragingly to the content of students' writings. In addition, they need to offer corrections and suggestions based on what students need at a particular level and on the tasks that they have understood.

Based on the theories about the teachers' roles, teachers' control everything that occurs in the classroom. They are a facilitator and motivator for students. They are a resource where the students can get all the information they need. When they make mistakes and errors, they have to be ready to give

feedback. Further, the most important thing is he needs to decide what technique should be applied in a certain condition. The technique which is chosen, it should to create enthusiasm and effective teaching learning.

B. Peer Feedback Technique

1. Feedback

a. Definitions

Feedback is a key element in language learning which can promote minimal or deep learning. Hattie and Timperely (2007) state that feedback is "information provided by an agent regarding some aspects of one's task performance". (p.81). Narciss (2008) also defines feedback as "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". (p.127). What is clear from these definitions is that feedback is designed to provide an understanding of performance through offering guidance on the knowledge that they possess. One of the factors which seem to be of great importance in dealing with feedback is that it helps students to reconstruct their knowledge or skill to what is desired.

b. Purpose of Feedback

According to Lewis (2002: 3-4), feedback has several purposes when given in the language classes.

1) *Feedback provides information for teachers and students.*

Through feedback, teachers can get information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused on the process rather than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

2) *Feedback provides students with advice about learning*

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process. A common way for this to happen is through learning journals.

3) *Feedback provides students with language input*

The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language

use. In this way, the students can learn new vocabulary and structures in context.

4) *Feedback is a form of motivation*

   Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. As teachers find out more about their students, the encouragement can take personal circumstances into account.

5) *Feedback can lead students toward autonomy*

   One long-term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

   Based on those arguments, it can be inferred that actually giving feedback is not only correcting students errors, but it

should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students toward autonomy.

c. **Forms of Feedback**

Cohen (1909: 109) proposes two forms of feedback:

1) *Oral feedback*

Oral feedback, also known as oral conference, refers to personal consultation between teachers and students during the evaluation of composition. The major problem in conducting this feedback is that the teachers need to have sufficient time.

2) *Written feedback*

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on the words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work. Oral feedback fits well in younger students since it can help the students to pin-point and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses on written

feedback because the research population is Senior High School students.

d. Source of Feedback

Lewis (2002: 15-23) writes three sources of feedback, namely, teacher feedback, peer feedback and self-evaluation, which is equivalent with self-directed feedback.

1) Teacher feedback

Teachers have been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). In many classes, teachers are the main source for the students to obtain feedback. Indeed, teachers are very helpful when students are facing some difficulties as they are writing a composition. Teachers help them by giving an outline on how to write well and check the content and then write the mistake in their work.

After receiving feedback, the students could directly recheck and correct what mistake they have made based on the teachers' written feedback. Commonly, teachers correct one by one students' work then, they discuss face to face with each other. It is called as conferencing feedback. In addition, they might use another variation to give feedback to their students. Collective feedback usually used by the teacher. Collective feedback is when the teacher giving

feedback by commenting orally one by one and then summarizing feedback on the board.

2) *Peer feedback*

Rollinson (2005:25) states that "peer feedback, with its potentially high level of response and interaction communication between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties". Based on that statement, there is a relationship between peer feedback and cooperative learning. By working cooperatively, the students will not only see their work from their perspective but also sees from another perspective through their peer.

Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in writing process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

3) Self- evaluation (self-directed feedback)

In self-evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self-feedback may encourage them to be self-sufficient and independent students. The students are expected to remember what mistakes that they have done so that they will not do the same mistakes later on. Moreover, self-evaluation saves time in a large class.

On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

e. **Types of Feedback**

According to Stone and Nielsen (1982) as quoted by Berewot (2001: 23), there are two types of feedback, namely informational feedback and affective feedback. Informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the

incorrect response produced by the students. Meanwhile, affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom.

Related to the above explanation on the types of feedback, in this research context, the researcher includes peer feedback as informational feedback which is indeed to give correction to the students' mistakes in order to improve the product of writing. The students who are checking the other students' drafts identify some mistakes which occur in the drafts. Then, the peer will correct the mistakes found, implicitly or explicitly. The students whose drafts are being checked use the feedback for the evaluation so that they will not repeat the mistakes that they have done. However, affective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

Feedback is divided according to the degrees of explicitness of error correction. There are two different types of peer feedback used in the study. These are (1) direct feedback; (2) indirect feedback, indirect divides into two details, i.e. coded feedback and uncoded feedback.

1) *Direct feedback*

In the literature of error correction, the similar kind of direct feedback can be referred to direct correction (Chandler, 2003), Corrective feedback (Lalande, 1982), form-focused feedback (correction) (Fazio, 2001) and overt correction (Lee, 2004). According to Ferris (2003), direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p.19)

Example of direct feedback:

I don't like Alice because she is (speak non-stop)

(***talkactive***)

2) Indirect Feedback

    a) *Coded feedback* (indirect) is a type of indirect feedback (Ferris, 2003) and can be referred to error identification (Lee, 2004) in which occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions, and examples of errors are provided while a teacher gives coded feedback to the students.

Example of coded feedback:

(*wrong tenses*)

I (write) a letter to my grandmother (yesterday.)

b)   *Uncoded feedback* (indirect)

As opposed to coded feedback, it can be referred to error location (Ferris, 2003). The teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to self-correct such errors.

Example of uncoded feedback:

There are many (cat) in this park.

Endang (1998) states that any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy; provision of correct mode; and identification of improvement. Therefore, the writer consider that it may be helpful for the students and more effective for the teacher to correct selective written errors by

using combination of direct and indirect techniques depending upon the types and frequencies of errors that a student produces.

2. Peer Feedback

a. Definitions

Peer feedback can be defined as a communication process through which learners enter into dialogues related to performance and standards (Lui & Carless, 2006, p. 280). It is referred to under different names such as peer response, peer review, peer editing, and peer evaluation, can be defined as "use of learners as sources of information and interaction for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu and Hansen, 2002:1).

Peer feedback also refers to an interactive process of reading and commenting on a classmate's writing (Oshima and Hogue; 2007: 194). In this technique, the student pairs critically review and provide editorial feedback on each other's writing. Although the use of peer feedback is not uncommon in English as a Second Language (ESL) settings, its pedagogic benefits do not appear to be clearly understood within higher education

generally. Feedback is criticized generally for being an under theorized concept and consequently peer feedback may also be misunderstood. However, learning theories do support the process of peer feedback. The concept of a community of practice is important in social constructivist approaches to learning and was developed by Lave & Wenger (1999).

Aspects of the concept of a community of practice are very useful when considering engagement with feedback. The idea of community suggests that students' participating in the academic community, for example sharing and discussing ideas helps to integrate them in to the expectations of the academic community. Formative feedback is one way in which they can integrate into the academic community, particularly if this is supported by dialogue with other members of the community, for example other students. The rationale of peer feedback is explained by Vygotsky's sociocultural theory. Vygotsky (1978) claims that mind develop through one's interaction with the world around him/her. He emphasized that learning is not an individual activity; but rather a cognitive activity that the nature of learning shifts the focus on learning from individual to the interaction within a social context. Thereby, peer interaction is cardinal to the improvement of students' learning, because it

allows students to construct knowledge through social sharing and interaction (Liu et al., 2001).

However, peer involvement can be more than the teacher sharing with students the responsibility of grading. Before proceeding, the use of terms peer feedback and peer assessment should be understood to avoid the gabs between those terms. *Peer feedback* is a communication process through which learners enter into dialogues related to performance and standards. Otherwise, *Peer assessment* is defined as students grading the work or performance of their peers using relevant criteria (Falchikov, 2001). So, the distinction between the two terms is that peer feedback is primarily about rich detailed comments but without formal grades, whilst peer assessment denotes grading (irrespective of whether comments are also included). Whether grades are awarded or not, the emphasis is on standards and how peer interaction can lead to enhanced understandings and improved learning process.

The conceptual rationale for peer assessment and peer feedback is that it enables students to take an active role in the management of their own learning. It is an element of self-regulated learning (Butler & Winne, 1995) by which students monitor their work using internal and external feedback as catalysts. 'Self-regulated learners seek feedback from external

sources such as peers' contributions in collaborative groups' (Butler & Winne, 1995, p. 246). In their model of formative assessment and self-regulated learning, Nicol and MacFarlane-Dick (2006) also contend that by commenting on the work of peers, students develop objectivity in relation to standards which can then be transferred to their own work. The link between peer assessment and self-assessment is salient. Peer feedback can enable students to better self-assess themselves as some skills are common to both peer and self-assessment.

Boud (1991) defines self-assessment as 'the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards' (p. 4). Self-assessment can be enhanced by peer contributions which may take the form of questions, comments or challenges which prompt one to reflect on what has been done (Boud *et.al.,* 1999). Boud (1995) highlights the interplay of self- and peer assessment as follows, 'the defining feature of self-assessment is that the individual learner ultimately makes a judgement about what has been learned, not that others have no input to it' (p. 200). Peers provide rich information which can then be used by individuals to make their own self-assessments (Boud, 1995) and follow up with actions to improve their work.

b. **Principles of Using Peer Feedback in Teaching Writing**

Ferris (2003:165) suggests seven principles of implementing peer feedback in the writing process that should be done by teacher. Those are:

1) *Utilize peer feedback consistently.*

It means that by applying peer feedback should be consistent because it can influence the success of using it. Moreover, it is affected by two factors. Firstly, the way is given the factor that should be considered by the teacher well. Peer feedback can be applied for all writing process or only in the revising stage which is to respond to students' first draft. It will not be time consuming for regular classroom when giving the activity only for revising the first draft. Second, using peer feedback for all writing processes need more time because students not only respond to the first draft but also respond to the topic and also the outline. In accordance with those ways, time allocation is very important to close this activity. It has to plan well whether all students have their opportunities to give and receive peer feedback or not.

2) *Explain the benefits of peer feedback to students.*

This principle should be done before the activity started. It will lead the students to the positive view about peer

feedback activity because they tend to negative judgment about peer feedback. Besides, they disregard the comment from their peer because they think their peer comments are not important. They only think their teacher comments are better. Therefore, by knowing the advantages of peer feedback, the students will be encouraged seriously in giving useful feedback.

3) *Prepare students carefully for peer response.*

The preparation is the key of the success of peer feedback. According to Berg (1999) in Ferris (2003:169) wrote nine steps for implementing peer feedback:

a) Create a comfortable classroom environment.

b) Explain the role of peer response in the writing class.

c) Discuss how professional writers use peer response.

d) Share how you (the teacher) utilize peer response in your own writing/teaching.

e) Model peer response with the whole class using a sample text.

f) Introduce the peer response form.

g) Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision.

h) Facilitate conversations among readers, writers, and the teachers about the feedback process.

i) Discuss strategies for implementing peers' feedback in revision.

4) *Form pairs or groups thoughtfully.*

The students should work in pairs or group in a period of time. They will have stable group in which they belong to discuss, share and comment on their own work. The good criteria or forming group are two until four students and also consists of various students such as in the term of gender, ability, and language background.

5) *Provide structure for peer review sessions.*

The teacher role is giving guidance for students in order to make them enjoy in doing peer feedback. Giving a clear example of peer feedback form will help the students to understand what aspects that they should give attention to and the steps of giving feedback.

6) *Monitor peer review sessions.*

It means that peer feedback sessions need a controller that should be done by the teacher. The teacher cannot have too much power in this part. They are demanded to be ready all the time when students need because Senior High School students still need the teacher help. When they do not

understand from the peer review in their group, they can ask the teacher.

7) *Hold students responsible for taking peer feedback opportunities seriously.*

To promote the students' responsibility is very necessary when they do the peer feedback. The ways to promote students' accountability are asking them to write their peer feedback experience and submit their peer feedback forms.

In conclusion, when the teachers want to apply peer feedback they should pay attention to its principle. It is because the principles are very important when the teachers want to improve their students' writing skill.

c. **Advantages of Peer Feedback**

Peer feedback has been advocated in several studies for a number of benefits. For example, Hyland (2000) mentions that peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. Yarrow and Topping (2001:262) claim that peer feedback plays a pivotal role in "increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Moreover, using peer

feedback can lead less writing apprehension and more confidence as well as establish a social context for writing. Yang et al., (2006) added that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, 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).

In line with those previous research, Ferris (2003:70) also states several advantages of peer feedback as follows.

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 those benefits above, peer feedback is helpful and useful in teaching-learning process of writing class. It can

develop the students' critical thinking when they give critics or comment on their friends' work. It also can build a sense of classroom community.

d. Procedures of Using Peer Feedback

Ferris (2003: 175) states some procedures in using peer feedback in writing as follow:

1. The teacher should let students know from the first day that collaborative work and sharing of writing is going to be an integral part of the course.

2. The teacher prepares the students for peer feedback by discussing its benefits and possible problems, showing them what to look for, and modeling the types of responses that are most appropriate and helpful.

3. The teacher assigns set writing groups of 2 students and asks students to read group members' papers and provides written comments before any oral discussion takes place.

4. The teacher gives students peer feedback forms with questions that are clear and specific and that require students to be specific (not just answering "yes" or "no") and both positive and constructive.

5. The students consider pairing peer feedback questions with evaluation checklists tied specifically to course grading criteria.

6. The teacher designs accountability mechanisms so that the importance of peer feedback is modeled and students take the process seriously.

7. The teacher considers alternative forms of feedback (computer-based, self-evaluation) as needed and appropriate.

It can be concluded that, peer feedback is not a simple technique because it has many steps. The students should follow all steps in the peer feedback procedure when they assess their friends work with the teacher help.

C. Review of Previous Studies

In the past two decades, feedback has been increasingly used in English as a second/foreign language (ESL/EFL) writing instruction (Zhao, 2010). Some researchers profess that peer feedback has a pivotal role in improving student writing skills and learning achievement (Plutsky & Wilson, 2004). Richer (1992) compared the effects two kinds of feedback, peer directed and teacher feedback, on first year college students' writing proficiency in an experimental study with 87 participants. The result indicated that using peer feedback provides a feasible method college student to enhance their writing skills and improve their learning achievement.

In the quasi-experimental study comparing three methods for teaching student writing, Plutsky and Wilson (2004) found that peer feedback helped students become proficient writers. More importantly, most students view

peer feedback as effective as the instructors. Jacobs et al., (1998) found nearly the same percentage 93% of their EFL students in Hong Kong and Taiwan said they would like to receive peer feedback as one kind of feedback.

According to Wakabayashi (2013) through peer feedback, learners engage in critical evaluation of peer text for the purpose of exchanging help for revision. Because learners can learn more about writing and revision by reading other's drafts critically and their awareness of what makes writing successful and effective can be enhanced and, lastly learners eventually become more autonomous writers (Maarof et al., 2011).

There are some relevant studies related to the use of peer feedback in teaching writing which effectively improving students' writing skill. The studies are described as follows.

First study conducted by Astuti (2013) whose the thesis entitled "The Effectiveness of Peer Feedback to Improve The Writing Ability of The Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013". She discovers that peer feedback strengthens the theories of teaching writing that a suitable technique is needed to be applied in the teaching learning of writing regarding with students' writing problem. Peer feedback is needed in teaching writing because it gives a chance for students to evaluate their work. It is very beneficial for students if the teachers always share the students' error and mistakes.

Another research study in a thesis entitled "The Effectiveness of Peer Feedback in Improving Students' Writing Achievement", Iryanti (2015)

explored the effect of peer feedback in improving students writing achievement. She finds that teaching writing by using peer feedback is more effective than by using teacher feedback because peer feedback gives valuable effect in improving students writing achievement. In her findings she indicates a significant explanation that the role of giving peer feedback which join with teacher guidance before is important to make teacher easier in building the students mapping on how to write effectively. From the explanation above, it could be concluded that peer feedback was appropriate technique to be applied in teaching-learning writing for all level of senior high school.

The study above proves the effectiveness of using peer feedback on students' writing skill in educational settings and professional areas. In the aspect of the teaching-learning process, peer feedback could be used to solve problems in writing activities. It was because peer feedback gave opportunities for students to work with their peers that maximize students' writing activities.