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PEER FEEDBACK TECHNIQUE IN IMPROVING THE STUDENTS' WRITING ABILITY OF THE FIRST GRADE STUDENTS IN SMA NEGERI BALIKPAPAN

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ABSTRAK

Penelitian ini diarahkan untuk memperoleh informasi bagaimana peer feedback dapat meningkatkan kemampuan menulis siswa. Secara khusus diarahkan untuk mengetahui apakah peer feedback berhasil dan dapat meningkatkan kemampuan menulis siswa dalam menulis kalimat dan paragraf naratif, pada siswa tahun pertama SMA Negeri 1 Balikpapan. Penelitian dilakukan berdasarkan hasil studi pendahuluan di sekolah tersebut. Diketahui bahwa kemampuan siswa dalam keterampilan berbahasa khususnya menulis masih kurang. Dalam proses belajar mengajar guru memberikan porsi yang lebih sedikit dalam kegiatan menulis untuk siswa di kelas. Selain itu, strategi yang digunakan dalam proses belajar mengajar kurang menarik karena siswa harus melakukan kegiatan menulis di bawah tekanan. Untuk menjawab permasalahan tersebut maka dilakukan penelitian tindakan kelas. Guru sebagai peneliti bekerja dalam merencanakan tindakan, melaksanakan tindakan, mengamati, dan menganalisis serta merefleksikan tindakan tersebut. Subjek penelitian adalah siswa tahun kedua (X-IPA-1) tahun ajaran 2019/2020 yang berjumlah 40 siswa. Hasil penelitian menunjukkan bahwa peer feedback dapat meningkatkan kemampuan siswa dalam menulis kalimat dan paragraf naratif pada siswa tahun pertama SMA Negeri 1 Balikpapan. Telah diamati bahwa peningkatan tersebut disebabkan oleh praktik menulis yang rutin dilakukan oleh siswa dan tanggapan guru terhadap tulisan mereka. Ini menjadi semacam dialog yang berkelanjutan.

Kata kunci: Kemampuan Menulis, Peningkatan, Umpan Balik Teman Sebaya

ABSTRACT

This study is directed to obtain information how peer feedback can improve students' ability in writing. Specifically, it is directed to investigate whether peer feedback works and can improve students' writing ability in writing sentences and narrative paragraphs, at the first year students of SMA Negeri 1 Balikpapan. The study was conducted based on the result of preliminary study at the school. It is found that the students' ability in the language skills especially in writing is still insufficient. In the teaching and learning process the teacher provides fewer portions in writing activities for the students in class. In addition, the strategies used in the teaching and learning process are uninteresting because the students have to do the writing activities in under pressure. To answer the problems, a classroom action research is conducted. The teacher as a researcher works in planning the action, implementing the action, observing, and analyzing and reflecting the action. The subjects of the study are the second year students (X-IPA-1) of 2019/2020 academic year consisting of 40 students. The results shows that peer feedback obviously can improve the students' ability in writing sentences and narrative paragraphs at the first year students of SMA Negeri 1 Balikpapan. It has been observed that the improvements are caused by the regular writing practice done by the students and the teacher's response given to their writing. It becomes a sort of on going dialogue.

***Keywords**: Improving; Peer Feedback Technique; Writing Abilit*

INTRODUCTION

Peer feedback is one of the crucial components of process oriented writing (See also Harmer, 2007 and Bartels, 2003). As a main component, applying peer feedback activities in the ESL writing classroom means employing process oriented writing approach in the classroom. Implementing process oriented writing approach is relatively important because the approach is based on how real writers write (Tompkins, 2008:2), where the students should learn (or understand) that even professional writers do not just write a one-shot draft to make their message clear (Emilia, 2010:163). Therefore, when a teacher considers using process oriented in writing instruction, the students may have more opportunities to learn how to write in a real situation.

Since writing is a social process, the students should be placed as members of classroom society. Placing students in the social situation like this gives them opportunities to give and to receive meaningful inputs from one to another. This suggests that narrowing the social dimension into EFL writing classroom emerges opportunities to negotiate their strength to improve other and their weakness to be strengthened. In other words, it is reasonable to consider peer feedback as an alternative in EFL writing classroom.

Writing can be considered as the hardest part of all language skills that should be mastered by EFL students. It caused by two simple reasons that can represent all obstacles appeared in teaching writing. First, EFL students were not accustomed to writing English, including how they gathering ideas, how they organizing ideas, etc. The second is, the students have so many things to pay attention to like using correct grammar, using appropriate words and phrases, etc. Based on the writer's experience when doing teaching-learning activities at SMA Negeri 1 Balikpapan, it was indicated that the students' ability in the language skills especially in writing was still insufficient. It had been observed that there were some problems in teaching and learning writing in class which need to be solved. In the teaching and learning process the teacher provides fewer portions in writing activities for the students in class. In addition, the strategies used in the teaching and learning process were not varied and uninteresting because the students had to done the writing activities in under pressure.

As a result, the students were not enthusiastic in writing activities and thus become bored easily. When the teacher ask them to write, most of them seem very nervous and neglected the assignment, even they produce nothing for a period time because they did not knew what to did and how to did. It showed that they face difficulties to do the assignment.

The teacher also dominates the teaching and learning process that made a passive learning. Another fact is, some students have negative attitude about writing or lack confidence to write something even bored waiting for their teachers' correction on their papers, till finally they never got their papers back. Looking at this condition, the teachers were faced with changing their attitudes and building confidence. In order to make the students more confident to write, designing a good writing activity such as peer feedback is necessary to build. Peer feedback is the simplest way that can be used by the teacher. It becomes the simple way since it let the students wrote and corrected their friends' paper then provided opportunities for them to do experiment with a kind of short story as narrative text. In this case the writing activities by using peer feedback should be arranged in sequence from simple to more complexes, from concrete experience to imaginative visualization.

Regarding those reasons, there must be a special technique that used to solve the problems. In this research paper, the researcher proposes a special technique so called peer feedback and points out all of the best in both genre-based approach and process writing approach based on the context of teaching writing for Senior High School in Indonesia. As a matter of fact, teaching writing for EFL students in Indonesia has become harder since they move up to higher grade. For Senior High School students, they usually have to face more complicated writing, like writing a narrative, recount, and many kinds of paragraph. In writing those assignments, EFL students should have known about what they were going to write and what they were going to correct.

LITERATURE REVIEW

Peer feedback technique

According to Bailey and Vardi in their books "Iterative Feedback" (1999), peer feedback technique is a practice where feedback is given by one student to another. Peer feedback provides students opportunities to learn from each other. After students finish a writing assignment but before the assignment is handed in to the instructor for a grade, the students have to work together to check each other's work and give comments to the peer partner. Comments from peers are called as peer feedback. Peer feedback can be in the form of corrections, opinions, suggestions, or ideas to each other. Ideally, peer feedback is a two-way process in which one cooperates with the other.

Peer feedback is strongly recommended by some researchers who support to this approach because peer feedback allows students negotiating their ideas, commenting and

correcting mistakes in their peer's drafts, offering suggestions for their peer's draft development (Spear, 1988; Williams, 2005), although according to Clark (2003) the development achieved by the students is seemed superficial. As already mentioned, this research also aims to investigate students' responses toward peer feedback. Researcher indicates that peer feedback has certain impact on students' writing, and based on the background above, this research was performed to investigate the impact of peer feedback on the students' narrative writing and students' responses toward peer feedback activity in ESL writing classroom. Given this fact, the problems that students have in writing should be overcome.

Why peer feedback? Students' competences were higly varied in a classroom; working together with in pair or group would help them to learn from others. In corporation with the statement above, there were at least two reasons why the researcher feels motivated to use *peer feedback* to improve the students ability in writing. First, peer feedback would enabled the students to develop ideas into paragraph or composition. Second, *peer feedback* techique can also improve the teachers' competency in teaching writing because it gives the students a chance to improve their skills and values in her writing as wide as possible.

Teaching writing skill

Chiteravelu, et. al. (2006:65) explain some principles of teaching writing. The principles include take account of the students as a person, reduce anxiety by moving from easy to more difficult, maintain a careful balance between accuracy and sentence structure, provide a good model for students to imitate, provide appropriate stimuli for eliciting notes, vary interaction modes, give clear instruction, monitor students' activity, make sure that teachers have made adequate preparation for class, and handle error sensitively and effectively.

Strategies in teaching writing

Writing focuses more on fmeaning where structure and accuracy are both tightly related. For L2 learners, it is certainly not easy to write with reasonable speed with intelligible ideas especially in writing narrative paragraph. The teaching of writing skill, therefore, should be directed to enable learners to write relevant comprehensible written utterances without doubts and with acceptable accuracy to get the message across. Of course, the teacher cannot fully make every learner achieve a success in writing. Nunan (1991:120) provides characteristics for successful writing activities. First, the learners write a lot during the activities and the teacher write less. Second, participation of the learners is even. In a classroom discussion, for example, a minority of active participants do not dominate the discussion. Third, the motivation is high;

the students are motivated and eager to write because they are interested in the story or want to contribute to achieving a task objective. Fourth, the language is of acceptable level; learners can write themselves in utterances that are relevant, easily comprehensible to each other with an acceptable level of language accuracy.

METHOD

This is an action research. There are a number of views commenting on this research method. Wallace (1998: 1), Coles & Quirke (2001: 14) say that action research is the process of systematic collection and analysis of data in order to make changes and improvements or solve problems. Another view comes from Nunan (1992: 17) saying that action research has been a form of research which is becoming increasingly significant in language education. For this reason, the researcher use the action research since he sought to make improvements or solve problems in the teaching of writing a narrative paragraph. In conducting the research, the researcher does the action in the form of cycles referring to the model of Kemmis and McTaggard, which consists of four steps: planning an action, implementing the action, observing, and reflecting. It meant that if the first cycle failed, the design should continue to cycle 2. When this cycle also failed, it had to be continued to cycle 3 and so forth. This study would be stopped if the predetermined criteria of success achieved.

The researcher as an English teacher of the tenth grade students of SMA Negeri 1 Balikpapan, was a person who inspired the classroom in applying the technique as the actual action in the teaching and learning process. In other words, in implementing the action, the researcher acts as a teacher and researcher. While her fellow teacher who was also an English teacher acts as a collaborator who observed, guided the students and helped the researcher in doing the research. Collaborator played an important role in action research that was necessary for the researcher to use her services to observe the teaching and learning process, students' responses, teachers' method, and anything that happen in the classroom. Koshy (2006:40) claimed that an important feature of action research is that it offers opportunities for collaborative work.

The need for collaboration or cooperation is of paramount importance for the success of a class project. It might be part of a group of action researchers. Whether they were leading or contributing the project, team work was very essential. This means that a teacher-researcher cannot work by herself so, she has to be assisted by a collaborator.When the researcher was teaching her students, she needed to concentrate on the peer feedback implementation. The

collaborator, who would be conducting a direct observation along with the researcher, could easily observed the class through her eyes to have a view from different angle, of which case it would not be ideal for the researcher to did two different things all at once. Therefore, an observer would be more effective for such a purpose. It has been a common practice in classroom action research to have a collaboration partnership to observe the teaching- learning process.

The researcher believed that by collaborating with a partner, the result would be more satisfactory as expected. In addition to this, Wallace (2000:41) comments that collaborative approaches involve others, usually other colleagues in the same institution. An example of collaboration would be sitting in on a colleague's lesson to observe it, or tape recording discussions about various aspects of teaching. The collaborator would be planning to assist the researcher from the beginning to the end of the research whose job would be mainly focused on observing the teaching and learning process in the classroom and the implementation of writing activity using peer feedback technique.

The procedures show that the plans were made based on the analysis of finding from preliminary study. After the teaching and learning process were conducted, the students were assigned to write a short text and give correction one another based on the guidance of the teacher. Every activity was observed and given responses. During the observation, the data was collected which was needed to know the result of the action. After that, the data was analyzed to investigated whether the action of each cycle successful or not.

RESULT AND DISCUSSIONS

Teaching and learning process are two important activities in the classroom situation. The activities are aimed to achieve the learning goals. There are some stages needed to guide the teacher and students systematically and comprehensively. These stages should be formed into a technique so called peer feedback. The following are the phases of the technique implemented and its relationship to the theories used by the researcher.

The Improvement of students' writing ability through peer feedback

The peer feedback technique took place on November 10 to December 10, 2019. After implementing the peer feedback technique, then the researcher collecting all the data. It was identified that the improvement of students' narrative writing improved from cycle 1 to cycle 2. It can be seen the students' draft from the first draft to the third draft. It was systematically

changed and assisted the students to revise the error one by one . Another important point was this peer feedback activity was really welcomed by the students. The students felt that the strategy used by the researcher was beneficial for them in order to increase their ability in writing a narrative text. The students' participation and had also been improved through peer feedback activity. The improvement showed from the scores of the writing tests that the students had in cycle 1 and cycle 2, compared with ones they had got before the action research, in preliminary observation. Every aspect of writing had improved through the implementation of peer feedback for increasing the writing skill from pre-test in the preliminary observation up to cycle 1 and cycle 2 as well.

Based on the observation which was done by a collaborator, it can be found that 70% or 7 students enjoyed when the teacher involved them into peer feedback group. Meanwhile 70% or 7 students felt happy when they found error on his/her friends' draft. However, around 9 students or 90% students were dissapointed when finding a lot of markers and comments from his/her peer since they knew that they did many mistakes in writing. For this reason, the students reported that through peer feedback, they were triggered and motivated to write better and show to their friends that they also had skill in writing narrative. Further, the students told that peer feedback was an effective way to develop their writing skill. Finally, they got a new learning experience, new idea in writing activity and tried to be a trainee teacher. The following was the result of students' response toward peer feedback technique from all cycles.

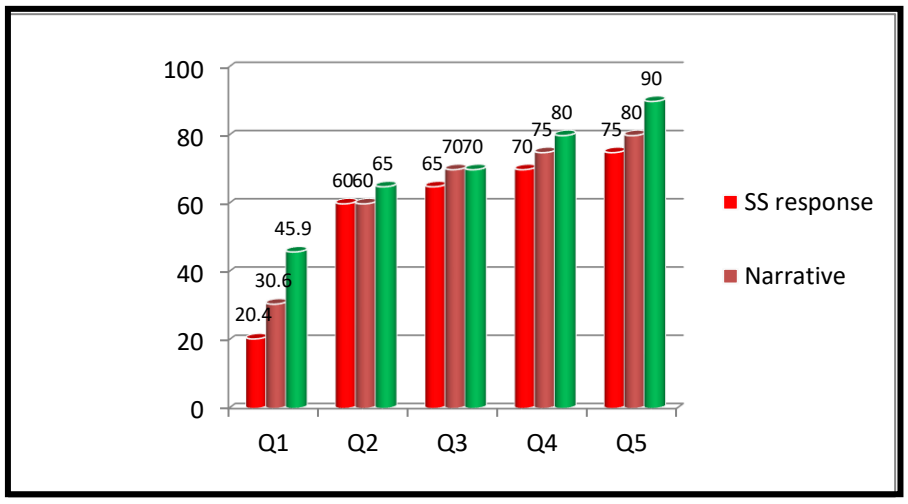


Figure 1. result of students' response toward peer feedback technique from all cycles

Based on the graphic analysis of the teaching and learning process above, students' narrative writing and students' response through interview given, it was found that the students' response positively toward the using of peer feedback technique in teaching writing. They found it easy to give feedback to their friends' writing since they were well-trained before. This finding is

totally related to the theories stated by Spear (1988) and Williams (2003) who support to this approach because it allows students negotiating their ideas, commenting and correcting mistakes in their peer's drafts, offering suggestions for their peer's draft development. For this reason, the researcher was really proud of the students' efforts in revising their writing and giving feedback to their friends' draft.

Students' Responses toward Peer Feedback (Evidence from Interviews)

This part discusses the students' responses toward peer feedback. Findings regarding the students' responses toward peer feedback were covered through in-depth interview. This part departed from the second question addressed in this research "What are students' responses toward peer feedback activities in the classroom?" and this question has been broken down into five themes namely: involvement, giving comments, reading comments, effectiveness of peer feedback, and difficulties of peer feedback.

Students' Responses on Being Involved into Peer Feedback Activity

Simply, all participants felt joyful to be involved into peer feedback activity, although some participants felt quite uncomfortable at the first time. Some reasons given for this response were because they could get a lot of inputs from their friend (Q1 - S3), it motivated to write more even for a lazy student like - S5 (Q1 - S5), and it was interesting for student who was not interested to write early like - S14 (Q1 - S14). This is in line with Rollinson (2005) that students' view peer response activity as more than beneficial but also interesting.

> *"Q1 – S21: (I enjoy it… it may be because I get new experience in doing peer feedback like this).*

The most meaningful feeling appeared to the participants was caused by the chance to see their weaknesses and their strength in their drafts. This is in line with theories that state that peer feedback allows students to make interaction and negotiate their strength and weakness in their writing. This is admitted by - S17: *Q1 - S17: "sangat antusias…disini saya bisa mengoreksi punya teman dan teman bisa mengoreksi punya saya…" (I am enthusiast, here I can correct my friend's draft and my friend can correct mine).*

Although some students commented that at the first time they felt uncomfortable because of their disability (Q1 - S18), or because of the uncertainty to do it successfully (Q1 - S19), in the later process they find that peer feedback is interesting. In line with this, a participant said that although they had been involved in collaborative writing activity, this

current peer feedback is more intensive than what they did before (Q1 – S21). Peer feedback activities were done intensively and systematically through stages elaborated in the second chapter. Moreover, it was said that peer feedback offers new experience in writing activity as said by a participant:

Students' Responses on Giving Comments to Peer

In this part, the participants were asked "what do you feel when you find mistakes on your friend's drafts?" this question is labeled as Q2. This is the point to pay attention to the EFL teachers or lecturers who is interested to use peer feedback in the writing classroom. Findings show that the participants felt unconfident when they read their peer's draft and found something they think as mistakes. They were uncertain that they could make better improvement for their peer's drafts, but it really developed the drafts as elaborated previously. Their self- awareness shown as cited:

Q2 - S28: "eee… gimana ya, kadang ga yakin gitu, soalnya pas ketika saya mengoreksi tulisan teman saya, yakinnya tu saya juga kurang pada itu benar atau salah sih..." (umm.. let me think, sometimes I am not be sure, when I am correcting my friend's draft, I have less confidence on it whether it is true or false).

Q2 - S31: "tentu saja ingin membetulkannya, tapi kadang-kadang keraguan muncul entah kita berada pada posisi betul apa tidak gitu." (Of course I want to correct it, but sometimes self-distrust appears, whether or not we are true).

Q2 - S18: "karena kurang percaya diri, jadi pas ... mungkin ada beberapa hal yang saya yakin oh ini kesalahan grammarnya juga saya kurang yakin gitu kesalahannya seperti apa... dan bagaimana cara benarinnya." (because of self-distrust, so when...may be I can correct some grammatical mistakes but I am not sure that I can correct some other mistakes or I don't know how to correct it).

Regarding the three responses given by the students above, it can be said that students were not sure that all mistakes in their peer's drafts are correctable, this was occurred because each student was aware that they have limited knowledge and they were hesitate that they could give any valuable contribution. When the students were reading their peer's drafts and finding mistakes and similar mistakes, the students' self-awareness appeared and the mistakes became self-reflection to see their own mistakes. By realizing similar mistakes done, they could return to correct their own draft and this means peer feedback is working. There is an implication that in peer feedback the students-responders are more critical because their role is "looking for

mistakes and obstacles" in the text based on the concept and genre of the text. Meanwhile, as writer, students are busy to explore their ideas, imaginations, creativities, into a story and most times there are some mistakes that occur because of their inobservances. Here, the students-responder takes their role to observe it. In observing, in fact, they accidentally realize and remember that they do similar mistakes. This finding is totally related to the theory given by Clark (2003), that the development achieved by the students is seemed superficial.

Unfortunately, until this time no literature is found explaining this. Students realized and remembered their own mistakes when they found similar mistake in their friend's drafts, because the mistakes they did were triggered by inobservance or absent-minded, in this regard. When they were reading their friend's drafts, they were fully observing because it was demanded by their role as responders. Therefore, realizing doing similar mistakes is an advantage of peer feedback and not a drawback. Looking at the descriptions above, it is assumed that when the students- participants were reading their peers' drafts and find mistakes, they sometimes were not sure of whether it is mistake or not. They were not sure because they were sometimes lack of confidence and lack of basic knowledge, but it can be anticipated by doing brainstorming in pre-peer feedback stage.

Students' Responses on Reading (receiving) Feedback from Peers

The question given is "what do you feel when finding a lot of markers and comments from your peer?" This question is labeled as Q3. Students' answers on Q3 show that at the first time they felt little disappoint when they found a lot of markers and comments from their peers. However, the disappointment was po-S40ve, because they were disappoint on the mistakes they made, not on the markers and comments on their drafts. This is shown:

Q3 - S6: "Pertamanya kesal, soalnya udah capek-capek menulis ternyata dapat banyak kesalahan." (I fed up at the first time, because I spent a lot of power to write it but in fact there are still so many mistakes).

Q3 - S32: "Awalnya saya sedih tapi senang karena ternyata tulisan saya jauh dari bagus gitu, tapi dengan karena teman saya tidak cuma asal mengkritik tapi memberikan masukan-masukan yang berarti." (I am sad at the first time, because in fact my writing is still far from good, but because my friend not only give critiques but also meaningful inputs [I am happy].

Q3 - S31: "Pertama mungkin sangat kecewa dari diri sendiri kenapa seperti ini, masih banyak kelemahan tetapi dibalik semua itu ada kritik yang membangun dan itu sangat saya hormati."

(First, I may be sad for myself why did I do mistake, I still have a lot of weaknesses, but behind it all there are constructive critiques that I respect very much).

Q3 - S19: "Awalnya kecewa gitu, ternyata sudah SMA masih banyak kesalahan yang saya buat. Sebenarnya yang bikin kecewa itu bukan karena coretan-coretan, tapi kesalahan-kesalahan mendasar seperti to be atau seperti penggunaan past tense atau penggunaan kalimat yang tidak paralel gitu juga dengan penggunaan tanda baca yang masih banyak kesalahannya." (first, I quite disappoint, because even in Senior High School, I still do mistakes. Actually the markers and comments are not disappointing me, but my own basic mistakes like to be, the use of past tense, non-parallel sentence construction, and punctuation, I still do mistakes on it).

These responses show that the students were not disappointed because of the markers and comments given by their peers but they disappoint because of their own mistakes. From their disappointment, they could be more aware on the mistakes and they also comment that the markers and comments given were meaningful for them. Comments given by their peers are useful for the students-writer, since their comments were followed by meaningful inputs. It is obviously seen that students appreciated the feedbacks given by their peers. They reasoned that by getting feedback, criticism, they could identify mistakes and weaknesses in their writing and so revising it. These responses and previous responses are actually the same but they are expressed differently. If the previous responses they were disappointed because of their own mistakes, but they were happy because by doing finding markers and comments they were enabled to see their own mistakes. Whereas, the next responses show that they were happy because the markers and comments show that their drafts were really read by their peers.

These responses show that the students did not see peer feedback negatively, they value peer feedback positively and they were happy to find many markers and comments and feedbacks from their peers. What makes they disappoint was not the markers and comments or feedback, but because they aware that they were still lack of knowledge or they were sad of their inobservance on some basic writing principles. They did not feel being underestimated by their peers through the markers, comments, and feedbacks. The markers, comments, and feedbacks were evidences that their peers really read their drafts carefully and this raises certain satisfaction for the students-writer, they respect it all.

The starting teaching activity at this stage was that the teacher asked each student to discuss the narrative parragraph with his/her nearby partner. They were required to compare each other their respective topics and finally they should present, negotiate, commenting,

correcting the sentence structure and offering suggestion in the prepared list, to be proposed as the topics of discussion in the next learning session. By such, the students were expected to be able to improve their writing ability, and help others to do so. As Peer feedback is strongly recommended by some researchers who support to this approach because it allows students negotiating their ideas, commenting and correcting mistakes in their peer's drafts, offering suggestions for their peer's draft development (Spear, 1988; Williams, 2005), although according to Clark (2003) the development achieved by the students is seemed superficial. As already mentioned earlier, this research also aims to investigate the effectiveness of students' responses toward peer feedback.

In order to make the peer feedback effective for the students' speaking activities, the teacher invited one of the students to demonstrate with him, how to conduct a simple transactional speaking. The teacher then interacted with the invited student by posing questions *"What is the story about?", "Why do you choose it?", "Of these two, which do you want to propose to comment and correct?"* When this process took place, the teacher just let the student answer his way. The teacher did not interrupt him until he finished. Afterwards, the teacher and the student exchanged role. This time, the student asked the teacher. The questions used were those used by the teacher when asking him. The teacher then demonstrated how to answer such questions. In order to enhance the students' understanding of the peer feedback, she invited another student to do the demonstration. The demonstration also meant for generating the students' competence as suggested by Williams (2005).

When it all finished, the teacher then wrote some examples of transactional expressions on the whiteboard for students' language enrichment. Then, the peer feedback discussion started. The teacher observed closely each pair in order to ensure that communication really took place. The teacher sometimes interacted with some of students by raising questions like "*What story will you write?", "Why do you choose it?", "Do you think it is easy to write a narrative paragraph?"* The teacher also gave the students more opportunities for asking in case they found words, phrases, and sentence structure they did not know saying them in English during the discussion. The statement above is strongly related to the theory from Ur (1996:120) that provides characteristics for successful writing activities, in which the learners write a lot during the activities and the teacher write less.

It was expected that by giving the students such opportunities, the discussion and feedback giving could last a bit longer and finally could be functioned maximally for their writing and speaking practices. In addition, it also aimed to create a relaxed learning

atmosphere for the students since they were individuals who have a tendency to be moody, restless, and may exhibit changeable and inconsistent behavior including anxiety as stated by Clark (2003). It was also expected that the teacher could build personal contact with the students which is necessary to make them feel supported and helped as suggested by Spear (1988). In short, peer feedback technique is aimed to build a three ways interaction among teacher and students, students and students, and students with their learning environment.

There were some important events discussed in this point. The first, in the demonstration, the students paid attention to what the teacher and friends did in writing class. Some of the students tried to write and create a narrative paragraph by their own. Even, when the teacher invited another student to give comments and correction, the students seemed to rush to do that. The teacher assumed that the personal contact he built with the students had made the student behave that way. In other words, the teacher did not blame the students when they made mistakes and managed to give them support when they got problems. So, the fact corroborates Sears (2002), saying that building personal contact with students can make the students feel supported and helped.

The second, situating the students in such peer feedback was able to help the teacher make students speak. The students' speaking practices were more intense as compared to the previous individual work. Each student tried to speak to his/her partner about his or her narrative paragraph. They shared each other about the story they had. The students even began using the transactional speech such as "What is your story about?" (asking for something), "What do you think of my story?" (asking for opinions), "We give feedback to each other's story, one story from you and one story from me" (making negotiations). Such expressions were heard often times during the peer feedback activity.

All in all, the peer feedback seemed effective to make the students speak. The fact corroborates the idea that situating students in pair or group then give a peer feedback toward one another, could help the students build positive relations with others to improve (Ntoumanis, 2001 and Ames, 1992 in Bush, 2006). The peer feedback was useful for generating sense of care and positive cooperation of the students. Each student tried to help his/her partner when problems appeared. There were two problems that the peer feedback was useful to deal with. The first relates to language use and sentence structure. Each student tried to help when his/her partner had problem with the language such as vocabulary, pronunciation, structure, etc.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the theories, previous researches finding regard to peer feedback in EFL writing classroom, and the analysis of the data are already reviewed and discussed in perspectives. It must be acknowledged that peer feedback is advantageous and beneficial under certain condition, and students' background knowledge is important to be taken into consideration. **First**, students' narrative writing is found improved through peer feedback. However, from students' drafts, unobserved mistakes and miscorrection are found that reflect their level of language proficiency that is one of the main issues in peer feedback. **Second**, students' responses toward peer feedback activity in EFL writing classroom found that peer feedback is an interesting alternative besides teacher feedback. Under certain condition, peer feedback is said more intensive than other approach and this gives them chances to be aware on their mistakes in writing. **Third**, the peer feedback seemed effective to make the students speak. The fact corroborates the idea that situating students in pair or group then give a peer feedback toward one another, could help the students build positive relations with others to improve.

Suggestions

First, more research should be done to examine the impact of peer feedback in relation to the students' long-term development. Most of the studies, including the current research, only discuss the relationship between peer feedback and students' subsequent drafts. However, the peer feedback effectiveness should be evaluated from a long-term perspectives since the immediate success of revisions do not guarantee improvement in the long run. **Second,** the teachers' attention should be given to the implementation of peer feedback activity in EFL writing classroom at the lower levels. Having found that handwritten draft might raise certain obstacles in peer feedback, it is seemed important to investigate computer mediated peer feedback effectiveness. Although researchers had investigated online peer feedback effectiveness, consideration like automatic correction in the word processor software must be carefully taken into account. **Third**, it is recommended for other researchers to consider the quantity of students when conducting other related researches. In other words, such research might be better conducted in smaller classes so that researchers will find it easy not only to monitor their students' progresses but also when they have the students learn in more groups which certainly require a quite spacious room.

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