

**RESEARCH PAPER****The Implementation of Peer Corrective Feedback Technique in EFL Primary High School****I Gede Bagus Wisnu Bayu Temaja**English Education Department,
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Email: wisnubt@gmail.comReceived: 3rd January 2017, Revised: 10th February 2017, Accepted: 15th February 2017**ABSTRACT**

The use of appropriate techniques to teach English is significant, especially in EFL primary high school in Bali, Indonesia where the use of English communication, both written and oral is rare. Despite of its importance, choosing the most effective technique to teach EFL primary high school students is not an easy matter. Teacher needs to determine whether the technique would be effective to be implemented in the classroom. The students have problem in writing with appropriate grammar because of the lack of English proficiency. One of the technique could be implemented is called peer corrective feedback. Since this technique enables the students to be able to evaluate their peers' writing. This technique enhances students' writing and reading skill. This paper is intended to explain the implementation of this technique in EFL primary high school in Bali, since this technique greatly trains students' skill in writing and reading. This study is conducted through Classroom Action Research (CAR). To be more specific, this paper would explain about: (1) The role of peer corrective feedback in teaching EFL primary high school students; (2) the benefits of teaching EFL primary high school students by using peer corrective; (3) the result of the implementation of peer corrective feedback. This article is expected to inform and suggest English teachers the use of peer corrective feedback in teaching EFL primary high school students.

Key words: EFL primary high school students, peer corrective feedback, technique

INTRODUCTION

This study is in line with the globalization era which grow rapidly, especially in international communication where English is the language used for communication in the worldwide, in Indonesia as well. 'English Rules' is an actual example, presenting to the world an uncomplicated scenario suggesting the universality of the language's spread and the likelihood of its continuation (Crystal, 1997). The demand of English is greatly increased, but the fact is the English skill of people in Bali, Indonesia is still lack. One of the factors that make it occur is the lack of an effective English learning in school, especially for written form. The deficiency of written form of English in Bali occurs as the result of the lack of writing practice in English as Foreign Language (EFL) where English is not fully used as the means for communication. Thus, this research aims to implement peer corrective feedback in primary high school.

Learning a language is learning to communicate, acquire information, and interacts with others. Language learning has been inserted in curriculum of education in each school in Indonesia. Along with the development of globalization, English language competency needs to be improved continuously, especially in facing ASEAN Free Trade era or the ASEAN Economic Community (MEA) in 2015. MEA is a form of economic integration of ASEAN in terms of a system of free trade between ASEAN countries (Qiu, 2015). In Indonesia, especially in Bali, English education is very important to prepare human resources with capability to communicate in foreign language, since Bali is one of the tourism destinations that is most visited by tourists from foreign countries. In Bali, English is taught as a foreign language, with the teaching method used is formal or English is taught in the class only and students rarely use English in their daily life. Meanwhile, according to Radford (1997:8) children will acquire a language easier if they observe how people around them use the language and practice it. Based on this phenomenon, students may be hard to learn English language, since they have lack of practice, they are shy in performing their ability, and practically the students are not exposed to hear and use English everywhere and all the time. Since learning a

language is not an easy task, teachers are now faced with a lot of problems looking for the best way to teach English to students; how to draw their attention and keep it for the whole class period; how to motivate students and encourage them to learn. To overcome those problems, teacher can maximize students' learning through fun activity that they enjoyed doing like using game (Brewster, et al., 2007).

LITERATURE REVIEW

Corrective feedback is a common practice in educational field to train writing and speaking. It is a situation where the learners obtain comments from their peer for any task that they have done. Corrective feedback regardless of the type of response received, gives learners the message of their incorrect usage of the target language (Lighbown & Spada, 1999). According to Freedman (1987), corrective feedback highlights different major types which include teacher feedback, conferencing, and peer feedback. The feedback can be in the form of written or oral, formal or informal, explicit, less explicit or implicit. Since this research studies peer corrective feedback in students' writing competence, therefore the focus will only peer corrective feedback in written form. The term "peer corrective feedback" or can simply be said as "peer feedback" refers to the learners' feedback in the form of suggestions, comments, or questions offered by the peer after reading and writing (Flower, 1979). The advantages of peer corrective feedback as mentioned by Hyland (2000), peer corrective feedback increase students' participation in the classroom and less the involvement of the teacher. In order to teach peer corrective feedback in the classroom, Berg (1999) suggests several suggestions on how ensure successful implementation of pair corrective feedback. The points that teacher must concentrate on are: a comfortable classroom atmosphere, clear explanation of the role of peer corrective feedback in their writing, types of corrective feedback to be used should be based on the specific areas of writing.

Peer corrective feedback has slight significant role to improve students' writing ability. Many scholars including Ferris (2002) points out that corrective feedback makes students notice their flaws and reconsider a better writing. It is definitely makes the students aware of their own writing while doing peer corrective feedback. This gives time to the students to revise their own writing. It also gives the teacher new insight from corrective feedback since the students' writing ability will be improved. Therefore, it forces the teacher improves as well and provides a better teaching and learning practices related to writing (Hyland & Hyland, 2001).

RESEARCH METHOD

The subject of this study is 10 (ten) students of VIII grade of Primary High School (SMP) Lab Undiksha Singaraja, Indonesia. All of the students were taught by the same teacher of that school. In this school, they only receive feedback from their teacher or known as teacher feedback, therefore their writing skill is improved slowly. Thus, peer corrective feedback was implemented in order to check its improvement. Two testing instruments were used in this study, consists of: pre-test and post-test. Both of those tests were in form of writing test. The students were also provided with pre-prepared writing sheets in order to assist them. The result of both tests were tabled and analyzed. Each students' score was calculated with a range score from 1-10 (one until ten) by scoring their correct vocabulary, grammar, idea, and mechanics. The collected data were analyzed through descriptive statistics by using SPSS Ver. 16.0. Descriptive statistics such as mean, median, mode, and standard deviation were used.

FINDINGS AND DISCUSSIONS

As stated in the previous chapter that this study was a classroom action research which completed in two cycle. Further, there are two finding obtained namely the quantitative findings and the qualitative findings. The qualitative findings could be seen from the students' result of pre-test and post-tests while the quantitative findings could be seen from the result of questionnaire that were given at the end of the cycle. Based on the problem of the study, the purpose of this study is to find out the result of study of the students before and after the implementation of peer corrective feedback technique. Therefore, the students were given pre-test before the implementation of the technique and post-test after the method is implemented. 10 (ten) students of VIII degree of

primary high school was involved. The summary of the result of pre-test and post-test could be seen in Table 1 below.

The result of this study is in line with the study conducted by Akiah (2015), she found that peer corrective feedback had positive effects on the students' performance in writing.

Table 1: Result of Pre-Test and Post-Test

Test	Mean	Median	Mode	Standard Deviation	Minimum Score	Maximum Score
Pre-Test	5.30	5.00	5.00	0.94868	4.00	7.00
Post-Test	7.10	7.00	7.00	0.73786	6.00	8.00

The following is the explanation of the Table 1.

a. Pre-Test

In pre-test row, the mean score of the students is 5.30, the median score is 5.00, while the mode score is 5.00. The standard deviation is 0.94868, with minimum score is 4.00 and maximum score is 7.00.

b. Post-Test

In post-test row, the mean score of the students is 7.10, the median score is 7.00, while the mode score is 7.00. The standard deviation is 0.73786, with minimum score is 6.00 and maximum score is 6.00.

CONCLUSION

From this study, it can be concluded that peer corrective feedback was slightly improved students writing ability. Peer corrective feedback had significant effect to increase students' ability, such as vocabulary use, grammar, idea, and mechanics. The finding result of pre-test and post-test supported this study. The result of pre-test was deficient before the implementation of the peer corrective feedback. After the implementation, the post-test was conducted and the result showed improvement compared to the pre-test.

The result in findings and discussion showed that there was a significant difference between students who were taught by peer corrective feedback and those who were taught by using conventional technique.

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