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The Proportion of Peer Corrective Feedback (PCF) on Writing Aspects: Are they really effective?

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ABSTRACT

This study set out to profoundly examine Peer Corrective Feedback (PCF), which is believed to be one of the alternatives for improving learners' writing quality. The two aspects the researchers focused on were (1) the proportion of peers' feedback on writing aspects, and (2) the effectiveness of PCF in enhancing learners' writing quality. This is qualitative research with 34 students in the fourth semester at the English Education Faculty (FKIP) of the University of Lampung were involved as the sample. The results demonstrate that (1) the aspect taking the largest proportion of the PCF is language use, with a total of 68. It is followed by mechanics, with a total of 26. As for content, organization and vocabulary, they respectively took 22 of the total frequency. The frequencies of PCF varied, explicitly or implicitly, (2) PCF significantly increased the learners' writing quality. Nevertheless, it is notable that after the empirical data were analyzed in depth, it was found out that not all the increases had been caused by PCF. Some should be credited to self-correction. It is also noteworthy that not all the corrections made by the peers were right, especially those on language use. The results of the study are discussed on the basis of relevant theories.

CCS CONCEPTS

• General and reference~Document types~General conference proceedings

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KEYWORDS

Peer corrective feedback (PCF), writing aspects, and writing quality.

1. Introduction

In spite of [1] report that corrective feedback contributes nothing to L2 learners' accuracy, many researchers still hold the view that corrective feedback is incredibly beneficial in developing learners' language quality. Applying corrective feedback, learners have chances to improve such quality [2]. This view does not contrast with [3], and [4] about the output-hypothesis theory saying learners get input from their own output. Engaged in mistake correction, a learner is actually at the stage of the assessment of his or her own work, which is called "self-assessment" [5] [6]. That said, [7] perceives corrective feedback as something that must be examined deeper. For instance, what needs to be corrected, how to correct it, and to what extent the correction matters.

Taking into account [7] perception, numerous researchers have carried out research applying various techniques. [8], for instance, conducted research on Iranian students, in whose country English is a foreign language, just like Indonesia. In that research, students were asked to be engaged in self-assessment referring to the guidance sheet given by the teacher. The result indicates that there was a significant improvement in the learners' self-efficacy. [9] state that feedback in the form of codes are able to improve students' writing in terms of accuracy. [10] state that corrective feedback provides a writer with information on the quality of the work.

With the intention of expanding the idea of corrective feedback, sample research on Peer Corrective Feedback (PCF) has been performed. It is [11] inference that Japanese learners with different English abilities can improve their writing quality since they are active in the learning process. Likewise, [12] came up with the disclosure that learners give input to each other and are very active in the process. It is feasible to implement PCF in classroom activity to increase students' interaction [13]. [14], side by side to [13],

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point out that PCF also increases learners' self-reflection and critical thinking. While on the subject of direct and indirect corrective feedback, [15] study led to the deduction that these two types of feedback are effective for improving learners' grammar, such as subject-verb agreement and articles. Through the repetition of corrective feedback in the form of codes, students' accuracy in their sentences get better than the accuracy of those who are engaged in self-correction [16]. [17], who carried out a study on the students of the University of Malang-Indonesia, discovered that PCF is superior to self-correction in the sphere of learners' writing quality. In favor of this, [18] found out that English learners in Iran improve their mental processes and writing quality after receiving feedback on their writing from their friends. Nonetheless, considering the discussion of their results and the students' drafts, it seems that the researchers focused on grammar only, especially on tenses. Given this fact, it is of course safe to say that the study does not portrait writing quality since such quality should be seen from the five aspects of writing, i.e. content, organization, vocabulary, grammar and mechanics ([19]; [20]; [21] and linguistic knowledge, i.e. the knowledge of grammar and vocabulary [22].

Among the above mentioned aspects, in general, more difficulty lies in content development and organization [23]. Yet, this inference may be right only when it comes to learners who use it as the first language, since in Indonesia, to be more specific, at the University of Lampung, even students at the Faculty of English Language Education still have problems with grammar and vocabulary [24]. As far as writing quality is concerned, [25] breaks down the writing process into the following three: planning, editing, and final version. All these three are doable through self-assessment in the forms of paying attention to the guidance sheet, re-reading the work, reviewing and editing it [25].

[17] and [26] researched on students using English as a foreign language. The samples of these studies were students in Iran and Indonesia respectively. They used different instruments. [17] asked several questions. For each question, the reviewers should put a tick on "yes", "no" or "not sure". In this case, the peers (reviewers) provided corrective feedback only by putting a tick on "yes" or "no" for the topic sentence, supporting sentences, and content. As for grammar and mechanics, they were told to put a circle on "wrong" or "not sure". In the end, referring to the comments (corrections), the students revised their work. Even though [17] performed the research with the best of intentions, they did not manage to leave no stone unturned. It is not a holistic study in the sense that it does not describe the effectiveness of such comments down to the smallest detail. As for [26], they instructed the reviewers to only underline ungrammatical sentences, particularly the tenses, in their friends' work. Simply put, given the fact that writing is not only a matter of grammar, but also other aspects [19]; [20]; [21], what [26] did, should not be perceived as a right way of measuring writing quality.

In spite of all the research above, and the trait PCF has, i.e. improving students' writing quality, there has not been a single thorough study (in-depth analysis) on the proportion of PCF in each

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writing aspect, neither has there been one on how effective PCF is for improving writing quality. With this in mind, it was within reason for the researchers to carry out this study. Briefly speaking, the grounds for trying to figure out whether the improvement in the quality of each aspect is caused by peer-correction or self-correction were beyond question. Therefore, the following are the research questions are (1) What comments are made by peers while correcting their friends' writing? (2) Are the comments effective?

2. Methodology

This research used qualitative research that supported by some quantitative data. To find out the effectiveness of peer corrective feedback, 34 undergraduate students at the Faculty of English Education Study Program, University of Lampung- Indonesia, in fifth semester who took advanced writing courses were involved as participants in this study. Students who take this course are those who have passed the basic writing, Pre-intermediate writing and Intermediate writing courses and have known each other for more than four semesters. These students are prepared to become English teachers in junior or senior high school.

2.1. Research Instruments

The instruments of this study were writing test and guidance - sheet. Each student was instructed to write a few paragraphs based on the topic with a duration of 60 minutes (draft 1).

Guidance sheets were given to students (who act as corrector or reviewer). Prior to this, students were briefly given an explanation of aspects of writing[19] and examples of how to comment on guidance sheet columns. The concepts of writing aspects proposed by [19] have been understood by the students because they have got it repeatedly during the Intermediate writing class. During the PCF, students were instructed not to give any sign to their friends' drafts. In other words, the comment or correction was only given in the guidance - sheet column provided by the lecturer.

2.2. Peer Correction (Review)

No	Comment, Suggestion	Aspects of writing
1		
2, etc.		

Author:

Reviewer:

2.3. Procedures of Data analysis

The drafts of students were given to the peers. Each peer read it and wrote comments or corrections on the provided guidance - sheet. The results of the PCF along with each student's draft were submitted to the lecturer. At the following meeting, the lecturer gave the results of the PCF along with the draft to each student. By paying attention to the *PCF*, each student corrected his writing (draft 2, with the same time, 60 minutes) and then submitted it to the lecturer. The results of the correction are tabulated. This is done to answer the research question no. 1 (*what comments are offered*

by peer in correcting writing?) While to answer research question no.2 (*Are the comments effective?*), the results of students' writing on draft 1 and draft 2 were compared using paired -Sample test. In evaluating the students' writing, an inter-rater was used, namely by 2 lecturers of English Language Education Study Program who have experienced enough. Each rater scored the learners' draft by referring to the criteria suggested by Jacob (1981), namely: content (30%), language use (25%), organization (20%), vocabulary (20%), and mechanics (5%). To find out the reliability, inter-rater reliability is used. Each peer's comment (correction) on each aspect was analyzed and compared it to the improvement of each student's writing aspect to gain an in-depth information of the effectiveness of PCF. Thus, in-depth information about the effectiveness of this PCF is obtained (whether the increase is the result of PCF or not).

3. Results

3.1. Research Question 1: What comments are offered?

As it was mentioned earlier, the purpose of this study was to find out the proportions of comments written by peer to his friend's draft. All the comments were calculated and tabulated. This was done to see the proportion of the PCF on each aspect of writing. The followings are the proportions of Peer corrective feedback.

Table 1. Total Proportion of Comments Writing aspects Offered by Peer

Aspects of Writing	Number	%
Content	22	14
Organization	22	14
Vocabulary	22	14
Language use	68	42
Mechanics	26	16
Total	160	100

Based on table 1, it can be seen that the highest aspect is language use 68 (42%), followed by Mechanics 26 (16%), and for content, organization and vocabulary, they respectively took 22 of the total frequency (14%). However, each student got different proportion.

There were 21 students who did not receive feedback (62%); organization is 22 and the number of students who did not get feedback is 16 people (47%); Vocabulary is 22 and the number of students who did not get feedback is 10 students (29%); language use is 68 and the number of students who did not get feedback is 10 people (29%); mechanics is 26 and the number of students who did not get feedback is 17 (50%).

3.2. Research Question 2. Are the comments effective?

To answer this question, the data used are draft 1 (pre- test) and draft 2 (post - test).

Table 2. The Result of Students' Pretest (draft 1)

Statistics		
Draft 1 (Pretest)		
N	Valid	34
	Missing	0
The mean		59,0882
Std. Deviation		11,56698
Minimum		44.50
Maximum		84.00
Sum		2009.00

In accordance with table above, the total score of the pretest (draft 1) is 2009.00; the mean score of the pretest is 59.0882; the highest score is 84.00; the lowest score is 44.50.

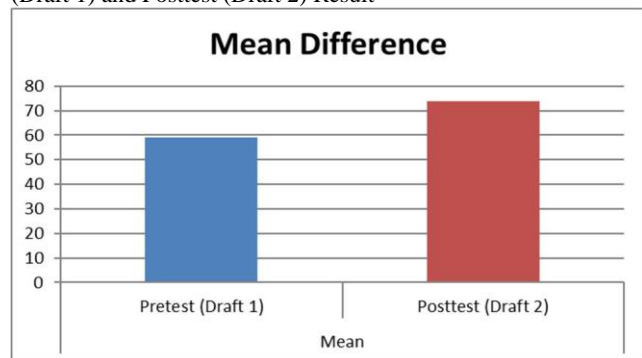
Table 3. The Result of Students' Posttest (draft 2)

Statistics		
Draft 2 (Posttest)		
N	Valid	34
	Missing	0
The mean		73,647
Std. Deviation		8.22738
Minimum		56.50
Maximum		88.50
Sum		2504.00

In accordance with table above, the total score of the posttest (draft 2) is 2504.00; the mean score of the post-test is 73.6471; the highest score is 88.50; the lowest score is 56.50. There are 17 students (50 %) who get score ≥ 75.00 and 17 students (50 %) who get score ≤ 75.00 . Compared with pretest, there is also the difference between the mean of pretest and posttest which can be seen at the graph below:

Based on the graph above, the mean of posttest (73.6471) is higher than that of pretest (59.0882). The difference of mean is about 14.5589. It shows that the students' writing ability improve after the implementation of treatment, that is PCF.

Graph1. Mean Difference between the Students' Writing Pretest (Draft 1) and Posttest (Draft 2) Result



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3.3. Results of Normality Test

Since the data analysis technique used in this research requires the data in the form of normal distribution, hence the researcher tested the normality of the data by using Kolmogorov-Smirnov Test through SPSS 17.0. The results of normality test can be recognized in the following table:

Table 4. The Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Draft 1 (Pretest)	.172	34	.012	.892	34	.003
Draft 2 (Posttest)	.100	34	.200 *	.975	34	.626
a. Lilliefors Significance Correction						
* This is a lower bound of true significance.						

Referring to the table above, it can be seen that the value of p or Sig. in Kolmogorov-Smirnov column for draft 1 (pretest) is 0.12 and 0.200 for draft 2 (posttest). It can be inferred that the data are normally distributed because all the p values in Kolmogorov-Smirnov columns are higher than 0.05.

3.4. The Improvement of Students' Writing after PCF

In this section, the hypothesis was tested to find out whether there was a significant improvement of the students' writing ability after the treatment was given. The formulated hypotheses are:

H₀: There is no significant improvement on the students' writing ability after the treatment.

H₁: There is a significant improvement on the students' writing ability after the treatment.

Furthermore, the hypothesis above was tested by comparing the results of students' Draft 1 and Draft 2 through *Paired sample t-test*. The result of the *t-test* is shown on the following table:

The result of the computation shows that t_{observed} is 8,337 at the level of significance under 0.05. Besides, t_{table} at df (33) is 2.035. Referring to the criteria, that H₁ is accepted if $t_{\text{observed}} > t_{\text{table}}$, H₁ is accepted because $8337 > 2035$. It means there is a significant improvement on the students' writing ability after the implementation of PCF.

Although statistically there is a significant increase, it is badly needed to analyze deeper the effectiveness of PCF towards the learner's writing improvement. It will be elaborated and discussed on the following section.

To obtain in-depth information about the effectiveness of this PCF on the quality of each writing aspects for each writer, it will be discussed in the following discussion.

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4. Discussion

4.1. RQ 1. What comments are offered by peer?

As it was described on table 1a above, PCF in general, occurs in all aspects of writing; Content, Organization, Vocabulary Language use, and Mechanics. However, when it was analyzed in detail, not all students get feedback on every aspect of the writing (table 1b) but they can improve the quality of their writing.

Most of the corrections were given implicitly especially on content and organization aspect, for example "*content needs to be improved*". For organization aspect, correction is in the form of suggestions such as: "*Your essay will be better if you separate your controlling idea*", or "*In the last paragraph, you should explain the conclusion for your text*". While for vocabulary, language use and mechanics, most of reviewers give comments by providing the correct ones. The results of this study are almost the same as those of [27], who stated that there are 6 types of corrective feedback provided by teachers, namely: explicit correction, clarification requests, meta-linguistics information, elicitation, repetition, and translation. In this present study, the students did correction if they think they were able to do. In other words, without having the belief why they did so. It is different from [28] who stated that nonnative speaker (NNS) teachers and native speaker (NS) teachers gave correction based on their belief of the errors. NNS teachers did more correction on grammar with the reasons that the students are facing the examination, while NS teachers did on lexical mistakes since they believe it can break the communication

4.2. RQ2. Are the comments effective?

Statistically, it can be concluded that PCF has a significant effect on the writing quality of the 4th semester students of English Language Education FKIP-Lampung University- Indonesia (table 7). However, the empirical data obtained through the guidance sheet and from each student's score for each writing aspect demonstrate that the improvement was not entirely caused by PCF but Self-correction. From the result, there are 13 people (38%) received corrective feedback and the correction provided was implicitly, that is, by simply writing "*content needs to be improved*". However, 32 people (94%) of students got improvement in the aspect of content and only 2 people (6%) did not get improvement. Therefore, it can be concluded that PCF has no contribution or effect to the content aspect. This empirical data support the previous findings, such as [29], [30], and [30] who concluded that self-correction can increase the learner's writing ability and motivation. In this study, guidance - sheet was given back to the authors and perhaps it reminds them to think about aspects of writing, such as content. After re-reading their works, the learners have opportunity to revise mistakes using their prior knowledge. This is the reason that makes their work better.

Table 5. The Result of Paired Sample Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		The mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Draft 1 (Pretest) - Draft 2 (Posttest)	-14.55882	10,18225	1,74624	-18.11158	-11.00607	-8,337	33	.000

While, for organization, there are 16 people (47%) received corrective feedback and the correction provided was implicitly. However, 32 (94%) students got improvement on organizational aspects. This might happen due to the learners' prior knowledge about the concept of organization in writing theory. Based on the empirical data, it can be concluded that without comments or feedback from peers, in fact, the authors could increase the quality of their writing. This empirical data do not support [32] who stated being absence of feedback from others, makes someone has no progress in writing.

For vocabulary aspect, 14 students (42%) received explicit feedbacks, that is the peer explicitly wrote the vocabulary that he thinks it was right. Whereas 20 students (58%) did not get feedback. The majority of errors occurred in spelling, for examples, "communication", "knowledge". The peer gave the right corrections, "communication"; "knowledge". Mistakes in spelling indicate that learners' abilities were low in the language he is learning [33]. In this study, Indonesian learners had errors in spelling may be due to their first language interference. In Indonesian, the writing and pronunciation are similar. While in English it is very different. Although there was a correction by the peer in this research, to increase vocabulary ability, it is still questionable because it cannot be guaranteed that the input provided by the peer can be well internalized by the writer. In this case, further research is needed to see whether the input can be categorized into comprehensible input 'i+1 by [34], [35].

For language use, only 22 people (64%) received correction but 29 people (85%) got an increase. In other words, not only those who have got feedback make an increase on language use (grammar) on their writing but also those who have not got. This empirical data supported the finding of [30], that learners are able to identify errors in writing and correct them. In correcting the mistakes, actually the learners are in the process of self-correction or Self-assessment [21] and [6]. It will work well if the learners have prior knowledge.

In this study, the data show that in the implementation of PCF, there was also self-correction and maybe this also made the results of students writing improve in general. However, for language use, not all PCFs had a positive impact on the author's writing quality if the peer does not provide the correct correction. For example, the writer wrote incorrect sentence "The teachers have a big responsibility". Then the peer gave an explicit correction, "A teacher have a big responsibility". The writer agreed with this correction so that in draft 2, he wrote as it was corrected by her

peer. Thus it can be concluded that PCF does not provide a positive effect. Other empirical data in this study indicate that self-correction also occurs because learners have knowledge about it. This data supported [36] who stated that 16 Spanish learning English are able to reduce the linguistic errors through self-correction. [37] conducted a research to students, majoring English, who take Writing II. Learners were told to make corrections to their essay and then reported it in the lecture session. The results show that learners were able to reduce mistakes. However, [37] study, self-correction did not happen purely, because there is an intervention from the lecturer, for example, when learners reported the results of their corrections, lecturer also provided input. [38], gave corrections to Japanese learners by dividing learners into 2 groups (focused and unfocused task). The focused group was given a correction only on the article error in the narrative writing while the unfocused group not only articles were corrected but also other aspects. The results of this study indicate that learners can increase the use of indefinite and definite English articles in narrative essays.

There are 16 students (47%) received mechanic feedback and 18 students (53%) did not. The correction given by the peer is by giving comment and revising the sentences. For example, "Look at the second sentence ,...." in this context. " it is better if you use comma (,). Having read the correction, the author corrected this sentence but it seems he did not understand the use of comma correctly because in other sentences (on draft 2), he still uses comma incorrectly. For example, "in addition a teacher should be patient". Supposedly, "In addition, a teacher should be patient".

5. Conclusion

Though the results of the study indicate that there was a significant improvement in the students' writing, the empirical data obtained through the guidance sheet and from each student's score for each writing aspect demonstrate that the improvement was not entirely caused by PCF. Self-correction also played a considerable role. Most students' scores for certain aspects increased, especially for content and organization. Speaking of language use, there was an incorrect correction made, yet the writer agreed to it. The researchers found it plausible to infer peer-correction and self-correction did not work well enough since the students did not know how to be properly engaged in them. Driven by this, the researchers strongly advise any other researcher interested in this particular field to consider grouping students based upon their

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competence so that the output hypothesis will exist at its best. In a foreign language setting, like Indonesia, the researchers believe PCF will be much more effective if it is made orally, not in writing, as the learners will have a better chance to elaborate on their ideas or negotiate the meaning using both the target and native languages. In that way, the input quality (the quality of the correction) will be adequate to meet the desired end.

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