# FOCUS ON LANGUAGE, FEEDBACK TYPES AND FOLLOW-UP: CONTENT ANALYSIS OF PEER FEEDBACK IN WRITING TASK



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ii

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# ABSTRAK

**DANTE AULIA DASRIL. 2018. Fokus Bahasa, Jenis Umpan Balik Dan Tindak Lanjut: Analisa Konten Umpan Balik Teman Sejawat**. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

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Kata Kunci: Umpan Balik, Tulisan Siswa, Karakteristik, Tindak Lanjut

# ABSTRACT

**DANTE AULIA DASRIL. 2018. Focus on Language, Feedback Types and Follow Up: Content Analysis of Peer Feedback in Writing Task**. Thesis. English Education Study Program, Faculty of Language and Art, State University of Jakarta.


Peer feedback is considered important for the students' improvement, whether for the giver or the receiver. This study aims to determine the characteristic of peer feedback in writing task by analysing the content of feedback provided by peers. This qualitative study used a content analysis to find answers of what focus on language did the students engage in peer feedback, the types of feedback and the follow-up of the recipients on peer feedback The instruments of this study are tables on the focus of the language on feedback, the type of feedback and the follow-up of the recipients on peer feedback. In this study, the data used is the task of writing authentic script from the lecturer. The study found that feedbacks provided by peers are essentially surface revision. Not all feedbacks given were followed up by the recipient. Therefore, this study recommends the implementation of peer feedback as it improves students' critical thinking, writing skills and widen their horizon.


Keyword: Feedback, Students' Writing, Characteristic, Follow Up

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DAD

# TABLE OF CONTENTS

Page

# CHAPTER I

# INTRODUCTION

This chapter presents the background of the study, research questions, scope of the study, purpose of the study, and significance of the study. The explanations will be presented below.

## 1.1. Background of the Study

Peer feedback is a complex activity that involves learners reading each other's texts, exchanging comments, and processing information that evolves from these acts to revise drafts (Wakabayashi, 2013). Students generally experience peer feedback as a non-threatening process that benefits their learning by providing suggestions from their peers about how to improve their work and by helping them understand the criteria that will be used for the summative assessment of their work (Wood & Kurzel, 2008). From this matter, it is clear that peer feedback is considered important for the students' improvement, whether for the giver or the receiver.

In terms of learning, Vygotsky's (1962, 1978) theory on learning and language relates with the use of peer reviews. Vygotsky deemed social interaction an essential element for cognitive learning and accorded great importance to language in humans thought development. To him, learning is a cognitive activity that takes place in social interaction. The use of peer

feedback in process-oriented instruction can find its theoretical support in two different but closely related disciplines: learning and rhetorical theories.

Peer feedback has significant roles in supporting student in improving their own work that is proven by some studies. Wessa & De Rycker (2010) stated that there are well documented benefits from encouraging students to review each other's work. They also found that the students doing the feedback also benefit as a result of having to process and analyse the work of a peer, and may get ideas for improving their own work (Sims, 1989). The students whose work is reviewed may benefit from getting external perspectives on ways in which their work may be improved, thus stimulating their critical thinking (Sims, 1989). The peer feedback process may extend over a period of time, and may involve students in developing the marking criteria as well as applying those criteria to their own, and others' work. Wood & Kurzel (2008) said that students are encouraged to develop their awareness of the task through into higher level in this extended engagement in the assessment process happened in the classroom.

Peer feedback role in improving students' can be seen in De Guerrero and Villamil (2000) case that demonstrate how two students, one the writer and one the reviewer, learn from each other during a peer review exercise. In this analysis, they demonstrate how at times the reviewer scaffolds the learning of the writer while at other times the writer scaffolds the learning of the reviewer. Therefore, one of the important findings of these studies is that even when two

novice learners are paired together they still scaffold each other's learning (Anton & DiCamilla, 1998; Teo, 2006).

Paulus (1999) support the idea that peer review can be extremely effective for a variety of reasons when used correctly, especially when students are trained on how to give and use feedback (Min, 2006). Nowadays many teachers are also aware of the other benefits of peer review such as creating a potentially high level of interaction between readers and writers (Rollinson, 2005), writing to a real audience (Mangelsdorf, 1992), receiving social support from their peers (Zhang, 1995), participating actively in a wider learning community and taking responsibility for editing their written products (Lam, 2010), and engaging in multiple acts about peers' and their own work (Nicol, Thomson & Breslin, 2013).

Other studies, such as from Brammer & Rees (2007) have also found that peer feedback gave great impact in educational students' knowledge improvement for their future needs, based on students' perspective. It also improves their communication and critical evaluation skill (Colthorpe, Chen & Zimbardi, 2014). Finally, peer review teaches international students how to work in groups with their peers, a skill they may not have learned in their native country, but that is necessary for success in American universities and workplaces (Tang & Tithecott, 1999).

Lundstorm and Baker (2009) discussed about aspects of peer feedback. According to them, no rigorous empirical studies have been done in L2 research to show that the act of reviewing peer written work really does improve students' ability to

critically evaluate writing, an ability which is then transferred into the students' own writing process, resulting in better writing on both local and global levels.

This study on peer feedback has revealed that there are two aspects occurred in conducting peer feedback: the characteristic of peer feedback and how feedback has an important role in learning. However, this study was not addressing those aspects. This study will analyse and understand the content of peer feedback and what respond occurred among the English education students of English department at one of the state universities.

## 1.2. Research Questions

Based on the background of the study, a main research question comes up in this research. The main research question is "How is the characteristic of feedback given by peers?" To answer the main research question, sub-questions are provided, which are:

1. What focus on language did the students engage in peer feedback?
2. What types of feedback did the students' receive from their peers?
3. What were the students' responses to the revision oriented feedback?

## 1.3. Purpose of the Study

The purpose of this study is to determine the characteristic of peer feedback by analysing the content of peer feedback in improving students' writing and how the receivers, the English department students, respond towards them. Several

sources will be used to analyse this matter; the analysis of students' feedback and responses on peer feedback.

## 1.4. Significance of the Study

The result of this study was expected to be useful for the teachers, students and other researchers. Generally, this study could give contribution on the ideas of the characteristic of peer feedback for those who have not known yet. For the teachers, this study could give them information in what aspects of language they could assess in order to improve students feedback content. In addition, this study could become a reference for another teacher who will teach writing task to enhance students' focus on the writing content. For the students, this study could improve their knowledge in giving proper feedback, whether in the grammatical aspects or even in content reviewing. For other researchers who intend to conduct a research with the same topic, hopefully this study could provide references.

# CHAPTER II

# LITERATURE REVIEW

This chapter presents some underlying theories related to the topic of this study. The theories described are the nature of feedback, types of written corrective feedback, how feedback is seen from second language acquisition perspective, how feedback is seen from sociocultural theory, the effectiveness of written corrective feedback, the relative effectiveness of different written corrective feedback options and theoretical framework.

## 2.1 Academic Writing

Academic writing is formal and follows some standard conventions. Each academic discipline has its own specialist vocabulary which will be expected to be learnt and used in writing. The definitions of writing are variously stated by some experts. According to Rivers (1981), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2001) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001) also says that writing is a two-step process. The first process is fighting out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

Academic writing always defines as a form of evaluation that asks students to demonstrate knowledge and show proficiency with certain disciplinary

skills of thinking, interpreting, and presenting (Irvin, 2010). Chris Thaiss and Terry Zawacki (2010) in Irvin (2010) found what academic writing is and its standards. They came up with three characteristics. Firstly, academic writing must have clear evidence in writing that the writer(s) have been persistent, open-minded, and disciplined in study. Secondly, it should have the dominance of reason over emotions or sensual perception. Thirdly, it also has an imagined reader who is coolly rational, reading for information, and intending to formulate a reasoned response.

## 2.2 Academic Writing Skill

In writing, writers may simply need more of a sense of method and practice (Creme & Lea, 2008). Crème & Lea (2008) stated that writers need to try to accept themselves as a writer and acknowledge that getting started is a common problem. Think of being a student in a professional way. Writers might find studying either more satisfying or more daunting than work they are used to, and you might be expected to carry it out more independently; this is all the more reason for treating writing assignments like a job of work.

It is also stated in their book that in writing, writers should develop realistic strategies, for example about what reading the writers are able to do in the time available. Make time for initial planning and for the final stages of redrafting and editing their work, as well as for the writing. Writers need to put effort into their assignment but accept that it might be criticized (and tutors are not always expert at being tactful in these matters). They have to try to learn from tutors' comments and accept that they are not criticizing them as a person or as a student.

Writers need to remember that writing is fundamentally a way of learning as well as a way of producing an assignment for assessment.

## 2.3 Zone of Proximal Development

In his sociocultural perspective of learning, Vygotsky (1978) pointed out that individual mental ability is formed within the zone of proximal development (ZPD). The ZPD is "the distance between the actual developmental levels as determined by the individual's independent problem-solving and the level of potential development as determined through problem-solving in collaboration with more capable peers" (p. 86). Learning within the ZPD occurs through "dialogic assistance" (Aljaafreh & Lantolf, 1994, p. 495), also known as scaffolding, that is provided by the instructor or a more knowledgeable individual to a less knowledgeable one (Lantolf, 2000; Lee, 2008; Swain & Lapkin, 1998). However, the ZPD can be extended from asymmetrical dyadic interactions to symmetrical dyadic interactions (Fernandez, Wegerif, Mercer, & Rojas-Drummond, 2001). This implies that scaffolding can be not only a unidirectional assistance provided by an expert or a more capable learner to a less capable learner, but also a bidirectional assistance which is reciprocally provided and received by novice learners while accomplishing their tasks (de Guerrero & Villamil, 2000; Hyland & Hyland, 2006; Ohta, 1995; Storch, 2005; Villamil & de Guerrero, 1996; Yang, 2011; Yang & Meng, 2013).

Interaction as the key element of this theory plays an important role in mediating learning (Ellis, Tanaka, & Yamazaki, 1994). In online group learning, interaction facilitates learners' cognitive processes (Paulus, 2005) such as thinking

and reflection (Pena-Shaff & Nicholls, 2004), as well as knowledge construction (Choi et al., 2005). It also helps learners to make decisions and solve problems in their joint tasks (Elola & Oskoz, 2010; Kessler et al., 2012).

From a social development theory perspective (Vygotsky, 1978), peer writing, including peer revision is a constructive or collaborative activity in which ESL/EFL learners negotiate intended ideas and meaning, reflect on their texts and mutually scaffold each other (De Guerrero & Villamil, 2000; Hu, 2005; Liu & Sadler, 2003; Lundstrom & Baker, 2009; Razak & Saeed, 2014; Villamil & De Guerrero, 1996; Wang & Lee, 2014). Other studies reported that peer revision provides learners with opportunities to exchange corrective feedback (Hansen & Liu, 2005) and articulate their knowledge (Hyland & Hyland, 2006).

Both lines of research on peer revision framed within the process approach and Vygotsky's (1978) sociocultural theory pointed out the importance of training learners on how to revise their texts through explicit instruction. For instance, within the process-oriented approach underlying peer revision, the role of the instructor/teacher is not to identify surface errors in learners' written texts, but to assist them to reflect on their texts, comment on them and revise them in terms of content and ideas (Wang & Lee, 2014). Students could also obtain this skill as stated by Crème & Lea (2008), where they should make time for initial planning. Planning here is referred to look for ideas by reading specific passage relating with their writing.

## 2.4 Nature of Feedback

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007). A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.

Feedback can be seen from three perspectives: who gives feedback to whom, what are the contents of feedback and what is the purpose of feedback. Feedback is any responses given by an agent toward performance of learner (Kluger and DeNisi, 1996, p.235). Sometimes, the agent giving feedback is not only the teacher, but also peer, parent, experience, or book (Hattie and Timperley, 2007, p.81). The feedback given can include domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies (Winne and Butler, 1994, p.5740). Feedback aims to help learner to know what is understood and what is to be understood (Sadler, 1989).

Feedback consists of two types, positive feedback and negative feedback (also known as corrective feedback). Positive feedback provides students with what is grammatical and acceptable in target language (Long, 1996). Meanwhile, negative feedback (corrective feedback) provides students with what is unacceptable - information of the learners' error in the use of target language either in a written or oral form (Chaudron, 1988; Lightbown and Spada, 1999;

Loewen, 2012; Sheen, 2007). The type of feedback which is most frequently used in the learning process is negative feedback (corrective feedback).

Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that which happens second—after a student has responded to initial instruction—when information is provided regarding some aspect(s) of the student's task performance. It is most powerful when it addresses faulty interpretations, not a total lack of understanding. Under the latter circumstance, it may even be threatening to a student: "If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known" (Kulhavy, 1977, p. 220).

The focus of this article on feedback as information about the content and/or understanding of the constructions that students have made from the learning experience are not the same as a behaviorist input-output model. Contrary to the behaviorists' argument, Kulhavy (1977) demonstrated that feedback is not necessarily a reinforcer, because feedback can be accepted, modified, or rejected. Feedback by itself may not have the power to initiate further action. In addition, it is the case that feedback is not only given by teachers, students, peers, and so on, but can also be sought by students, peers, and so on, and detected by a learner without it being intentionally sought.

In the teaching and learning process, the teacher should consider the strategies or techniques used to give feedback. Haines (2004) suggests two types

of strategies for providing feedback: the feedback sandwich and the interactive approach. In the feedback sandwich, the teacher identifies strengths (praise), and weaknesses (development needs) and explores options for improvement – ending on a positive note. Meanwhile in the interactive approach, the teacher asks what the students think went well and what could be improved and discusses how the improvements could be brought about.

However, giving feedback is not an easy thing to do. Sometimes, the teachers face some problems either in the practice of giving feedback itself or in learner's acceptance toward the feedback given. The teachers find it difficult to give feedback that covers all of the students who have different problems in a limited time. Even, there is nothing more frustrating for teachers after spending hours generating feedback when students don't engage to feedback given. For example, sometimes students do not make use of the feedback (Hounsell, 1987) or they do not gain anything from feedback given (Irons, 2008) because it is not understandable. For that reason, giving feedback is sometimes problematic (Trusscott, 1996).

Thus, the teacher should consider several things in providing feedback, such as the strategies or techniques, the information given, and students' acceptance of the feedback in order to build or create constructive, effective and meaningful feedback which is benefit for the students' improvement in the learning process.

## 2.5 Corrective Feedback in Second Language Acquisition (SLA) Perspectives

In the Second language Acquisition (SLA), corrective feedback takes a role as an input. Input refers to "the language that is addressed to the L2 learner either by a native speaker or by another L2 learner" (Ellis, 2013). Input appears as the result of an interaction. When the learners interact with others (teachers and peers), they are exposed with a lot of input (new information). Some of them sometimes are not understood by the learners that are beyond what they have already known. So, when the learners keep being exposed with the input, gradually learners will make meaning of those inputs naturally. This is just the way how learners learn their first language (Krashen, 1982).

However, for the success of language acquisition, the learners need not only to understand the input given, but also to process the input. Processing the input is done through the interaction between the learners and the interlocutors by negotiating the meaning of linguistic materials given. Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. The negotiation is usually done through clarifying the information that is not understood (clarification requests), confirming the understanding of the information given (confirmation requests), and making sure that people involved in the communication have understood the information given (comprehension checks) (Long, 1983).

The negotiation of meaning itself is not enough for a language acquisition to take place. There must be effort for learners to make use of the input in

communication. Therefore, Swain (1983) proposed Output Hypothesis. To produce the language (output), the learners usually would encounter gaps between what they want to say and what they are able to say, so they notice what they do not know (noticing function). The learners reflect on the language they learn, and thereby try to figure out the correct language feature (reflective function), until finally the learners say or write something to express their thoughts (hypothesis testing function).

## 2.6 Corrective Feedback in Sociocultural Theory

Another perspective on language learning is associated with sociolinguistics. The sociolinguistic perspective rooted in Lev S. Vygotksy's work, a Russian psychologist. This perspective sees that social world plays role on children's development and learning. This is supported by what Vygotsky (1997) stated that

> "any function of the child's cultural development appears on the stage twice or on two planes, first the social, then the psychological, first between people as an intermental category, then within the child as an intramental category" (p.105-106).

This idea means that social sources contribute to the individual's development through interaction with others and then integration of the individual's mental structure. The interaction involves the experts (i.e teacher and more capable peers) and students exchanging the information and demonstrating what a student can and cannot do. Through interaction, the teacher or more capable peers give assistance to the novices using psychological tool (i.e language) as a medium to help them acquire new information. This process is called scaffolding.

Scaffolding can be done through some ways. One of the common ways is by giving feedback (corrective feedback). In giving scaffolding, teacher will guide the students step by step regarding the linguistic materials until they can do it by themselves. It is supported by what Lyster (2013) stated that teacher provides learners with "dialogically negotiated assistance as they move from other-regulation towards self-regulation". The scaffolding given should be based on the students' proficiency levels as students' levels consist of two: the actual and the potential level of development (Vygotsky, 1997). For examples, teacher should consider types of errors that students can revise with and without help, so the teacher can determine what kind of feedback should be given, whether indirect feedback or direct feedback is more appropriate.

## 2.7 Peer Feedback

Peer feedback is a complex activity that involves learners reading each other's texts, exchanging comments, and processing information that evolves from these acts to revise drafts (Wakabayashi, 2013). 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).

The use of peer review has been generally supported in the literature as a "potentially valuable aid for its social, cognitive, affective, and methodological benefits" (Rollinson, 2005: 23). The beneficial impact and effectiveness of peer feedback have been substantiated by a number of

empirical studies (e.g., Min, 2006; Paulus, 1999; Tsui & Maria, 2000; Villamil & de Guerrero, 1998).

As we already know important things about peer feedback, it has become questions on how does a student should give a feedback. Nicole and Macfarlane-Dick (2006) suggested seven principles for feedback practice. They claimed that good feedback practice: Helps clarify what good performance is (goal, criteria, expected standards), Facilitates the development of self-assessment (reflection) in learning, Delivers high-quality information to students about their learning, Encourages teacher and peer dialogue around learning, Encourages positive motivational beliefs and self-esteem, Provides opportunities to close the gap between current and desired performance, Provides information to students that can be used to help shape teaching.

## 2.8 Related studies

Peer feedback within Vygotsky's (1978) notion of scaffolding helps learners to negotiate the meaning (Hansen & Liu, 2005; Yang & Meng, 2013). It also assists them to attend to accurate meaning (Berg, 1999; Paulus, 1999), ideas (Tsui & Ng, 2000), widens their reflection through comparison of their revisions and helps them decide to accept or reject their peers' corrective feedback (Yang, 2010). This is especially true when learners are instructed on Peer Review (PR) (DiGiovanni & Nagaswami, 2001; Hansen & Liu, 2005; Lam, 2010; Liu & Sadler, 2003; Min, 2005; Rollinson, 2005). Berg (1999) reported that ESL learners who were taught on how to revise their writing could make better

revisions in terms of quality and types than those untrained students. Min (2006) also investigated whether coached PR positively affects learners' revision quality and concluded that trained PR could have a direct effect on EFL students' revision types and overall quality of texts. Lam (2010) also found that trained PR was effective as learners incorporated most of their feedback comments into their revisions successfully.

Previous researchers modelled learners' text revisions in their written work when engaging in PR activities. Some (Hall, 1990; Porte, 1996) classified revision changes in terms of the levels (word, phrase, clause and sentence) and operations (deletion, substitution, addition, permutation, consolidation and distribution). However, others (e.g. Faigley & Witte, 1981; Min, 2005) classified revisions in terms of whether they affect the meaning of the text (text-based revision) or do not affect it (surface revisions). Other researchers classified revisions into two types: local and global revisions (Cho & Schunn, 2007; Yang & Meng, 2013). The first type refers to changes in grammar errors or sentence structure, while the latter refers to changes at organization, text development and style.

However, whether students will reflect a responsive community of learners is important. Students being too critical of their peers' writing, 'prescriptive' and authoritarian rather than collaborative may be seen as aggressive and unfriendly by their peers (Nelson & Murphy, 1992). In examining ESL learners' social dimensions of interaction in PR, Nelson and Murphy (1992) found that the participants did not tend to be an ideal community of writers. This is because they showed aggressive behaviour through their negative comments on writing which

resulted in some members defending themselves without offering assistance and withdrawal from the discussions. Other learners tended to avoid participating in PR, because they felt they lacked the authority to be critical of other students' work and they thought that this would damage their relationships (Connor & Asenavage, 1994). Moreover, learners who are accustomed to a very teacher-centred approach to writing may not feel comfortable engaging in PR in a more student-centred environment (Braine, 2003). This suggests that modelling PR should not focus on the writing aspects and ignore the social dimension of the process. This is to ensure that learners act as a collaborative community of learners and those being more critical can be encouraged to be collaborative assistants while those showing avoidance of participation can be motivated to comment on their peers' work. Therefore, learners' responsiveness to the instruction or training needs to be further investigated in PR activities beyond classroom contexts where learners revise written texts as part of a shared practice in an online learning community for further language development.

### 2.9 Theoretical Framework

Based on different perspectives, we can see that peer feedback plays important roles in the learning process. It is in line with earlier literature review of previous studies showing that peer feedback improved students' knowledge and skills, particularly on their writing. Through the feedback given by the peers, students were able to know and evaluate their errors as the base of their improvement in the future and to motivate themselves in the learning. However,

not all students would follow the feedback given by their peers due to the behaviour shown by the peers and their level of knowledge.

This study focused on the analysis of students' feedback given to their peer in order to know what are the characteristics of peer feedback and on students' original and revised writing to understand how students respond to peer feedback. The study was guided by Swain and Lapkin (1998)'s framework in using Language Related Episode to find the language focus that dominantly appeared in the feedback. The language focus divided into 3 features: Form-LRE (dealt with issues such as verb tense choice and use of articles.), Lexis-LRE dealt with word meanings and word choices (including choice of prepositions), Mechanism-LRE (dealt with spelling, punctuation and pronunciation.)  Also, the study adopted Berbache, 2007 framework. This framework divides students' feedback into six aspects: Addition, deletion, substitution, permutation, distribution and consolidation.

# CHAPTER III

# METHODOLOGY

This chapter discusses the methodology used in this study. The discussion of this chapter includes participants of the study, time and place of the study, instrument of the study, data collection procedures, and data analysing procedures.

## 3.1    Research Design

The purpose of this study was to identify the contents and contexts of students' feedback which they given to their peers and what follow up do their peers do towards the feedback they received. This study adopted an exploratory qualitative approach to data collection and analysis for several reasons. First, this type of qualitative research design focuses on describing and understanding a phenomenon (Cresswell, 2008).

## 3.2    Participants of the Study

Participants of this study are students of two English for Academic Discourse classes from an English Department in one of the state universities who taught by the same lecturer. All the students are in fourth semester of their second year at university. The study was conducted at a classroom.

**3.3    Time and place of the Study**

The time of conducting this study is from April until June 2017. The place of study is in English department at one of the state universities.

**3.4    Data and Data Resources**

The data of this study were words, phrase, sentences that appears in peer feedback giving and receiving process. The data source was the students' discussion from the transcription of feedback record.

**3.5    Data Collection Procedures**

The researcher took several steps in order to collect the data for this study. First the researcher asked for permission before conducting data collection. Then, the researcher recorded the students' interaction in giving peer feedback. This is completed by voice recorder. After the student finished the activity, the researcher collected the voice recording and the related documents (original and revised writing) as supplementary data. The researcher then transcribed the students' feedback recording.

**3.6    Data Analysis Procedures**

The collected data of students' works were analysed through several steps. Firstly, the researcher recorded students' interaction in doing the tasks. Secondly, the researcher transcribed students' recordings. Thirdly, the researcher analysed the

transcriptions into Language Related Episode (LRE) table, types of feedback table and students respond analysis table. The data analysis is following the research questions as follow:

**1.    *What focus on language did students engaged in peer feedback?***

To analyse students' focus on language, the researcher used Language Related Episodes by Swain and Lapkin (1998)'s framework. Following that framework, the LREs are elaborated into three aspects: grammatical form (F-LRE), lexis (L-LRE) and mechanism (M-LRE). Below are the examples episodes for each aspect of LRE:

a.      F-LRE (dealt with issues such as verb tense choice and use of articles.)

Episode 2 "First, in the first sentence it said *Coke and Pepsi are seems similar, but both of them definitely different.* It can add *are* between "them" and "definitely" and the result is *both of them are definitely different."*

b.      L-LRE (dealt with word meanings and word choices (including choice of

prepositions).

Episode 1 "Second, on the first sentence the preposition *"In"* it should be *On*, so the first sentence will be *Chalks and markers are use to write on the board."*

c.      M-LRE (dealt with spelling, punctuation and pronunciation).

Episode 4 "Terus ada juga punctuation yang salah di *At the end* itu setelah nya gak pake koma harus nya pakai koma"

The analisis will then be presented in a table. Below is the blank sampel of the table:

| Pairs | F-LRE | L-LRE | M-LRE | Total |
|-------|-------|-------|-------|-------|
| 1 | | | | |
| 2 | | | | |
| ... | | | | |
| Total | | | | |

**2.** **_What types of feedback the students' received from their peers?_**

To answer this research question, the researcher analysed the data using Berbache's (2007) framework. This framework divides students' feedback into six aspects: Addition, deletion, substitution, permutation, distribution and consolidation. Below are the examples for each aspect of revision strategies found in the data:

a.    Addition

(Adding linguistic items)

| Pair | Original samples | Revised samples |
|------|------------------|-----------------|
| | However, chalks and markers have differences. | However, chalks and markers have two differences. |
| | Coke and pepsi are seems similar, but both definitely different. | Coke and pepsi are seems similar, but both are definitely different. |

b.    Deletion

(deleting unnecessary items)

| Pair | Original samples | Revised samples |
|------|------------------|-----------------|
| | There are three main points of different which will be described. | There are three differences between them. |

c.      Substitution

(substituting items by others)

| Pair | Original samples | Revised samples |
|---|---|---|
| | Chalk results dash since it makes from calcium carbonate. | Chalk results dust since it made from calcium carbonate. |

d.      Permutation

(re-arranging items)

| Pair | Original samples | Revised samples |
|---|---|---|
| | However both of them have several differences in shape of the shell, shape of the feet, and place they are live in, and their lifespan. | However both of them have several differences in the shape of shell, place they are live in, shape of the feet, and their lifespan |

e.      Consolidation

(combining items together)

| Pair | Original samples | Revised samples |
|---|---|---|
| | *Third, feel the carbonation level.* | *Third about carbonation level* |

f.      Distribution

(separating especially long sentences)

| Pair | Original samples | Revised samples |
|------|------------------|-----------------|
| | Public transportation is different from private transportation, transportation although they both facilitate us to go to some places. | Public transportation is different from private transportation, transportation. They both facilitate us to go to some places. |

The analysis will then be presented in a table. Below is the blank sample of the table:

| Pairs | Addition | Deletion | Substitution | Permutation | Consolidation | Distribution | Total |
|-------|----------|----------|--------------|-------------|---------------|--------------|-------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| ... | | | | | | | |
| Total | | | | | | | |

### 3. *What were the students' respond to the revision oriented feedback?*

To determine the students respond to the revision oriented feedback, the researcher analysed the amount of feedbacks followed by the receiving students. The analysis was conducted by tabling the numbers of feedbacks received and revision that was "followed" by each student. Due to student absenteeism during data collection, the researcher only received data from 10 pairs. The table will be presented as below.

| Student | Feedback | Revised |
|---------|----------|---------|
| SS 1 | 5 | 3 |
| | | |
| | | |
| Total | | |

# CHAPTER IV

# FINDINGS AND DISCUSSIONS

This chapter discusses the findings of this study according to the three research questions and explains the findings by the reference of experts' justification from the previous studies.

## 4.1 Findings

*Research question 1: What focus on language did students engage in peer feedback?*

In this research question, the researcher would discuss the amount of LREs each student had given in the reviewing session. These findings would answer what focus on language the student discussed in giving feedback.

Table 4.1 shows the details of each LRE aspects found in students record transcripts after the observation (see appendix A).

Table 4.1

Table of students feedback focus on language analisis

| Pairs | F-LRE | L-LRE | M-LRE | Total |
|---|---|---|---|---|
|  |  |  |  |  |
| 1 (S1&S2) | 1 | 3 | 1 | 5 |
| 2 (S3&S4) | 4 | 4 | - | 8 |
| 3 (S5&S6) | - | 4 | - | 4 |
| 4 (S7&S8) | 1 | 7 | 3 | 11 |
| 5 (S9&S10) | - | 3 | 1 | 4 |

| | | | |
|---|---|---|---|
| **6 (S11&S12)** | - | 5 | 2 | 7 |
| **7 (S13&S14)** | - | 7 | - | 7 |
| **8 (S15&S16)** | - | 5 | 1 | 6 |
| **9 (S17&S18)** | 2 | 5 | - | 7 |
| **10 (S19&S20)** | 1 | 9 | - | 10 |
| **11 (S21&S22)** | - | 6 | - | 6 |
| **12 (S23&S24)** | - | 7 | - | 7 |
| **13 (S25&S26)** | - | 5 | - | 5 |
| **Total** | 16 | 63 | 8 | 87 |

From this table, it can be seen that the students mostly focused on discussion of word choice and word meaning or lexis aspects. The number LRE produced in the reviewing process were 87, with 63 LREs were in lexis aspects. It is also presented in the table that 8 of 13 students had given 5 or more revision related to lexis aspect, with pair number 10 has the most amounts of lexis aspect feedbacks (9). It can be seen from the table that pair 4 has the biggest amount of feedback among the other pairs (11), while pair 3 and pair 4 had the smallest amount of feedbacks (4). Below are examples of students' deliberation on lexis aspect.

Excerpt 4.1: Lexis focus on language

Second, on the first sentence the preposition *"In"* it should be *On*, so the first sentence will be *Chalks and markers are used to write on the board*.

In this excerpt, the students in Pair 1 (S1&S2) were discussing appropriate preposition that should be used in the sentence. In S2 writing, she

used preposition "in" in her sentence (*Chalks and markers are used to write in the board)*. S1 suggested substitution of a more appropriate preposition "on".

Pair 3 (S5&S6)

Sentence seven the writers wrote ***"the smell of synthetic leather jacket is different from the genuine ones***" itu sebaiknya didahului dengan kata ***on the other hand** the smell of synthetic leather jacket is different from the genuine ones.*

Students in pair 3 were discussing a conjunction that should be used in the sentence. S6 wrote the sentence *"the smell of synthetic leather jacket is different from the genuine ones"*. S5 advised an addition of conjunction *on the other hand* before the sentence.

The next 16 feedbacks were in form aspects, which dealt with issues such as verb tense choice and use of articles. These episodes were focusing in diction and articles in order to avoid redundancy. Below are examples of students' deliberation on form aspect.

Pair 2 (S3&S4)

Second, ***There are three main points of different which will be described***. It can be change to ***There are three differences between them.***

In this excerpt, the students were discussing appropriate structure that should be used in the sentence. S3 recommending a permutation on S4's writing, changing the sentence from *There are three main points of different which will be described* into *There are three differences between them*.

Pair 2 (S3&S4)

First, in the first sentence it said *Coke and Pepsi are seems similar, but both of them definitely different.* It can add *are* between "them" and "definitely" and the result is *both of them are definitely different.*

Another example from Pair 2 where (S3) recommending the addition of the finite "*are"*, to change the sentence into *Coke and Pepsi are seems similar, but both of them are definitely different*.

Pair 4 (S7&S8)

Nah selanjutnya artikel "a" yaitu pada kalimat "*a* soft texture and high durability" **a** nya dihapus.

In this excerpt, the students were discussing an appropriate article to be used in the sentence. S7 recommending a deletion of an article "a" for S8's sentence "a soft texture and high durability".

The last 8 feedbacks are in mechanic aspects which dealt with spelling, punctuation and pronunciation. Below are some examples of students' deliberation on mechanic aspect.

Pair 1 (S1&S2)

Then, on the fourth sentence there is a wrong spelling the word *dash* it should be *dust* …

In this excerpt, the students discussed about substituting word used by the student in her writing. S1 recommending the substitution of the spelling, from *dash* to *dust*.

Pair 8 (S15&S16)

Terus nih dikalimat pertama kan **public transportation is different from private transportation although they both facilitate us to go to some places.** Ini kan tadi kalimat awalnya gitu kan ni langsung gitu, kalo menurut saya sih ini kepanjangan jadi diganti, eh diganti. Jadi dibagi 2 kalimat. Kalo pertama **public transportation is different from privat transportation**. Kalo menurut saya <u>although</u> nya dibuang aja gausah dipakai jadi langsung **they both facilitate us to go to some places.**

In this excerpt, the students were discussing a distribution of the sentence in the student's writing. S15 recommending a distribution to separate the sentence from *public transportation is different from private transportation although they both facilitate us to go to some places* into *Public transportation is different from private transportation. They both facilitate us to go to some places*.

***Research question 2: What types of feedback the students' received from their peers?***

In the next research question, the researcher would discuss the types of feedback each student had given in the reviewing session (see appendix B). These findings would answer what types of feedback students mostly discuss in giving feedback.

Table 4.2 shows the analysis of feedback types occurred during the reviewing process.

Table 4.2

Table of students feedback types analisis

| Pairs | Addition | Deletion | Substitution | Permutation | Consolidation | Distribution | Total |
|-------|----------|----------|--------------|-------------|---------------|--------------|-------|
| 1 (S1&S2) | 1 | - | 4 | - | - | - | 5 |
| 2 (S3&S4) | 1 | 1 | 6 | - | 1 | - | 9 |
| 3 (S5&S6) | 3 | - | - | - | - | - | 3 |
| 4 (S7&S8) | 2 | 2 | 4 | - | 1 | - | 9 |
| 5 (S9&S10) | - | 3 | 1 | - | 2 | - | 6 |
| 6 (S11&S12) | 1 | 2 | 1 | - | - | 1 | 5 |
| 7 (S13&S14) | - | - | - | - | - | - | - |
| 8 (S15&S16) | - | - | 1 | - | 1 | 1 | 3 |
| 9 (S17&S18) | - | 2 | 3 | - | 1 | - | 6 |
| 10 (S19&S20) | 3 | 1 | 5 | 2 | - | - | 11 |
| 11 (S21&S22) | - | 3 | 2 | - | - | - | 5 |
| 12 (S23&S24) | 1 | 1 | 2 | - | - | - | 4 |
| 13 (S25&S26) | - | 2 | 3 | 1 | 1 | - | 7 |
| Total | 12 | 16 | 33 | 3 | 7 | 2 | 73 |

Based on the table 4.2, the researcher found out that there are 73 feedbacks from all 6 types occurred during the reviewing session. From that table, students provided feedbacks on additions (12 feedbacks), deletions (16 feedbacks), substitutions (33 feedbacks), permutations (3 feedbacks), consolidations (7 feedbacks) and distributions (2 feedbacks). Students mostly give substitution type of feedback, followed by deletion and addition. It can be seen also from the table that S19 had given the most feedbacks. The following excerpts are examples from the most to the least used type of feedback:

*Substitution*

Pair 1

| the tenses use ***chalk result dust since it makes from calcium carbonate*** I think the word makes it should be ***made***. | L-LRE (word choice) (✓) Substitutions |
|---|---|

Pair 2

| Third, in the forth sentence ***Pepsi tastes sweeter*** it can be change to ***Pepsi is sweeter***. | F-LRE (verb tense choice) (✓) Substitutions |
|---|---|

Pair 4

| Terus di kalimat yang kelima, juga ada diksi yang kurang tepat yaitu ***lot of purchased*** bisa dirubah dengan ***Selling well*** agar lebih efektif karena makna nya juga berbeda kalau lot of purchase | L-LRE (word meaning) (✓) Substitutions |
|---|---|

*Deletion*

Pair 4

| frasa ***for example*** bisa dihapus karena itu tidak propriate, jadi bisa langsung ditulis ***foam mattress can be returned to its original potition.*** | L-LRE (word choice) (✓) Deletions |
|---|---|

Pair 5

| And then after dot it should be *while on Jacket, there are some pockets and it neck lines usually open because it zipped.* The word *and usually has would be* can be removed because I think there is no relation and hoodie is different with the design of the sweater before. | L-LRE (word choice) (✓) Deletions |
|---|---|

Pair 9

| Pada kalimat 4 dari akhir paragraf, "... with total 150 million for water buffalo, and 160 thousands for cape buffalo" menurut saya tidak perlu pakai 'for'. | L-LRE (word choice) (✗) Deletion |
|---|---|

*Addition*

Pair 1

| Next, on the second sentence you have to put the word *two* because you only mention two differences of the chalks and marker so, the second sentence will be *However chalks and markers have two differences.* | L-LRE (word choice) (✓) Additions |
|---|---|

Pair 4

| Dan dikalimat yang ketujuh ada structure yang kurang tepat yaitu *both are mattresses* ada kalimat yang kurang tepat itu bisa diganti dengan *even both are mattresses*, jadi itu bisa lebih efektif | L-LRE (prep) (✓) Additions |
|---|---|

Pair 10

| "they have webbed-feet and long claw." Webbed feet, I think they have the skin that like a web, so I think "They have webbed-skinned feet and long claws." | L-LRE (word choice) (×) Additions |
|---|---|

### Research question 3: What were the students' respond to the revision oriented feedback?

In this research question, the researcher would discuss the number of feedbacks the students followed in order to revise their writings. In appendix B, (✓) mark indicates that the feedback was followed by the student, while (×) mark indicates that the feedback was not followed by the student. These findings would answer about how the students respond the feedbacks they received in the reviewing session.

Table 4.3 shows the number of feedback occurred in each pair reviewing session and how many feedbacks did the receiver follow to revise their writing.

Table 4.3

Table of students respond to the revision oriented feedback analisis

| Pair | Feedback | Revised |
|---|---|---|
| 1. | 5 | 5 |
| 2. | 8 | 4 |
| 3. | 3 | 3 |
| 4. | 11 | 11 |
| 5. | 4 | 3 |
| 6. | 6 | 5 |
| 7. | - | - |
| 8. | 5 | 3 |
| 9. | 6 | 1 |
| 10. | 10 | 6 |
| Total | 58 | 39 |

It can be seen from the table that the students didn't respond to all of the feedback occurred in the reviewing session. From the total of 58 revision oriented feedback given by the peers, 39 (67.24%) of them were followed by the students. Receiver (S8) in pair 4 followed all the feedback given by her peer, while receiver students in pair 2 and 10 (S4 and S20) have the least followed feedback by their peers (4 feedbacks).

## 4.2 Discussion

*Research question 1: What focus on language did students engaged in peer feedback?*

The first research question deals with the focus on language did students engaged in peer feedback. Overall, the students were focusing on the lexis aspect in giving feedback. There are 8 from 13 students which gave 5 or more feedbacks focusing in L-LRE.

The findings revealed that the students' mainly focusing in reviewing their peers' writing in lexis, which dealt with word meanings and word choices (including choice of prepositions). Pair number 4, 10 and 12 dominantly review their peers' writing in L-LRE aspect. S7 and S23 gave 7 L-LRE feedbacks while S17 gave 9 L-LRE feedbacks.

This finding is different with the previous studies (Storch, 1999, 2007; Wigglesworth & Storch, 2009) who studied students' giving feedback on passage editing. They found that in writing task, students mostly gave feedback on grammatical aspects. This is due to the task that students received a passage and they

were asked to edit it. In such a task, students would normally discuss the language as the content is already given (in the form of passage). In this study, however, the students were asked to write their own text (comparison text). They have to focus not only on the content, but also on the language (form). Because students write their own text, it is likely that they engaged with more words or lexis. Therefore, lexis aspect is more prevalent as well as the form aspect.

**Research question 2: What types of feedback the students' received from their peers?**

The next research question discussed the types of feedback each student had given in the reviewing session. The researcher found out that there were 73 feedbacks occurred during the reviewing session. From that number, the researcher found 12 additions, 16 deletions, 33 substitutions, 3 permutations 7 consolidations and 2 distributions. Students mostly give substitution type of feedback, followed by deletion and addition. It can be seen also that S10 had given the most feedbacks.

These findings is similar with the study by Min (2006), Sato (1991) and Sengupta (1998) which found that the dominant type occurred in their data are substitution. Sengupta (1998) explained that the reason of it is because the level of students' English proficiency is on low level, that they don't give proper attention to the grammatical error and contents. Students would focus mostly on language aspects like diction and word order, due to their limit in knowledge. In their study, they also found that permutation was also dominant in students' feedback. In this study, however, permutations were only appeared in a small

tally out of students' feedback. Based on the analysis, the researcher found that substitution and deletion were more visible feedback from students. Regardless of the type of feedbacks students received, the feedbacks given were actually surfaced level revision where the feedbacks do not really essentially affect the quality of the writing (Min, 2006; Sato, 1991; Sengupta, 1998).

### *Research question 3: What were the students' respond to the revision oriented feedback?*

The last research question discussed what follow up the students did after receiving feedback from their peers. The follow up reversed to whether or not students revised their writing after they received feedback from their peers. From this point, the researcher found that the students responded 67.24% of all feedbacks given by their peers.

The fact that not all of the feedbacks were followed by the students could be revered to what Nelson and Murphy (1992) found in their study. In examining ESL learners' social dimensions of interaction in PR, Nelson and Murphy (1992) found that the participants did not tend to be an ideal community of writers. This is because they showed aggressive behaviour through their negative comments on writing which resulted in some members defending themselves without offering assistance and withdrawal from the discussions.

# CHAPTER V

# CONCLUSION AND RECOMMENDATION

This chapter concludes the findings, the conclusion of the study and gives some recommendation for the implementation and future research of peer feedback content and the follow up.

## 5.1 Conclusion

On the basis of the findings, this study revealed that students tend to give variety of feedback on peer writings. The type of task could affect the content of the feedback. Because students write their own text, it is likely that they engaged with more words or lexis. Therefore, lexis aspect is more prevalent as well as the form aspect.

The students also focus only on the grammar and vocabulary, with only few discussing mainly in the content. This is also because of the type of task, where they were asked to write their own writing. Regardless of the type of feedbacks students received, the feedbacks given were actually surfaced level revision. Students might also have not got proper linguist input to give deeper feedback regarding the content.

Regarding to the follow up of the feedback given by their peers, the students did not respond to all of it. Lack of solutions offered in the feedback given or lack of trust from the receiver to the giver could be the cause of this finding.

## 5.2 Recommendation

Based on the findings, discussions, and conclusion of the study, the researcher recommends some points that need to be considered by the teachers, students and other researchers. For the teachers, it would be better to make sure that the students have enough basic knowledge about how to give a good feedback and what aspects should be focused in revising.

For the students, they need to focus more on the spoken feedback given. Sometimes, the students only focus to revise grammatical errors without revising their content since the changing on content could influence the language features used on their writing. Also, the students would be better to notice the topic given because sometimes, some of them only read a half of instruction, not as a whole.

The findings found that students' did not followed all of the feedback given by their peers the feedbacks given were also only focusing on surfaced level skills. Further research is needed to investigate more about these findings

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# APPENDENCIES

# Appendix A

# Students' Feedback Transcript

## Transcript Pair 1

## S1 for S2

First, If you start a paragraph you need to give a paragraph sign. You should push inside the first line so it makes different with another lines.

Second, on the first sentence the preposition *"In"* it should be *On*, so the first sentence will be *Chalks and markers are use to write on the board* .

Next, on the second sentence you have to put the word *two* because you only mention two differences of the chalks and marker so, the second sentence will be *However chalks and markers have two difference.*

Then, on the fourth sentence there is a wrong spelling the word *dash* it should be *dust* and then, the tenses use *chalk result dust since it makes from calcium carbonate* I think the word makes it should be *made* and the last on the ninth sentence *"This combination of black marker and white background result in eye catching object and increase the focus."* I think the word *this* it should be use with the article *The* so, the ninth sentence will be *"The combination of black marker and white background result in eye catching object and increase the focus."*

## Transcript Pair 2

## S3 for S4

First, in the first sentence it said *Coke and Pepsi are seems similar, but both of them definitely different.* It can add *are* between them and definitely and the result is *both of them are definitely different.*

Second, *There are three main points of different which will be described*. It can be change to *There are three differences between them*

Third, in the forth sentence *Pepsi tastes sweeter* it can be change to *Pepsi is sweeter*. Next, "...concentrate to the sugar content" it can be change into

*concentrate of the sugar content* or *content of the sugar* so, the sentence could be *The second is content of the sugar*

Next, *"Coke has a little less sugar..."* can be *coke has little less sugar* or sentence seven can change into *"Coke has less sugar then Pepsi"* Next, the sentence *"This is why when you're drinking Pepsi the taste more sweeter than Coke."* Can be change into *This is why when you're drinking Pepsi the taste is sweeter than Coke*

Next, in the next sentence *"Third, feel the carbonation level."* It can be change into *Third about carbonation level* and the last is, *"Those three main point which makes Coke and Pepsi definitely different"* it can be change into *Those are the things that make Coke and Pepsi are definitely different*


**Transcript Pair 3**

**S5 for S6**

The first sentence "leather jacket is one of many types of jackets" its correct.

And then the second sentence, the writers wrote "genuine leathers jacket and synthetic leather jackets are types of jacket that people find it slightly hard to tell which is which" itu sebaiknya diganti biar gak terlalu membingungkan diganti menjadi "there are two types of leather jacket." Kalimat selanjutnya "they are genuine leather jackets and synthetic leather jackets nah tuh.

Terus yang sentence ketiga the writers wrote "there something that make them differ." It's better to revise to be "both of them have some differences in terms of their own smell, texture and color." Jadi, disini penulisannya harus menceritain some differences nya. Harus mengawali comparison and contrast itu dengan apa aja yang ingin dibahas, seperti kaya in terms of their own smell, texture and color.

Nah, sentence fourth is correct. "the smell of genuine leather jacket is fishy" is correct. Sentence five "this is because genuine leathers are usually made out of animal skins such as sheep, cows, goat and even pigs." is correct.

And next sentence after washing it a few times, the smell will be gone. "is correct but, the next sentence is or the sentence seven the writers wrote the smell of synthetic leather jacket is different from the genuine ones" itu sebaiknya didahului dengan kata "on the other hand the smell of synthetic leather jacket is different from the genuine ones. Jadi,... harus... jadi sebaiknya didahului dengan kata on other hand jadi itu kaya transition word.

Terus sentence eight they usually ......... because they are made of... and other material combine is correct.

And then the next sentence both of the surface are different as well is correct.

Sentence ten, the writer wrote "the texture of the genuine leather jacket is ..... because animal skin have ........ the synthetic ones have smooth texture nah disini the writer doesn't give a reason why the synthetic leather jacket are smoother than the genuine leather jacket, jadi seharusnya the writer give a reason why the synthetic smooth texture than the genuine ones have leather jackets. Soalnya disebelumnya the genuine leather jacket is.... Dan di jelaskan mengapa dia..... because animal skin have... nah seharusnya the synthetic one itu harus dikasih alasan entah itu karena teknologinya atau upaya seperti itu.

Terus sentence eleven, actually, sheeps skin is smooth but it isn't a smooth as the synthetic leather is correct.

And the next sentence is "the color of both jackets are also different" is correct.

The next sentence is "the genuine leather jacket have a modelapperance" correct. "the animal skins gives the... of color naturally" is correct and the next sentence is "on the other hand synthetic leather jackets have consisten color nah

its correct this make people match the color of it to an outfit they would like to wear is correct and the next sentence it's easier for garment….. to give color to the synthetic leather jacket is correct.

And then the……. Of the text is correct. I think that's all for the revision of genuine leather jacket v synthetic leather jacket. Thank you.


**Transcript Pair 4**

**S7 for S8**

Yang pertama, ada penulisan huruf kapital yang salah di kata pertama yaitu *Foam* itu dia paragraf pertama juga dan kalimat pertama F nya kecil jadi ditulisnya harus besar.

Yang kedua, pada kalimat ada struktur penulisan yang salah ada kata ada to be are itu harus nya dihapuskan jadi langsung *"both has"* nah selanjutnya artikel "a" yaitu pada kalimat "a soft texture and high durability" **a** nya dihapus.

Lalu di yang selanjutnya ada kapitalisasi yang salah di kalimat yang ke tiga dan juga frasa *for example* bisa dihapus karena itu tidak propriate, jadi bisa langsung ditulis "foam mattress can be returned to its original potition.

Lalu selanjutnya dikalimat ke empat ada diksi yang kurang tepat yaitu kata *emphasis* bisa diganti dengan *under pressure of the body* atau *press by the body*

Terus di kalimat yang kelima, juga ada diksi yang kurang tepat yaitu *lot of purchased* bisa dirubah dengan *Selling well* agar lebih efektif karena makna nya juga berbeda kalau lot of purchase

Dikalimat yang ke enam ada (.....) yang kurang tepat kata *number* bisa dirubah dengan *harga* dan **on display** menjadi *displaying on the store*

Dan dikalimat yang ketujuh ada structure yang kurang tepat yaitu *both are mattresses* ada kalimat yang kurang tepat itu bisa diganti dengan *even both are mattresses*, jadi itu bisa lebih efektif

Terus diksi *laid* aja itu bisa diganti dengan *laid down*. Terus kalimat *another different is* bisa diganti then biar lebih efektif dan tidak membuang-buang kata

Terus ada juga punctuation yang salah di *At the end* itu setelah nya gak pake koma harus nya pakai koma

Terus ada kapitalisasi yang salah di kalimat yang hampir terakhir yaitu kata *foam* nya itu besar padahal dia ada di tengah-tengah itu harus nya kecil.

Kalimat terakhir ada kata *remains* itu kurang cocok bisa diganti dengan *still*.

## Transcript Pair 5

### S9 to S10

In the first sentence the word *both* should be remove, because both is represent sweater and jacket (....) and then the sentence "to me, our body to keep warm" can be change *"to keep our body warm in cold weather"* it is more effective than the sentence before.

After (..........................................) a nylon, the use of coma should be remove , because after come there is a word *Or*.

Then, the word *But* in the fifth sentence can be change to word *While* and then the word *Last* can be change to the word *In the last* or *The Last* and then there should be a new sentence in the last sentence to differentiate between the design of sweater and jacket it can be change to "In the last, based on their design there is(....) no pocket on sweater and it neck lines can be V neck, O neck or turtle neck " (........) it can be a sentence.

And then after dot it should be *"while on Jacket, there are some pockets and it neck lines usually open because it zipped."* The word *and usually has would be* can be removed because  I think there is no relation and hoodie is different with the design of the sweater before.

Thank you.

## Transcript  Pair  6

## S11 to S12

Ok The first feedback is in the second sentence, the sentence is first, i think this sentence is ambigous because the word used as adjective is put in the last position so i think it will be more appropriate if the sentence turn into first, two strings.

Also the second one is the second sentence acoustic guitar have strings made of steel i think this sentence not effective is very indonesian, it's better if acoustic guitar made from steel.

Some cases, meanwhile the classical guitar strings made from nylon. meanwhile classical guitar strings made from nylon?

Use of punctuation, comma before conjunction while, there should be also full stop after word boy before moving to the new idea. and also after that capital letter for word this for the letter -t since it's beginning of the sentence and also the word acoustic guitar will feel heavier than classical guitar although acoustic guitar body is slimer, i think it's redudance and not effective. more effective if it's mine, acoustic guitar is heavier than classical when lifted.

The misused of word used, it will be more appropriate the word used is changes into word played and the last sentence, both have some differencies both are still entertaining to play active? the word both as pronoun it's still ambigcous, we don't know the word both is refer to what object that should be better if the

word acoustic guitar and classical guitar mentioned again in the sentence. acoustic guitar and blabla have some differencies is but both of them still can be entertaining.

## Transcript Pair 7

### S13 to S14

Secara keseluruhan teks sudah baik menurut saya karena dari awal sudah terlihat apa yang akan dibicarakan, dan di akhir juga ada concluding sentence, jadi dari awal hingga akhir kita tidak bingung apa yang dibicarakan dalam paragraf ini

Terus di setiap main point juga dijelaskan rinciannya. Setiap main point ada 2 kalimat penjelas untuk menjelaskan kalimat utama. Dan pointnya pun tidak hanya satu, namun 5 main point.

Tapi kekurangannya adalah, di second main point, the text talks about foundation in America and Korea. In America explanation gives the examples of color, but in Korean, the explanation didn't give the example of color. I think it's better if main point gives the same way of the examples.

In the next point, there's a same problems There is a purpose in American make up, but not in Korean makeup.

Jadi kekurangannya dalam paragraf ini menurut saya adalah masing2 kalimat dalam membandingkan objek tidak imbang. Kalo satunya kasih contoh, yang satunya enggak. Di point selanjutnya, yang satunya dikasih tau purposenya, yang satu lagi tidak. Jadi perbandingannya gajelas. Padahal seharusnya paragraf comparison and contrast harus jelas secara contrast perbedaannya apa dalam satu main point yang sama.

Sisanya seperti di awal saya bilang, semua sudah sesuai pada tempatnya. Namun ada lagi, ini terlihat seperti informative, jadi bukan opinion dimana kita masih bisa mengubah apakah yang dibicarakan tepat atau kurang tepat. Tapi disini

jika saya memotong bagian yang menurut saya kurang tepat, teksnya akan menjadi tidak jelas.

Jadi menurut saya kekurangannya hanya pada keterangan comparison dan contrastnya. Seharusnya perbedaan contrast antara satu bahasan dan bahasan lainnya lebih jelas lagi.

## Transcript Pair 8

### S15 to S16

S15    : Saya mau mengoreksi paragraph punya Tiara. Tiara kan ini paragraphnya data raja tuh, kan waktu itu dikelas pernah dibahas kan kalau sebuah paragraph yang diawalannya itu harus mencolok kedalam jadi dikasih tab, ok. Terus nih dikalimat pertama kan public transportationis different from private transportation, transportation although they both facilitate us to go to some places. Ini kan tadi kalimat awalnya gitu kan ni langsung gitu, kalo menurut saya sih ini kepanjangan jadi diganti, eh diganti. Jadi dibagi 2 kalimat. Kalo pertama public transportation is different from privat transportation. Kalo menurut saya although nya dibuang aja gausah dipakai jadi langsung they both facilitate us to go to some places. Nah menurut kamu gimana tuh?

S16    : Kalau menurut saya itukan bisa dijadiin satu gitu kalo kepisah kan jadinya boros gitu, jadi kalo menurut saya bikinnya disatuin pakai although gitu.

S15    : tapi kalau kaya gitu kepanjangan ga sih?

S16    : kalau menurut saya sih, kalo mau dipisah jadinya maksa gitu padahal kalimatnya bisa disatuin gitu.

S15    : yaudah kalau mau digabung ya gapapa sih.

S16    : kalau saya ga setuju ya.

S15    : yaudah gapapa kalau tidak setuju. Terus di sini nih dikalimat public transportation keeps the air clean. Kan ya the air clean, kalau menurut saya diganti public transportation reduce the air pollution

S16    : kenapa tuh alasannya tuh

S15    : nih kan ini menjaga udara bersih ya kan? Mending diganti reduce the air pollution. kan kalo ini menjaga air bersih eh yaallah salah tuhkan menjaga udara bersih. Mending reduce the air pollution.

S16    : jadi maksudnya kalau keep the air clean itu kan membuat udara tetap bersih sama aja ya public transportation ngeluarin polusi juga. Jadi maksud tri mendingan diganti kalimatnya menjadi mengurangi polusi gitu ya.

S15    : iya menurut saya gitu. Terus koma kan like a bus like used by many people so it makes less pollution and less smoke in the air. Kalau menurut saya ini yang and less smoke ini mending dicoret aja iya jadi langsung less pollution aja, abis pollution titik. Terus ini di in the other hand, itu lebih in apa on sih saya bingung deh.

S16    : lah kalau saya nulisnya in

S15    : on the other hand apa in the other hand ya. Ya jadi in nya diganti on the other hand, kan blablabla titik. Eh ga deng ini kan kalimat aslinya gini kan, mana tadi. On the other hand private transportation is usedby everyone so it become a source of pollution so will make the air dirty and unhealthy. Kalau menurut saya itu kepanjangan, jadi bisa dibagi 2 kalimat, jadi in the other hand private transportation is used by everyone. Terus yang di so it itu diganti jadi the usage the transportation become a source of pollution which will make the air dirty and unhealthy gitu menurut saya.

S16    : tapi kalau menurut saya, masa on the other hand, private transportation is used by everyone. The usage of kayanya mending disatuin on the other hand privat transportation is used by everyone trus kenapa gitu kalau menurut saya abis everyone jadi kenapa alasannya. Gitu kalau menurut saya. Nih kan kalau menurut

tri abis private transportation used by everyone. The usage of private transportation kalau menurut saya itu dipengulangan lagi, kan dikalimat sebelumnya kan on the other hand private transportation is used by everyone jadi gausah di tambahin penggunaan private transportation lagi karena kalimat sebelumnya udah menjelaskan private transportation. Gitu.

S15 : oh yaudah berarti ini ganti aja sama therefore.

S16 : jadi abis by everyone langsung therefore.

S15 : iya therefore it becomes a source of pollution. Terus Ini kalimat yang selanjutnya itu tiara panjang banget. Private transportation is become comfortable than public transportation, because when our car blablabla itu sampai it want. Kalau menurut saya private transportation is more comfortable than publice transportation titik Nah becausenya tuh di buang jadi langsung dibikin kalimat baru. Whwn we drive our own car we can listen to music that we like nobody is disturbing us ok kalo menurut saya. And we can stop kan ini tiara whatever kalau menurut saya diganti whenever dan ini you diganti jadi we. Udah sih kaya gitu. In contrast whwn we take a public transportation sometimes we can find a set a smell a bad sense. Udah sih

**Transcript Pair 9**

**S17 to S18**

Main idea sudah bagus

Menurut saya, poin persamaan dibahas semua diawal paragraf baru kemudian diikuti dengan poin perbedaannya. Karena jika poin persamaan dibahas diawal, diikuti poin perbedaan, lalu kembali ke poin persamaan akan membuat paragraf terkesan kurang beraturan.

Menurut saya, kata "they are used for meat" kurang tepat dan bisa diganti dengan "people often take their meat to be eaten."

Menurut saya, jika kata sifatnya sama yaitu "thick", bisa digabung saja jadi "thick fur and bread".

'And' tidak boleh digunakan untuk mengawali kalimat, sebaiknya tanda titik diganti dengan tanda koma.

'The population', tidak boleh menggunakan 'the' jika kata yg mengikutinya belum pernah disebutkan sebelumnya.

"Buffalo has not sharp and long horns, ..." sebaiknya has not diganti dengan does not have

Pada kalimat 4 dari akhir paragraf, "... with total 150 million for water buffalo, and 160 thousands for cape buffalo" menurut saya tidak perlu pakai 'for'.

Spread = Spreaded. (Maaf, saya keliru. Ternyata memang benar spread hehehe)

Pada kalimat 2 dari akhir paragraf, "... but cape buffalo can and mostly live in ..." menurut saya bisa diganti dengan "... but cape buffalo mostly able to live ..." (ini nggak tau benar atau engga)

## Transcript Pair 10

### S19 to S20

S19 : Right, this is S19 and S20. I'm going to give a feedback to S20's comparison and contrast essay. First sentence, we see "Many people confuse of turtle and tortoise. Even though they have the same class in animal kingdom." I think in the first word is "Many people" is not good enough for the introducing the essay, so it would be better if in the first paragraph use, you start with "Turtle and Tortoise, even though they have the same class in animal kingdom, but many people have

confused to differentiate them." And still in the first sentence in the text, she using "turtles and tortoises" as a plural. I think, you just using "Turtle and Tortoise" not in "s" plural marker. And yup there is for the first sentence. Do you have any argument of the first sentence?

S20:    No, just next.

S19:    The next sentence is "tortoises and turtles are reptiles from the order of testudines, so they look a like." I think for the first phrase you just used "they are reptiles from the order of testudines, so they are look a like." Are?

S20:    No, just look a like.

S19:    ah yes, so "they are look a like." Next is "however both of them have several differences in shape of the shell, shape of the feet, and place they are live in, and their lifespan." I think it would be better if the order is "however both of them have several differences in the shape of shell, place they are live in, shape of the feet, and their lifespan." Because in the next paragraph that I read, is the order of the description is not appropriate with the order in the first paragraph. The next paragraph is "Most tortoises have a large dome-shaped shells." I think good enough, and next is "some species is have bumps on the top of the shells.". yeah I think you need to clearly give the explanation about "some species" because maybe it would make the reader more confuse about "some species". I think you just use "most of them/tortoises have the bumps on the top of the shells." And next sentence is "the shells of tortoises is heavier than turtles." Yup that's good. "Tortoises live well on the land". I think you don't use "live well on land" because their habit, they live on land, so ofcourse they live well on land. So I think "tortoise live on land" and you don't have some elaboration for that point. And next is "that is why tortoises have short and sturdy feet." Oh I see, you just collaborate it with the next part of its body. "this feet have bent legs". I think bent legs,

you can use curved legs because bent its similar but curved more appropriate for this context. Next is "tortoises can live for 85 up to 150 years." I think you need to use "85 until 150 years" because until is period of time. And next is "there is the longest living tortoise that lives about 326 years." I think, I don't like this sentence. I think you can make them from the beginning, like "there is the oldest tortoise has ever lived is about 326 years." So like that.

Next paragraph "unlike tortoises, most turtles have streamline shells." Yup that's good. "these shells generally are light-weight shells." That's good. "turtles live on water" I think you make it like the previously . you can make "turtles usually spend their life in water." It much more be understandable. "they have webbed-feet and long claw." Webbed feet, I think they have the skin that like a web, so I think "They have webbed-skinned feet and long claws."

S20:   Webbed-skinned and long claws?

S19:   Yes. Next is "these feet make them freely to swim on the water." Yup. "Turtles have shorter life than tortoises." Yeah, that's good. And after that, "they can live for 20 to 40 years." Yeah, you use "20 until 40 years."

S20:   Why do I have to use "until" instead of "to"?

S19:   Because in dictionary, "until" is some of period of time. It is explain that 20 until 40 years is period of time that turtle can live, but in 20 to 40 years, I think "to" is using in another context. Yeah if you think that you are right to use this "to", yes it is up to you. The last sentence is "the oldest turtle has ever live is about 86 years." Yup, this is the good sentence than previous "the longest living tortoise live about is 326 years." Yeah, overall, this comparison and contrast essay is quite good but need some improvement in the using of vocabulary for certain context and the order space?

S20:     Space order.

S19:     Yes, like in the book that you have. So do you have any feedback on my feedback?

S20:     No, I think it's good.

S19:     then, you need to close this.

S20:     So, S19 finishes the feedback, and thank you for hearing this feedback.

# Appendix B

# The Analysis of students' feedback transcript

Pair 1 S1 for S2

| | |
|---|---|
| First, If you start a paragraph you need to give a paragraph sign. You should push inside the first line so it makes different with another lines. | |
| Second, on the first sentence the preposition *"In"* it should be *On*, so the first sentence will be *Chalks and markers are use to write on the board* . | L-LRE (prep) (✓) Substitution |
| Next, on the second sentence you have to put the word *two* because you only mention two differences of the chalks and marker so, the second sentence will be *However chalks and markers have two differences.* | L-LRE (word choice) (✓) Additions |
| Then, on the fourth sentence there is a wrong spelling the word *dash* it should be *dust* and then, | M-LRE (spelling) (✓) Substitutions |
| the tenses use *chalk result dust since it makes from calcium carbonate* I think the word makes it should be *made*. | L-LRE (word choice) (✓) Substitutions |
| the ninth sentence *"This combination of black marker and white background result in eye catching object and increase the focus."* I think the word *this* it should be use with the article *The* so, the ninth sentence will be *"The combination of black marker and white background result in eye catching object and increase the focus."* | F-LRE (article) (✓) Substitutions |

Pair 2 S3 for S4

| | |
|---|---|
| Hello my name is Chintya Dewandari and I want to give feedback to comparison and contrast paragraph of Neneng Halimatusadiah. | |
| First, in the first sentence it said *Coke and Pepsi are seems similar, but both of them definitely different.* It can add *are* between "them" and "definitely" and the result is *both of them are definitely different.* | F-LRE (verb tense choice) (✓) Additions |
| Second, *There are three main points of different which will be described*. It can be change to *There are three differences between them* | L-LRE (word choice) (✗) Deletion |
| Third, in the forth sentence *Pepsi tastes sweeter* it can be change to *Pepsi is sweeter*. | F-LRE (verb tense choice) (✓) Substitutions |
| Next, "...concentrate to the sugar content" it can be change into *concentrate of the sugar content* or *content of the sugar* so, the sentence could be *The second is content of the sugar* | L-LRE (word choice) (✗) Substitution |
| Next, *"Coke has a little less sugar..."* can be *coke has little less sugar* or sentence seven can change into *"Coke has less sugar then Pepsi"* | F-LRE (use of article) (✓) Substitutions |
| Next, the sentence *"This is why when you're drinking Pepsi the taste more sweeter than Coke."* Can be change into *This is why when you're drinking Pepsi the taste is sweeter than Coke* | L-LRE (word choice) (✗) Substitutions |
| Next, in the next sentence *"Third, feel the carbonation level."* It can be change into *Third* | L-LRE (word choice) (✓) Substitutions/Consolidation |

| | |
|---|---|
| *about carbonation level* | |
| and the last is, *"Those three main point which makes Coke and Pepsi definitely different"* it can be change into *Those <u>are the things that make</u> Coke and Pepsi <u>are</u> definitely different* | F-LRE (verb tense choice) (×) Substitutions |

Pair 3 S5 for S6

| | |
|---|---|
| And then the second sentence, the writers wrote *genuine leathers jacket and synthetic leather jackets are types of jacket that people find it slightly hard to tell which is which* itu sebaiknya diganti biar gak terlalu membingungkan diganti menjadi *There are two types of leather jacket.* | L-LRE (word choice) (✓)/Addition |
| Terus yang sentence ketiga the writers wrote *"there something that make them differ."* It's better to revise to be *both of them have some differences in terms of their own smell, texture and color.* Jadi, disini penulisannya harus menceritain some differences nya. Harus mengawali comparison and contrast itu dengan apa aja yang ingin dibahas, seperti kaya in terms of <u>their own smell, texture and color.</u> | L-LRE (word choice) (✓)/Addition |
| Sentence seven the writers wrote *"the smell of synthetic leather jacket is different from the genuine ones"* itu sebaiknya didahului dengan kata <u>***on the other*** *hand the smell of synthetic leather jacket is different from the genuine ones.*</u> Jadi,… harus… jadi sebaiknya didahului dengan kata on other hand jadi itu kaya transition word. | L-LRE (prep) (✓)/Addition |

Pair 4 S7 for S8

| | |
|---|---|
| Yang pertama, ada penulisan huruf kapital yang salah di kata pertama yaitu **_Foam_** itu dia paragraf pertama juga dan kalimat pertama F nya kecil jadi ditulisnya harus besar. | M-LRE (punctuation) (✓) |
| Yang kedua, pada kalimat ada struktur penulisan yang salah ada kata ada to be <u>are</u> itu harus nya dihapuskan jadi langsung **_"both has"_** nah selanjutnya artikel "<u>a</u>" yaitu pada kalimat "**_a_** soft texture and high durability" **a** nya dihapus. | F-LRE (use of article) (✓) <br><br> Substitutions |
| frasa **_for example_** bisa dihapus karena itu tidak propriate, jadi bisa langsung ditulis **_foam mattress can be returned to its original potition._** | L-LRE (word choice) (✓) <br><br> Deletions |
| Lalu selanjutnya dikalimat ke empat ada diksi yang kurang tepat yaitu kata **_emphasis_** bisa diganti dengan **_under pressure of the body_** atau **_press by the body_** | L-LRE (word choice) (✓) <br><br> Substitutions |
| Terus di kalimat yang kelima, juga ada diksi yang kurang tepat yaitu **_lot of purchased_** bisa dirubah dengan **_Selling well_** agar lebih efektif karena makna nya juga berbeda kalau lot of purchase | L-LRE (word meaning) (✓) <br><br> Substitutions |
| Dikalimat yang ke enam ada (.....) yang kurang tepat kata **_number_** bisa dirubah dengan **_harga_** dan **on display** menjadi **_displaying on the store_** | L-LRE (word choice) (✓) <br><br> Substitutions |
| Dan dikalimat yang ketujuh ada structure yang kurang tepat yaitu **_both are mattresses_** ada kalimat yang kurang tepat itu bisa diganti dengan <u>**_even both are mattresses_**</u>, jadi itu bisa lebih efektif | L-LRE (prep) (✓) <br><br> Additions |
| Terus diksi **_laid_** aja itu bisa diganti dengan **_laid down_**. Terus kalimat **_another different is_** bisa diganti | L-LRE (word choice) (✓) |

| | |
|---|---|
| *then* biar lebih efektif dan tidak membuang-buang kata | Additions |
| Terus ada juga punctuation yang salah di *At the end* itu setelah nya gak pake koma harus nya pakai koma | M-LRE (punctuation) (✓) Consolidaions |
| Terus ada kapitalisasi yang salah di kalimat yang hampir terakhir yaitu kata *foam* nya itu besar padahal dia ada di tengah-tengah itu harus nya kecil. | M-LRE (punctuation) (✓) |
| Kalimat terakhir ada kata *remains* itu kurang cocok bisa diganti dengan *still*. | L-LRE (word meaning) (✓) Substitutions |

Pair 5 S9 for S10

| | |
|---|---|
| In the first sentence the word *both* should be remove, because both is represent sweater and jacket (....) and then the sentence "to me, our body to keep warm" can be change *"to keep our body warm in cold weather"* it is more effective than the sentence before. | L-LRE (word meaning) (✓) Deletions/Consolidations |
| After (.........................................) a nylon, the use of coma should be remove , because after come there is a word *Or*. | M-LRE (punctuation) (✗) Deletions |
| Then, the word *But* in the fifth sentence can be change to word *While* and then the word *Last* can be change to the word *In the last* or *The Last* and then there should be a new sentence in the last sentence to differentiate between the design of sweater and jacket it can be change to "In the last, based on their design there is(....) no pocket on | L-LRE (prep) (✓) Substitutions/Consolidatons |

| | |
|---|---|
| sweater and it neck lines can be V neck, O neck or turtle neck " (........) it can be a sentence. | |
| And then after dot it should be *while on Jacket, there are some pockets and it neck lines usually open because it zipped.* The word *and usually has would be* can be removed because I think there is no relation and hoodie is different with the design of the sweater before. | L-LRE (word choice) (✓) Deletions |

Pair 6 S11 for S12

| | |
|---|---|
| The first feedback is in the second sentence, the sentence is first, i think this sentence is ambigous because the word used as adjective is put in the last position so i think it will be more appropriate if the sentence turn into first, two strings. | L-LRE (word choice) (✗) Substitutions |
| also the second one is the second sentence acoustic guitar have strings made of steel i think this sentence not effective is very indonesian, it's better if acoustic guitar made from steel. | L-LRE (word meaning) (✓) Deletions |
| use of punctuation, comma before conjunction while, there should be also full stop after word body before moving to the new idea. and also after that capital letter for word this for the letter -t since it's beginning of the sentence and also the word acoustic guitar will feel heavier than classical guitar although acoustic guitar body is slimer, i think it's redudance and not effective. more effective if it's mine, acoustic guitar is heavier than classical when lifted. | M-LRE (punctuation) (✓)/Distribution L-LRE (word choice) (✓)/Deletion |

| | |
|---|---|
| the misused of word used, it will be more appropriate the word used is changes into word played and the last sentence, both have some differencies both are still entertaining to play active? | L-LRE (word choice) (✓) |
| the word both as pronoun it's still ambigous, we don't know the word both is refer to what object that should be better if the word acoustic guitar and classical guitar mentioned again in the sentence. acoustic guitar and blabla have some differencies is but both of them still can be entertaining. | L-LRE (word choice) (✓)/Addition |

Pair7

S13 to S14

| | |
|---|---|
| Secara *keseluruhan teks sudah baik menurut saya karena dari awal sudah terlihat apa yang akan dibicarakan, dan di akhir juga ada concluding sentence*, jadi dari awal hingga akhir kita tidak bingung apa yang dibicarakan dalam paragraf ini | L-LRE (word choice) |
| Terus di setiap main point juga dijelaskan rinciannya. *Setiap main point ada 2 kalimat penjelas untuk menjelaskan kalimat utama*. Dan pointnya pun tidak hanya satu, namun 5 main point. | L-LRE (word choice) |
| Tapi kekurangannya adalah, di *second main point, the text talks about foundation in America and Korea*. In America explanation gives the examples of color, but in Korean, the explanation didn't give the example of color. *I think it's better if main point gives the same way of the examples.* | L-LRE (word choice) |
| In the next point, there's a same problems *There is a* | L-LRE (word choice) |

| | |
|---|---|
| *purpose in American make up, but not in Korean makeup.* | |
| Jadi kekurangannya dalam paragraf ini menurut saya adalah *masing2 kalimat dalam membandingkan objek tidak imbang*. Kalo satunya kasih contoh, yang satunya enggak. Di point selanjutnya, yang satunya dikasih tau purposenya, yang satu lagi tidak. Jadi perbandingannya gajelas. Padahal *seharusnya paragraf comparison and contrast harus jelas secara contrast perbedaannya apa dalam satu main point yang sama.* | L-LRE (word choice) |
| Sisanya seperti di awal saya bilang, semua sudah sesuai pada tempatnya. Namun ada lagi, *ini terlihat seperti informative, jadi bukan opinion dimana kita masih bisa mengubah apakah yang dibicarakan tepat atau kurang tepat.* Tapi disini jika saya memotong bagian yang menurut saya kurang tepat, teksnya akan menjadi tidak jelas. | L-LRE (word choice) |
| Jadi menurut saya *kekurangannya hanya pada keterangan comparison dan contrastnya*. Seharusnya perbedaan contrast antara satu bahasan dan bahasan lainnya lebih jelas lagi. | L-LRE (word choice) |

Pair 8

S15 to S16

| | |
|---|---|
| Tiara kan ini paragraphnya data raja tuh, kan waktu itu dikelas pernah dibahas kan *kalau sebuah paragraph yang diawalannya itu harus mencolok* | M-LRE (punctuation) (✗)/ L-LRE (word choice) (✗) **Distribution** |

| | |
|---|---|
| *kedalam jadi dikasih tab, ok.* Terus nih dikalimat pertama kan *public transportation is different from private transportation, transportation although they both facilitate us to go to some places.* Ini kan tadi kalimat awalnya gitu kan ni langsung gitu, kalo menurut saya sih ini kepanjangan jadi diganti, eh diganti. Jadi dibagi 2 kalimat. Kalo pertama *public transportation is different from privat transportation*. Kalo menurut saya <u>although</u> nya dibuang aja gausah dipakai jadi langsung *they both facilitate us to go to some places.* Nah menurut kamu gimana tuh? | |
| yaudah gapapa kalau tidak setuju. Terus di sini nih dikalimat *public transportation keeps the air clean*. Kan ya the air clean, kalau menurut saya diganti *public transportation reduce the air pollution* | L-LRE (word choice) (✓) **Substitution** |
| nih kan ini menjaga udara bersih ya kan? Mending diganti *reduce the air pollution*. kan kalo ini menjaga air bersih eh ya Allah salah tuhkan menjaga udara bersih. Mending *reduce the air pollution*. | L-LRE (word choice) (✓) |
| jadi maksudnya kalau *keep the air clean* itu kan membuat udara tetap bersih sama aja ya public transportation ngeluarin polusi juga. Jadi maksud tri mendingan diganti kalimatnya menjadi mengurangi polusi gitu ya. | L-LRE (word choice) |
| tapi kalau menurut saya, masa *on the other hand, private transportation is used by everyone*. The usage of kayanya mending disatuin *on the other hand private transportation is used by everyone* trus kenapa gitu kalau menurut saya abis everyone jadi | L-LRE (word choice) (✓) **Consolidation** |

| | |
|---|---|
| kenapa alasannya. Gitu kalau menurut saya. Nih kan kalau menurut tri abis *private transportation used by everyone*. *The usage of private transportation* kalau menurut saya itu dipengulangan lagi, kan dikalimat sebelumnya kan *on the other hand private transportation is used by everyone* jadi gausah di tambahin penggunaan private transportation lagi karena kalimat sebelumnya udah menjelaskan private transportation. Gitu. | |
| jadi abis by everyone langsung therefore. | |

Pair 9

S17 to S18

| | |
|---|---|
| Menurut saya, poin persamaan dibahas semua diawal paragraf baru kemudian diikuti dengan poin perbedaannya. Karena jika poin persamaan dibahas diawal, diikuti poin perbedaan, lalu kembali ke poin persamaan akan membuat paragraf terkesan kurang beraturan. | |
| Menurut saya, kata "they are used for meat" kurang tepat dan bisa diganti dengan "people often take their meat to be eaten." | L-LRE (word choice) (✗) **Substitution** |
| Menurut saya, jika kata sifatnya sama yaitu "thick", bisa digabung saja jadi "thick fur and bread". | L-LRE (word choice) (✗) **Consolidation** |
| 'The population', tidak boleh menggunakan 'the' jika kata yg mengikutinya belum pernah disebutkan sebelumnya. | F-LRE (article) (✗) **Deletion** |
| "Buffalo has not sharp and long horns, ..." sebaiknya has not diganti dengan does not have | F-LRE (verb tense) (✓) **Substitution** |

| | |
|---|---|
| Pada kalimat 4 dari akhir paragraf, "... with total 150 million for water buffalo, and 160 thousands for cape buffalo" menurut saya tidak perlu pakai 'for'. | L-LRE (word choice) (×) **Deletion** |
| Pada kalimat 2 dari akhir paragraf, "... but cape buffalo can and mostly live in ..." menurut saya bisa diganti dengan "... but cape buffalo mostly able to live ..." (ini nggak tau benar atau engga □) | L-LRE (word choice) (×) **Substitution** |

Pair 10

S19 to S20

| | |
|---|---|
| First sentence, we see "Many people confuse of turtle and tortoise. Even though they have the same class in animal kingdom." I think in the first word is "Many people" is not good enough for the introducing the essay, so it would be better if in the first paragraph use, you start with "Turtle and Tortoise, even though they **have** the same class in animal kingdom, **but** many people have confused **to differentiate them**." | L-LRE (word choice) (✓) **Permutation & Addtions** |
| And still in the first sentence in the text, she using "turtles and tortoises" as a plural. I think, you just using "Turtle and Tortoise" not in "s" plural marker. And yup there is for the first sentence. | F-LRE (articles) (✓) **Deletion** |
| The next sentence is "tortoises and turtles are reptiles from the order of testudines, so they look a like." I think for the first phrase you just used "they are reptiles from the order of testudines, so they are look a like." Are? | L-LRE (word choice) (✓) **Substitution** |
| Next is "however both of them have several | |

| | |
|---|---|
| differences in shape of the shell, shape of the feet, and place they are live in, and their lifespan." I think it would be better if the order is "however both of them have several differences in the shape of shell, place they are live in, shape of the feet, and their lifespan." Because in the next paragraph that I read, is the order of the description is not appropriate with the order in the first paragraph. | L-LRE (word choice) (✓)<br>**Permutation** |
| next is "some species is have bumps on the top of the shells.". yeah I think you need to clearly give the explanation about "some species" because maybe it would make the reader more confuse about "some species". I think you just use "most of them/tortoises have the bumps on the top of the shells." | L-LRE (word choice) (✗)<br>**Additions** |
| Next is "tortoises can live for 85 up to 150 years." I think you need to use "85 until 150 years" because until is period of time. | L-LRE (preposition) (✗)<br>**Substitution** |
| And next is "there is the longest living tortoise that lives about 326 years." I think, I don't like this sentence. I think you can make them from the beginning, like "there is the oldest tortoise has ever lived is about 326 years." So like that. | L-LRE (word choice) (✓)<br>**Substitution** |
| "turtles live on water" I think you make it like the previously . you can make "turtles usually spend their life in water." It much more be understandable. | L-LRE (word choice) (✓)<br>**Substitution** |
| "they have webbed-feet and long claw." Webbed feet, I think they have the skin that like a web, so I think "They have webbed-skinned feet and long claws." | L-LRE (word choice) (✗)<br>**Additions** |

| | |
|---|---|
| "Turtles have shorter life than tortoises." Yeah, that's good. And after that, "they can live for 20 to 40 years." Yeah, you use "20 until 40 years." | |
| **Why do I have to use "until" instead of "to"?** | L-LRE (preposition) (✗) **Substitution** |
| Because in dictionary, "until" is some of period of time. It is explain that 20 until 40 years is period of time that turtle can live, but in 20 to 40 years, I think "to" is using in another context. | |

(1)

## Sweater vs Jacket

Both sweater and jacket are kinds of cloth that designed to make our body to keep warm in a cold weather. However, there are four differences between them. First, sweater usually made by knitted material and jacket usually made by woven fabric such as cotton, nylon, or wool. Second, sweater is not usually zipped but jacket is zipped, or closes with buttons. Third, sweater is thicker than jacket, so it can only use in a cold or rain weather but jacket can use in every season. The Last, based on their design, there is no pocket on sweater and it necklines can be v-neck, o-neck, or turtle neck, but there are some pockets on jacket and it necklines usually open because it zipped and usually has hoodie.

→ While on Jacket, there are some pockets and

Revised ⤵

### Sweater vs Jacket.

Sweater and jacket are kinds of cloths that designed to make our body keep warm in a cold ~~water~~ weather. However, there are four differences between them. First, sweater usually made by knitted material and jacket usually made by woven fabric such as cotton, nylon, or wool. Second, sweater is not usually zipped but jacket is zipped or closes with buttons. Third, sweater is thicker than jacket, so it can only use in a cold or rain weather but jacket can use in every ~~season~~ weather. The last is based on their design. There is no pocket on sweater and it necklines can be v-neck, o-neck, or turtle neck. While on jacket, there are some pockets and it necklines usually open because it zipped and usually has hoodie.

Leather jacket is one of many types of jacket. Genuine leathers jacket and synthetic leather jackets are types of jacket that people find it slightly hard to tell which is which. There are some things that make them differ. The smell of genuine leather jackets is fishy. This is because genuine leathers are usually made out of animal skins such as sheep, cows, goats and even pigs. After washing it a few times, the smell will be gone. The smell of synthetic leather jackets is different from the genuine ones. They usually smell rubbery because they are made out of rubbers and other materials combined. Both of the surface are different as well. The texture of the genuine leather jackets is rough because animal skins have pores whereas the synthetic ones have smooth texture. Actually, sheep skin is smooth but it isn't as smooth as the synthetic leathers. The colors of both jackets are also different. Genuine leather jackets have a mottled appearance. The animal skins give that sort of color naturally. On the other hand, synthetic leather jackets have consistent color. This makes people match the color of it to an outfit they would like to wear. It's easier for garment factories to give colors to the synthetic leather jackets. Those are differences of genuine leather jackets and synthetic leather jackets. They are different in terms of their own smell, texture, and color.

Sentence 2: There are two types of leather jacket. They are genuine leather jackets and synthetic leather jackets.

Sentence 3: Both of them have some differences in terms of their own smell, texture, and color.

Sentence 7: Sebelum kalimat "the smell of synthetic leather...", sebaiknya didahului dengan kata "On the other hand"

Sentence 10: The writer doesn't give a reason why the synthetic leather jackets are smoother than the genuine leather jackets.

# Chalks and Markers

Chalks and markers are used to write on the board. However, chalks and markers have two differences. First, in term of output. Chalks result dusts since it made from calcium carborate. Meanwhile, markers result strong smell due to chemistry substance, xylene in it. Second, the difference in term of colour and board background combination. Whiteboard is more appropriate background when its combine with black marker. Those white background has strong intencity and contrast. The combination of black marker and whiteboard background result in eye-catching object and successfully increase the focus. On the other hand, blackboard background does not that contrast as whiteboard background. So, the differences of markers and chalks are the output when it used and the background colour combination.

## Chalks and Markers

*[annotations: dust, On, male, two, First, the]*

Chalks and markers are used to write in the board. However, chalks and markers have differences. First, in term of output. Chalks result dash since it makes from calcium carbonate. Meanwhile, markers result strong smell due to chemistry substance, xylene in it. Second, in term of colour combination with the board background. Whiteboard is appropriate background when its combine with black marker. Those white background has strong intencity and contrast. This combination of black marker and white background result in eye catching object and increase the focus. On the other hand, blackboard background does not that contrast as whiteboard background. So, the differences of markers and chalks are the output when it used and the background colour combination.

1. If you start a paragraph, you need to give paragraph sign. Push inside the first line.

⊖
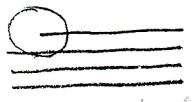
2. On the Second Sentence, you need to put the word 'two' to mention that you only explain two differences. ($S_2$)

3. There is wrong correction in the word 'dash'. It should be 'dust' ($S_4$)

4. ($S_9$) The word 'this' change with the article 'the'

5. ($S_1$) The word 'in' should be 'on'

6. ($S_3$) Since it make

3
4
5

## Foam Mattress Vs Spring Mattress

removed, wrong Capitalization

(f) Foam mattress and spring mattress are similar in several ways. First, both has ⓐ → removed soft texture and high durability. removed. For example Foam mattress can be returned to its original position after press by the body. Similarly, spring mattress will remain flat after press by the body. Second, both mattress has lot of purchased → removed Selling well in the store. It can be seen from the number of shipments and mattresses on display at the store. Even though foam mattress and spring mattress are both mattress, they are different in many ways. Foam mattress is more practical and can be placed standing or leaning against the wall. Whereas the spring mattress can only be laid down. Then, foam mattress has a plain and flat surface. While the spring mattress has a mound of stitches to grip the spring inside. At the end, the foam mattress feels hot in body because there is air absorbed in the pores of the mattress. While the spring mattress · Still cool.
Remains removed.

Corrector: Neneng Halimahradiah

→ correction.

## Acoustic Guitar and Classical Guitar Differences

Acoustic guitar and classical guitar have some differences. First, the strings used. Acoustic guitar's strings made from Steel. Meanwhile, the classical guitar's strings made from nylon. The length of the acoustic guitar string is 644 mm, while the classical guitar has a length of 650 mm. Next, the size of the guitar. Acoustic guitar has a slimmer body. This is different from the body of a classical guitar that looks bigger. If the size is different than the weight is also different. Acoustic guitar is havier than the classical guitar when its lifted. The last is the music genre that is played. Acoustic guitar is played for jazz, rock, pop, and blues, while classical guitar is often played for classical music. Acoustic guitar and Classical guitar have some differences but both of them are still entertaining to be played.

JOYKO° 30 Lines, 6 mm

# Acoustic Guitar and Classical Guitar Differences

Acoustic guitar and classical guitar have some differences. First, is the string used. Acoustic guitar have strings made of steel. Meanwhile, the classical guitar has strings made of nylon. The length of the acoustic guitar string is 644 mm, while the acoustic guitar has a length of 650 mm. Next, is the size of the guitar. Acoustic guitar has a slimmer body, this is different from the body of a classic guitar that looks bigger. If the size is different than the weight is also different. Acoustic guitar will feel heavier than the classical guitar. Although acoustic guitar body is slimmer but it will be heavier if lifted. The last is the music genre that is played. Acoustic guitar is used for jazz, rock, pop and blues, while classical guitar is often used for classical music. Both have some differences but are still entertaining to play.

① First, is the string used ⟶ First, the used strings.

② Acoustic guitar's strings made from steel

③ Meanwhile, the classical guitar's strings made from nylon.

④ Comma before while

⑤ Full stop after the word body and Capital letter T for word this.

⑥ Acoustic guitar is havier than the classical guitar when its lifted ( The two sentences better be combined).

⑦ played

⑧ played

⑨ ~~A, So, acoustic~~ Acoustic guitar & classical guitar have some differences, but both of them are still entertaining to be played

# Soekarno Vs Soeharto

(1) ~~Soekarno and Soeharto~~ *They* were both extremely influential figures who *have* successfully affected thousands of people to act behalf of their visions. Soekarno and Soeharto were born at ~~different time~~ (2) *First,* and ~~different places~~. (3) *Though they were born in different places,* Both men lived with their grandfathers when they were children. Later in their lives, both men were famous in Indonesia. ~~That is,~~ *Second* they were Presidents of Indonesia in different period. Soekarno is the first President of Indonesia from 1945 to 1967 *while* ~~and~~ Soeharto is the second President of Indonesia from 1967 to 1998. ~~Therefore, although they were both Javanese, when becoming President, their style of leadership was different.~~ (4) In leading the nation, Soekarno preferred to ~~changing~~ *change* the environment first in order to free people from oppression, so they could live much better, either as individual or as group. On the other hand, ~~in leading the nation,~~ Soeharto preferred to ~~changing~~ *change* the individuals first in order to achieve the ideals of the independence inherited by the founding fathers.

(1) Soekarno and Soeharto were *historical* Indonesian leaders.

(2) They ~~have differences~~ can be differed from 3 points.

~~First, is~~ (3) Soekarno was born in Surabaya while Soeharto in Yogyakarta.

(4) ~~Soekarno led~~ The government of Soekarno is called old order whereas in period of Soeharto, it is called new order.

(5) Third, they style of leadership was different.

Concluding sentence:

~~Soekarno and Soeharto~~ Although Soekarno and Soeharto have differences in leading the country, they have ~~been successfull~~ their own way to develop Indonesia into a better country.

Corector : Ruth

# Soekarno Vs Soeharto

Soekarno and Soeharto were both extremely influential figures who have successfully affected thousands of people to act behalf of their visions. First, they can be differed from three points. Though they were born in different places. Soekarno was born in Surabaya while Soeharto in Yogyakarta. Both men lived with their grandfathers when they were children. Later in their lives, both men were famous in Indonesia. Second, they were Presidents of Indonesia in different period. Soekarno is the first President of Indonesia from 1945 to 1967 while Soeharto is the second President of Indonesia from 1967 to 1998. The government of Soekarno is called old order whereas in period of Soeharto, it is called new order. Third, they style of leadership was different. In leading the nation Soekarno preferred to changed the environment first in order to free people from oppression, so they could live much better, either as individual or group. On the other hand, Soeharto preferred to changed the individuals first in order to achieve the ideals of the independence inherited by the founding fathers. Although Soekarno and Soeharto have differences in leading the country, they have their own way to develop Indonesia into a better country.

## Bison and Buffalo

Bison and Buffalo are often difficult to be differed. They have close physical characteristics, and come from the same family: *Bovidae*. Both Bison and Buffalo eat grass, and they are used for meat. But actually, they are quite different. Bison comes from the genus *Bison*. Bison has four feet, huge structure, large hump, thick fur, thick beard, and small horns. Their weight is about 70 to 120 lb, and their lifespan is about 13-21 years. The population of Bison is about 2 millions in the world and spread in North and South America to Europe. They live in rugged lands and really cold places. On the other hand, Buffalo comes from the genus *Bubalus* for Water buffalo, and *Syncerus* for Cape Buffalo. Buffalo has four feet, huge structure, no hump, light fur, and no beard. For the horns, Water Buffalo doesn't have sharp but long horns, while Cape buffalo has medium & sharp horns. Buffalo's weight also varies: 2640 lb for wild water buffalo; 1870 lb for domestic water buffalo; 2000 lb for Cape buffalo. Buffalo has longer lifespan than Bison: 25-30 years for Water Buffalo, and 15-25 years for Cape buffalo. The population of Buffalo is about 151,160 millions in the world with total 150 million for Water buffalo and 160 thousands for Cape buffalo. They are spread in Asia and Africa. Water Buffalo cannot live in rugged conditions, but Cape buffalo can and mostly live in rugged conditions.

✳ Secara keseluruhan, teks ini sudah baik & mewakili ~~bisa~~ contoh paragraf
comparison & contrast ^^

## Bison and Buffalo

②

Bison and Buffalo are often difficult to be differed. They have close physical characteristics,
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and small horns. Their weight is about 70 to 120 lb. And their lifespan is about 13-21 years. ⑤

tdk usah ⑥ The population of Bison is about 2 millions in the world and spread in North and South
pakai "the" America to Europe. They live in rugged lands and really cold places. On the other hand,
Buffalo comes from the genus *Bubalus* for Water buffalo, and *Syncerus* for Cape Buffalo.
Buffalo has four feet, huge structure, no hump, light fur, and no beard. For the horns, Water
⑦
"doesn't have" Buffalo has not sharp but long horns, while Cape buffalo has medium & sharp horns.
Buffalo's weight also varies: 2640 lb for wild water buffalo; 1870 lb for domestic water
buffalo; 2000 lb for Cape buffalo. Buffalo has longer lifespan than Bison: 25-30 years for
Water Buffalo, and 15-25 years for Cape buffalo. The population of Buffalo is about 151,160
millions in the world with total 150 million for Water buffalo and 160 thousands for Cape
spreaded ⑨
buffalo. They are spread in Asia and Africa. Water Buffalo cannot live in rugged conditions,
but Cape buffalo can and mostly live in rugged conditions. But both Bison and Buffalo eat
③
grass, and they are used for meat. ⑩ Menurut saya, bisa diganti "**mostly able to live.**"

Korektor : Amalia Trisnawati

① Main idea sudah bagus ^^
② Menurut saya, jika ingin membahas persamaan diawal-awal, maka bahas saja
semuanya diawal, jangan dipotong oleh point perbedaan lalu dilanjutkan dg
persamaannya lagi. Hal itu menjadikan paragraf nampak kurang beraturan.
Saran saya, setelah kalimat kedua, terlebih dahulu dimasukkan kalimat
terakhir, dan diganti: Both of them eat grass and they are used for meat.
③ "they are used for meat" maksudnya "mereka diambil dagingnya (oleh
manusia)' bukan? Kalau ya, saran saya diganti dg "people often take
their meat for eat".
④ Menurut saya, jika kata sifatnya sama, yaitu "thick", lebih baik digabung saja
menjadi thick fur and bread, ...
⑤ Anu tidak boleh menggunakan suatu kalimat. Contohnya "titik" diganti dg "koma"

Public transportation is different from private transportation. ~~Although~~ they both facilitate us to go to some places. We can drive our car anytime we want when we use private transportation. While in public transportation, we have to wait for certain schedule. Public transportation keeps the air clean **reduce the air pollution**, like a bus is used by many people so it makes less pollution ~~and less smoke in the air~~. On In other hands, private transportation is used by everyone. ~~So it~~ therefore **the usage of private transportation** becomes a source of pollution which will make the air dirty and unhealthy. Private transportation is more comfortable than public transportations, ~~because~~ when we drive our own car, we can listen to the music that we like, nobody is disturbing us, and we can stop ~~whatever~~ whenever ~~you~~ we want. In contrast, when we take a public transportation sometimes we can't find a seat and smell a bad scent.

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Many people confuse of turtles and tortoises, even though they have the same class in animal kingdom. Tortoises and turtles are reptiles from the order of Testudines, so they look alike. However, both of them have several differences in shape of the shell, shape of the feet, place they are live in, and their lifespan.

Most tortoises have large dome shaped shells. Some species have bumps on the top of the shell. The shell of tortoises is heavier than turtles. Tortoises live well on land. That is why tortoises have short and sturdy feet. These feet have bent legs. Tortoises can live for 85 to 150 years. There is the longest living tortoise that lives about 326 years.

Unlike tortoises, most turtles have flat, streamlined shells. These shells generally are light-weight shells. Turtles live in water. They have webbed feet and long claws. These feet make them freely to swim on the water. Turtles have shorter life than tortoises. They can live for 20 to 40 years. The oldest turtle has ever lived is about 86 years.

## Revised

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Unlike tortoise, most turtles have flat, streamlined shells. These shells generally are light-weight shells. Turtle spend their life in water. It has webbed skin and long claws. These feet make them freely to swim on the water. Turtle has shorter life than tortoise. It can live for 20 up to 40 years. The oldest turtle has ever lived is about 86 years.

## Genuine Leather Jackets
## vs Synthetic Leather Jackets

Leather jacket is one of many types of jacket. There are two types of leather jacket, they are genuine leather jackets & synthetic leather jacket. Both of them have some differences in terms of ~~their~~ own smell, ~~texture~~, and color. The smell of genuine leather jackets is fishy. This is because genuine leathers are usually made out of animal skins such as sheep, cows, goats, and even pigs. After washing it a few times, the smell will be gone. On the other hand, the smell of synthetic leather jackets is different from the genuine one. They usually smell rubbery because they are made out of rubbers and other materials combined. Both of the surface are different as well. The texture of the genuine leather jackets is rough because animal skins have pores whereas the synthetic ones have smooth texture. Actually sheep skin is smooth but it isn't as smooth as the synthetic leathers. This is because synthetic leathers are made by using advanced technology. The colors of both jackets are also different. Genuine leather jackets have a mottled appearance. The animal skins give that sort of color naturals. On the other hand, synthetic leather jackets have consistent color. This makes people match the color of it to an outfit they would like to wear. It's easier for garment factories to give colors to the synthetic leather jackets. They are different in terms of their own smell, texture, and color.