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## **INVESTIGATING ENGLISH STUDENTS IN WRITING RECOUNT TEXT USING PEER FEEDBACK THROUGH GOOGLE CLASSROOM**

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### **ARTICLE INFO**

*Article history:*

Received: 19 Nov 2020

Accepted: 26 Jan 2021

Published: 3 Feb 2021

*Keyword:*

Descriptive Qualitative,  
Writing, Recount Text,  
Peer Feedback, Google  
Classroom

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### **ABSTRACT**

This study aims to discover the response of English students in writing activity using peer feedback method through Google Classroom in Singaperbangsa Karawang University. To get the greater spontaneity and adaptation of the interaction between the researcher and the participants, this study conducted with descriptive qualitative design to analyze students' skill in writing activity especially writing recount text. The participants of this study are English students from four grades in Singaperbangsa Karawang University who had applied peer feedback and used Google Classroom in their writing class. In collecting the data, the researcher conducted an interview based on her interview guidelines and documentation to confirm the data. Using peer feedback through Google Classroom in writing activity has many benefits. The study found that the use of peer feedback through Google Classroom gives a positive impact for the students. It has improved their writing skills and increased their motivation to write more and better.

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## **INTRODUCTION**

Teaching and learning English as a foreign language is very complex. The students have to master at least basic skill to be able to use English and writing is one of those basic skills. Learning to write has been concerned in English as a basic skill. It is a process to express opinions, ideas, thoughts or even feelings about certain experiences. Through writing, students could improve their critical thinking by consider what best to be put in the text. Most of students find writing is difficult because the limited of vocabularies they have, lack of understanding tenses and sentence structure. The students found it was hard to express their ideas and thought using the best words. They

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also had difficulties in arranging words into a good sentence. Besides, they were also confused in making the sentences into the form of past tense. Those cause the students unable to have good achievement in English writing.

Using technology and internet in teaching allows students to communicate widely and freely with other students in distant world without the limitation of time and place. It gives so many advantages such as increasing students' motivation, gives them an authentic material and allows them to have interactions effectively in a real social context. Thus, we cannot avoid to combining this day technology with traditional method in teaching. Murcia (2001) suggests that the goal of the teacher is to discover which strategies works best for their students' by exposing variety of strategies while Hyland (2003) emphasizes that the different techniques used by the teacher can support the students to develop their learning and writing skills such as producing fixed patterns, identifying and correcting problems in the student's control of the language system. Teachers are supported to find and explore new techniques to be applied in the classroom to help the students in improving their writing skill. This will make the students find that writing is a fun activity to do.

Khusnita (2013), states that learning through online media really increase students' motivation and improve their writing skill. She says in her research that the students became more considerate about what they have to write, more active to write, and they became more interested to writing. Mursela (2018) based on the formulation of effect size states that there was a significant effect of peer feedback though Instagram on students' writing recount. Mursela took two classes as experimental class and controlled class which there are thirty students in each class.

Based on the previous research above, both are focused on the effect of using peer feedback to improve students writing skill through online social media. This study was conducted to see the result of learning writing using peer feedback through Google Classroom and how the students response about it.

## **METHOD**

This research will conduct with descriptive qualitative method to analyze student skill in writing recount text using peer feedback through Google Classroom. Munhall (2007) said that researcher strongly feel that perceptions, social interactions, and experiences are more complex and situated in a person's life, so it cannot be reducible in a numbers and categories. It can be concluded that qualitative is a written result of the interaction between the researcher and the participants about their perception, social interactions, and experiences.

Researcher decides to take six students from four grades students of Singaperbangsa Karawang University to be the participants in this study because the participants from fourth grade college students had used the Google Classroom platform in learning activities to write recount text using peer feedback method. Singaperbangsa Karawang University itself is located on Jalan HS. Jalan Ronggo Waluyo, Teluk Jambe Timur, Karawang. The researcher chose this university as a place to conduct research because the researcher herself is a student from the university.

Due to the Covid-19 situation, the researcher conducted an interview with the participants through online. Interview is one of the instruments which use by the researcher collect the data with asking several questions to the respondent as Johnson and Christensen (2012). In analysis the data, the researcher used open-ended questions to collects the data that contain nine questions. The students will be asks to answer the question based on their experience and opinion in learning writing using peer feedback

method through Google Classroom using Bahasa Indonesia and interpret them into paraphrased text.

## **FINDINGS AND DISCUSSIONS**

### **Students' understanding in writing activity using peer feedback method through Google Classroom**

All of the respondents have already understood about peer feedback and they can also explain it with their own words. Most of the answer from the respondents is that peer feedback is a method used in the language education class that given from their peers or their friends of their work. Peer feedback is correcting someone's work which is our friend. It provides feedback to each other and opportunities for them to learn from the feedback which given by their friends. Using Google Classroom in learning writing really helps the teachers and the students during this covid pandemic because of its effectiveness and its efficiency which they can operate the application and do the assignment anywhere on their personal computer or even on their smartphone.

### **Students' interest in writing activity using peer feedback method through Google Classroom**

Using peer feedback in writing recount text through Google Classroom gives flexibility and effectiveness. Respondents one to three said that it is quite effective but there are some points that have to be consider in using peer feedback through Google Classroom in writing recount text such as the facility and infrastructure have to support the learning activity, the activeness of the students in the class while using peer feedback through Google Classroom in writing recount text, and the material that was delivered have to be easy to understood and easy to be implement to the students in learning activity. Using peer feedback method through Google Classroom has so many advantages. The students feel the sense of happiness to share their writing, they can also develop their writing skill by the feedback that has already given by their peers, peer feedback through Google Classroom helps to provide their understanding to their friends for the discussion that was not clear enough, the students also feel more confident and have more courage to express their opinion.

### **Students' feeling in writing activity using peer feedback method through Google Classroom**

Peer feedback through Google Classroom makes the students feel happy and it helps the students to gain knowledge they never get form the teacher, it makes the learning activity easier, it helps the students' confidence with their writing, and peer feedback through Google Classroom is more efficient because we do not have to meet to correct the errors. peer feedback through Google Classroom left positive thoughts on students' mind such as helping them in their learning activity, develops their confidence in writing and makes the learning activity more comfortable because it is much easier.

### **Students' opinion in writing activity using peer feedback through Google Classroom**

Using peer feedback in writing recount text through Google Classroom gives flexibility and effectiveness. Respondents one to three said that it is quite effective but there are some points that have to be consider in using peer feedback through Google Classroom in writing recount text such as the facility and infrastructure have to support the learning activity, the activeness of the students in the class while using peer

feedback through Google Classroom in writing recount text, and the material that was delivered have to be easy to understand and easy to be implement to the students in learning activity. Using peer feedback method through Google Classroom has so many advantages. The students feel the sense of happiness to share their writing, they can also develop their writing skill by the feedback that has already given by their peers, peer feedback through Google Classroom helps to provide their understanding to their friends for the discussion that was not clear enough, the students also feel more confident and have more courage to express their opinion. the obstacles that the students mostly faced are the internet network and the quota for the internet connection also the limited features in the comment box in Google Classroom.

There are several components that make this research possible. First, peer feedback through Google Classroom asks students to work in groups. They have an obligation to assist their colleagues in understanding the material by providing feedback. People who understand should talk to their friends once they can't understand their feedback. Second, in providing peer feedback, you should appreciate the work of your friend carefully to give the feedback. At that time, without realizing it, they are concentrating by themselves and that also develops their inspiration to know more. Third, peer feedback asks students to be active. Therefore, learning writing activity using peer feedback method through Google Classroom can help the students to improve their ideas in writing achievement.

Students get so many advantages from using Google Classroom as a media to use in writing activity. The advantages that we can elaborate are: students know errors in their writing from their peers in the comment box they know how to comment on other people's writing in English that is acceptable and good. Google Classroom develops students' inspiration to write, increases students' understanding of the subject material, develops students' concept of good writing, encourages students' to write more and better by the comments and likes. The students get a quick response from their peers or the lecture that can be used to revise their writing. Learning writing through Google Classroom makes the learning activity more enjoyable because it helps the students to get along with their friends, they can share thoughts and problems with their friends and make them more capable and appreciative of time. Using Google Classroom is more effective and less tiring because it uses innovation from the technology.

Overall, in this discussion indicate a change in students' constructive actions. More students were more alert, more engaged, happier, more confident and had courage during lessons to improve their writing. Students are more inspired to learn.

## **CONCLUSION**

It can be concluded that using peer feedback for writing activity through Google Classroom gives the positive impact for the students' writing skill. It also really helps the students to understand the mistakes of their writing. Peer feedback through Google Classroom is also more effective and more efficient to be implemented in learning activity because it can be accessed without concern about time and place. Meanwhile, there are several obstacles in using peer feedback through Google Classroom that mostly appear such as the network connection that might be bad and makes the learning activity stuck and hampered or the limited quota for using the internet. After all, peer feedback in learning writing through Google Classroom helps the students to be more confident to develop their writing skill and their courage.

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