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THE USE OF PEER CORRECTIVE FEEDBACK IN IMPROVING ARGUMENTATIVE WRITING SKILL OF UNIVERSITY STUDENTS

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Abstract

This article aims at improving students' argumentative writing skill by using peer corrective feedback. Writing is one of English language skills that is still considered as a hard skill to master by university students. The difficulties in writing make students reluctant in class of writing. Peer corrective feedback is considered beneficial to improve students' writing skill. Then classroom action research is used in this study as the research design. In collecting data, writing test, observation, field notes are used as the instruments of the research. The result shows that eighty nine percent of the students were involved actively in the process of teaching and learning, and there were seventy seven percent of the students who were able to achieve the minimum level for successful product in writing. The average score was eighty. Therefore, it can be concluded that the use of peer corrective feedback can improve students' writing skill successfully.

Keywords: *argumentative writing; peer corrective feedback; writing skill*

1. INTRODUCTION

As one of English skills, writing is still considered as a hard skill to be mastered. The difficulty of writing is not only because of as a productive skill but also its complexity. As a productive skill, writers need to explore their ideas in written from and need to follow the convention in English written language (format, structure etc.). Moreover, the convention is really different with their first language. Then the complexity of writing starts at the moment the learners think about the topic to write until the written text is produced (Heaton 1995,35). In addition, writing is a process; therefore, students should be aware and understand that writing is not an instant product (Harmer, 2007).

There are many research on writing. The findings shows that it is difficult skill for Indonesian students (Widiati and Cahyono 2006; Muth'im 2010). In the classroom situation, the researcher also reveals that writing is a hard skill to learn. Developing writing skill is believed that it needs many language aspects to consider. These make students become unmotivated and need more time to start doing tasks on writing (Basuni 2004). Furthermore, they commonly make the similar mistake on their writing.

The English students of IAIN Kediri have similar difficulties in writing. In this departement, writing is a compulsory course, and the facts prove that the writing skill of students is good yet. According to the observation result on students, the researcher found that they faced problems in writing. The writing problems were in expressing students' ideas smoothly, clearly and accurately because they lacked on English vocabulary, they were low on grammatical mastery and writing organization. The lack of grammar made students have many errors on grammar. The students faced problems in organizing texts well; although, the lecturer had provided the model of texts in the pre-writing activity. Although the topics to explore were provided, they got difficulties in writing smoothly since they were not familiar with the topic to be written. They had no idea to be written in the process of writing. Because of the problems, the students became reluctant in writing course; although, it is very essential for them. Therefore, the students became unmotivated to write, and writing activity became a difficult and boring activity.

The conditions above, thus, lead the lecturer to review the instruction implemented so far. One of factors that is affecting the success of the instruction is the teacher's teaching method, and a better instruction method needs to be implemented. To solve the problems and to improve the students' writing skill, it is very important to use an appropriate instruction technique.

An effective instruction method seems to give a significant contribution in the teaching and learning of writing. It is expected that it can be an alternative solution for the problems in the teaching and learning process and improve of the students' writing skill. In other words, hopefully, the method can decrease

the students' writing errors. Therefore, the researcher tries to use peer corrective feedback to improve students' writing skill as an alternative method to solve students' problem in their writing.

2. METHODOLOGY

This research employs Classroom Action Research (CAR) as the research design. Kemmis and Mc Taggart (1998) state that action research is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching and learning. Meanwhile, Harmer (2001) states that action research is a series of procedures which is engaged by teachers to improve aspects of their teaching, and to evaluate the success and suitability of certain activities and procedures.

Furthermore, Sukidin, Basrowi, and Suranto (2002) state that the purpose of classroom action research is to improve the teaching learning process and the quality of education. Therefore, classroom action research (CAR) is employed in the present study since the purpose of the present study is to improve students' writing skill in argumentative essay by using peer corrective feedback.

This study is done at English department of IAIN Kediri. There are some considerations of doing this research. First, there are problems faced by students in writing essay; they get difficulties in writing an essay and really unmotivated to write. Next, the time and class size become constrains in writing class (30-40 students in each class). Then in assigning students to write, the lecturers have not applied peer corrective feedback in the writing process. Last, the researcher is one of the English lecturers at this college, so recommends on some innovations are needed in teaching writing. As subject of the research, the researcher selects the third semester of English students of IAIN Kediri in academic year 2018/2019. They take Essay Writing as a compulsory course.

This study uses two types of data, qualitative and quantitative data, which are taken from different sources. The first data is taken from the teaching and learning process of writing, the attitude of students and their involvement during the implementation of peer corrective feedback. The instruments used are observation checklist and field notes. The second data is the result of the students' writing test. The students' writing products of the learning process in writing at the end of the cycle are scored by using an analytical scoring rubric.

After defining the source of data, the researcher determines the research instruments and the techniques for collecting data. In this study, the researcher uses writing test, observation checklist, field notes and scoring rubric of writing. The writing test is used in collecting the data on students' writing skill on argumentative essay. The observation checklist and field notes are used to collect the data from teacher and students' activities during the implementation of peer corrective feedback in the writing process. Then scoring rubric adapted from Jacob (1981) is used to score the students' writing products in which consists of five components of writing; content, organization, vocabulary, language use and mechanics.

This research is conducted by using steps proposed by Kemmis and Mc Taggart (1998). The steps are: (1) Preliminary study, (2) planning, (3) acting, (3) observing, and (4) reflecting (see Figure 1).
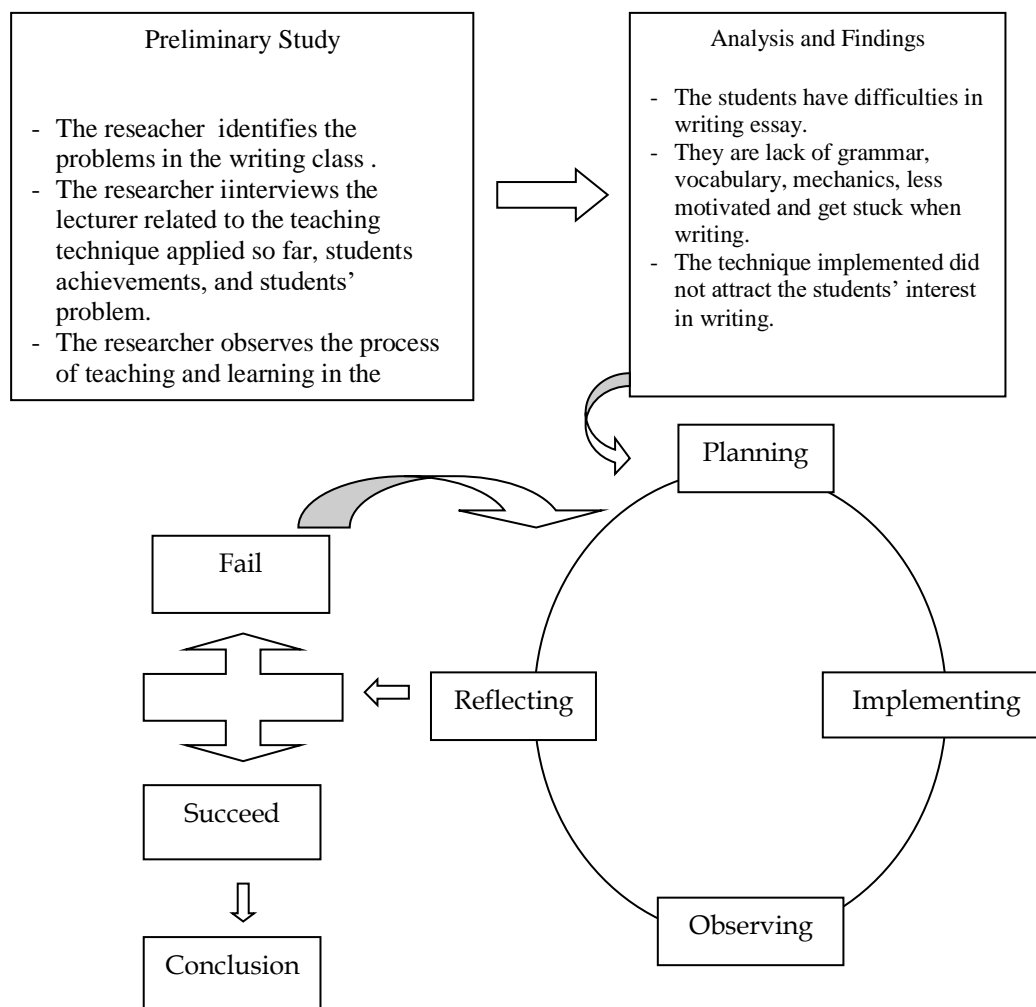
Figure 1. The Procedures of Classroom Action Research
(Adapted from Kemmis and Mc Taggart (1998) cited in Koshy, 2007, 4)

1. Preliminary Study

In conducting this research, the researcher started it by conducting a preliminary study. Preliminary study is administered to gain the data about the real problem confronted by teacher during the teaching of writing. It involves collecting and analyzing the data as evidence and as the basic in determining action. In this case, the researcher did some activities: doing observation, interviewing the lecturer, and analyzing the students' writing skill.

The first activity in the preliminary study was doing observation in the teaching and learning process of writing. The researcher observed how the teacher and the students get involved in teaching and learning process. Therefore, the real problems in the teaching and learning process of writing could be seen in this step.

The second activity was interviewing the lecturer. It was done as additional information of the observation results. It is important to do in order to confirm what the researcher has found in the class is not different from what the lecturer has in mind and experience in the class.

The third activity of the preliminary study was analyzing the students' writing. In this step, the researcher gave a writing test to the students. From the analysis of the result of the test, it shows that the average level of students' writing skill is poor to fair in which they present insufficient subject knowledge and substance, inadequate topic development, unfluent, confusing and disconnecting ideas, lacks of unity and coherencet. Furthermore, they presented limited range and made errors on word/idiom form, choice, usage frequently, and confusing meaning or obscured. They made major problem in simple and complex construction, made errors on the use of parts of speech and fragments,

run on, and deletion frequently. In addition, they made errors of spelling, punctuation, capitalization, paragraphing, and poor handwriting frequently.

2. Planning the Action

In the planning, the researcher plans everything related to the action in the classroom. The map of the study was constructed to solve the problems found in the preliminary study. It covers to design the suitable model of the lesson plan, set up the instruments, and determine the criteria of success.

a. Preparing the Lesson Plan

In designing the lesson plan, the researcher and the collaborator took some aspects as consideration which might occur in the instruction process. It is important since it would affect the whole process of instruction, the result of the students' achievement and improvement in the writing class. The lesson plan contains the purposes of the instruction and also the procedure of the instruction in each meeting.

b. Preparing the Instrument

In this study, three instruments are used. They are writing test, observation checklist, and field notes. Writing test is used to collect the data on students' writing ability. The observation sheet is used to gather data of the teacher and the students' activities during the process of writing instruction. Field notes are used as a means to note all facts, dealing with the implementation of the actions which cannot be put in the observation sheet. Then analytical scoring guide is utilized to score the students' writing products at the end of cycle.

c. Determining the Criteria of Success

The purpose of determining the criteria of success is to ascertain whether the action is effective in solving the students' problems faced in the class and to make sure that the action in the first cycle is already successful. The criteria of success are also designed to measure if the writing ability of students has been increased through the implementation of peer corrective feedback, then to decide whether the action would go on to the next cycle or stop. This study is considered successful if 75% of the students can get at least good level of their writing products based on the scoring guide with average score 75. An analytical scoring rubric is used to score the students' writing products.

The category "good level" must follow some criteria. First, the content presents some subject knowledge, sufficient range, enough thesis development, mostly relevant to topic, but lacks detail. Next, the organization of the essay is somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. Then the vocabulary presents adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured. The fourth is the use of language. It shows effective but rarely word choice and sentence constructions errors, some grammatical inaccuracies; however, they do not affect meaning. Last, the mechanics presents occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

3. Implementing the Action Plan

The next step is implementing the plan that has been designed. Collaborative research approach is implemented in this study. In this approach, the collaborator (classroom teacher) helps the researcher in doing this research. The researcher implements peer corrective feedback in the class. While the researcher is implementing the action, the collaborative teacher collects the data by observing the action in the classroom. The first cycle is conducted in five meetings with 100 minutes for each meeting.

4. Observing

The next step is observing. While the researcher is implementing the action, the collaborative teacher collects the data by observing the action in the classroom. The data collection deals with the students' activities and improvements when peer corrective feedback is implemented in the instruction process. The data collection is also done at the end of a cycle, in which the researcher scores the students' final work. After the data are collected, the researcher together with the classroom teacher analyzes or makes an evaluation of the result of the data collected.

5. Reflecting

The last step is reflecting. The researcher and the collaborator conduct reflection after accomplishing the cycle of the study. It is intended to ascertain whether the indicators or criteria of success are achieved or not. If the criteria of success have not been achieved yet, the researcher continues to the next cycle by revising the steps and redoing the implementation of peer corrective feedback in the process of writing. However, if the criteria of success have been achieved, the research is stopped.

3. RESULT

The research findings of this study consist of two parts. The first part presents the finding from the preliminary study. The second part presents the finding from the cycle. Both findings are discussed in the following section.

1. Finding from the Preliminary Study

As stated previously, preliminary study is administered to gain the data about the real problem confronted by teacher during the teaching of writing. It involves collecting and analyzing the data as evidence and as the basic in determining action. In this case, the researcher did some activities: doing observation, interviewing the lecturer, and analyzing the students' writing skill.

Classroom observation was conducted on Monday, August 27th, 2018 and Thursday, August 30th, 2018. From the observation, it could be seen the real problem during the instruction process of writing. Many students still got difficulty in writing. They got problems in almost writing components. They were lack of grammar, vocabulary, mechanics, less motivated and get stuck when writing. Furthermore, the strategy implemented so far did not attract the interest of students in writing.

From the result of interview, it could be known that the lecturer had tried to give variation in teaching strategies. However, the time and class size became the problem in implementing the strategy. In one meeting, there were only 100 minutes, and it commonly not enough for practicing writing process. Moreover, in one class there were more than thirty five students. The lecturer got difficulty in checking the whole students' writing one by one.

From the writing test result, it can be seen that the average level of students' writing skill is poor to fair in which they presented limited subject knowledge, unsubstance, and insufficient topic development, influent, confusing and disconnecting ideas, lacks logical sequencing and development. Furthermore, they presented limited range, made errors frequently on word choice/idiom form, usage, and meaning confused/obscured. They made major problem in simple and complex construction, negation errors frequently, articles, pronoun, prepositions and fragments, run on, deletion, meaning confused/ obscured. In addition, they made often errors in mechanics. The students' average score is 62.5, and there were only two students getting good level of writing quality (9%).

2. Finding from the Cycle

As mentioned previously, the procedure of the cycle consists of four stages. Those are planning, implementing, observing, and reflecting. The findings of those stages are presented as follow.

a. Planning the Action

In the planning, the researcher with the collaborator prepared the lesson plan. It is the most important preparation that the teacher should undertake before conducting a teaching process in the classroom. As Harmer (2001, p.121) said that that careful designed and comprehensive plan will affect positively on the learning of students since it can help the teachers remember what they intended to do.

The lesson plan is made to achieve the criteria of success stated in the previous chapter in which they are made based on data analysis in the preliminary study. This study is considered successful if 75% of the students can achieve at least good level (score at least 71) of their writing products based on the scoring guide with average score 75. The plan is accomplished in five meetings, and the duration for each meeting was 50x2 minutes. In addition, the researcher also prepared the writing test, observation checklist and field the research instruments.

b. Implementing the Action

After the lesson plan is prepared, the researcher went to the implementation step. In implementing the plan, the researcher acted as the lecturer who teaches the students; meanwhile, the collaborator observed the instruction process in the classroom. As mentioned previously the plan is accomplished in five meetings, and the duration for each meeting was 50x2 minutes. The each meeting was elaborated in detail as follows:

Meeting 1

The first meeting was done on Monday, September 10th, 2018; it was the third meeting of the regular class. In the planning, the first meeting focused on the theory of argumentative essay. In this meeting, the students analyzed the organization of argumentative essay, the model essay and doing some exercises on argumentative essay. Since it was the first time the students studied on argumentative, they delivered many questions about the topics. The researcher gave more explanations and practices until the time was up. The scenario of meeting1 was as follows.

Starting the class, the teacher and the collaborator entered the classroom. While the collaborator took the seat at the back of the class, the teacher greeted and asked the students' conditions. After getting good responses from the students, the teacher continued to check the students' presence list and signed it. Then, she began to introduce the first topic about argumentative essay as one of essay types.

Starting the explanation, the teacher delivered some questions to dig up the students' background knowledge about argumentative essay. When the teacher explained about the topic, all students paid attention to the explanation. Finishing the explanation, the teacher opened up a question-answer session. First, she asked the students whether they had been written an argumentative writing previously. Some of them said that they had ever written it, but they were still confused. Some students asked about the way in presenting the reasons in argumentative writing. The others asked about the way in making refutation.

After the students understood on the organization of an argumentative essay, the researcher continued the teaching learning activities by asking the students to analyze some model essays and exercises on argumentative essay. The students did the analysis and exercises on students' worksheet provided by the researcher. Discussion on the students' answer was conducted after they had finished. These activities were conducted until the time was up. The researcher finished the class meeting, and would continue the teaching learning process in the next meeting

Meeting 2

The second meeting was done on Thursday, September 13, 2018. It was the continuation of the first meeting which focused on argumentation essay. In the second meeting, the students conducted writing process of argumentative essay. The researcher provided a certain topic and asked the students to write an argumentative essay on the given topic. The scenario of meeting 2 was as follows.

Opening the class, the teacher greeted the students, asked the students' condition and checked the students' presence list. Then she continued to practice the writing process of an argumentative essay. Starting the activity, the teacher delivered one debatable topic "Islamic college students should not choose their own courses". The students showed up their opinion on the topic orally. Some of them agreed that students should choose their own courses; however, some of them did not agree if students should choose their own courses. Besides asking their opinion on the topic, the teacher also asked about their reasons of agreement or disagreement.

Parts of the dialogue in this session were quoted as follows.

Teacher : "Today, our college has already set up a fix course schedule for the whole students. The students should follow the course schedule chosen by the college. The purpose is to make easier in programing the courses. However, there is an argument that college students should have freedom to choose their own course. Based on this situation, what do you think?"

Students 1 : "I think it is good Mam, if the purpose is to make easier in programming the courses."

Students 2 : " I don't think so Mam. I think college students are different with senior high school students. For senior high school students, it is OK if the school chooses the courses for

the students. However, for college students, it is not necessary since college students are adult learners."

Student 3 : " I disagree if the college sets up the fix courses that must be chosen by the whole students in every semester. Some students have part-time job, and commonly they choose the schedule of the courses that are suitable with their part-time job."

Student 4 : "I agree if the college sets up the fix schedule of the courses for the students. I think it will help students finish their study on time."

Student 5 : "…"

The discussion was continued for about ten minutes. Then the teacher gave a sheet and asked the students to make an argumentative essay based on the topic has been discussed. The teacher gave freedom for the students to choose the position, agree or disagree on the topic. She also asked the students to support their position by giving reasons. The teacher reminded the students to write an argumentative essay which consisted of minimum 4 paragraphs (introduction, reason, refutation, and conclusion). They might make an outline firstly. They have 90 minutes to finish the writing. Their writing would be scored based on five components: content, organization, vocabulary, language use, and mechanics. After finishing their writing, the teacher asked the students to submit their writing to the teacher. This activity was done until the time was up.

Meeting 3

This meeting was the time for conducting peer correction; it was done on Monday, September 17, 2018. In this meeting, the students did peer correction on their friends' writing. The peer correction activity was done based on peer correction guide provided by the teacher. The scenario of meeting 3 was as follows.

Starting the class, the teacher greeted the students, asked the students' condition and checked the students' presence list. Then the teacher informed the students the activity that would be done in the class meeting at that day: conducting peer correction on their friends' writing. The teacher distributed their previous writing to their friends (the peer) and the peer correction guide to the students.

After distributing the peer correction guide to the students, the teacher explained the guide about how to fill it and asked the students to understand the guide. If they did not understand it, they could ask to the teacher. The students then checked their friends' writing based on the guide. They might give correction on their friends' writing. Peer correction activity was conducted for thirty minutes.

Having finished correcting their friends' writing, the students' submitted their friends' writing to the teacher. Then the teacher checked it in brief and returned the writing to the students. The teacher asked the students to understand their friends' correction and might ask clarification on the correction. After understanding the correction, the students were asked to revise their writing, and then submitted to the teacher. This activity was conducted until the time was up.

Meeting 4

The fourth meeting was done on Thursday, September 20th, 2018. This meeting was the second time for students to practice writing process in argumentative writing. Similar to the first time practicing the writing process of argumentative essay, the researcher delivered a certain topic to students and asked them to write an argumentative essay on the given topic. The scenario of meeting 4 was as follows.

Opening the class, the teacher greeted the students, asked the students' condition and checked the students' presence list. Starting the classroom activity, the teacher delivered one debatable topic "Islamic college students should join students association". The students showed up their opinion on the topic orally. Some of them agreed that students should join students association; however, some of them did not agree if students should join students association. Besides asking their opinion on the topic, the teacher also asked about their reasons of agreement or disagreement.

Parts of the dialogue in this session were quoted as follows.

Teacher : "Joining students association is debatable among college students. Some of them agree that college students should join students association. However, the others disagree if

college students join students association. Based on this situation, what is your opinion?"

Students 1   : "I disagree with this statement Mam. Joining students association will make students busier than do not join students association."

Student 2   : " I think so Mam. Students have many duties and assignments from lecturers. If they join students association, they will miss their duties and assignments from lecturers."

Student 3   : " I do not think so Mam. I think joining students association is very good for students. It will give many experiences for students in managing an organization."

Student 4   : " I also agree if students should join students association. The students will learn much in managing time and in doing many activities. It is very useful for students."

Student 5   : "....."

The discussion was conducted for about ten minutes. Finishing the discussion, the teacher gave a blank sheet and asked the students to write an argumentative essay based on the topic has been discussed. The teacher gave freedom for the students to choose the position, agree or disagree on the topic. She also asked the students to support their position by giving reasons.

The teacher reminded the students to write an argumentative essay which consisted of minimum 4 paragraphs (introduction, reason, refutation, and conclusion). The teacher also reminded the students to make an outline. They have 90 minutes to finish the writing. Their writing would be scored based on five components: content, organization, vocabulary, language use, and mechanics. After finishing their writing, the teacher asked the students to submit their writing to the teacher. This activity was done until the time was up.

Meeting 5

The fifth meeting was done on Monday, September 24th, 2018. Similar to the third meeting, this meeting was the time for conducting peer correction. In this meeting, the students did peer correction on their friends' writing. The peer correction activity was done based on peer correction guide provided by the teacher. The scenario of meeting 3 was as follows.

Opening the classroom activity, the teacher greeted the students, asked the students' condition and checked the students' presence list. Then the teacher informed the students that they would conduct peer correction on their friends' writing that had been written in the previous meeting. Then the teacher distributed their previous writing to their friends (the peer) and the peer correction guide to the students.

Having distributed the peer correction guide to the students, the teacher explained the guide again about how to fill it and asked the students to understand the guide. If they did not understand it, they could ask to the teacher. The students then checked their friends' writing based on the guide. They might give correction on their friends' writing. Similar to the first peer correction activity, this activity was conducted for thirty minutes.

After the students finished checking their friends' writing, they submitted their friends' writing to the teacher. Then the teacher checked it in brief and returned the writing to the students. The teacher asked the students to understand their friends' correction and might ask clarification on the correction. After the students understood the correction, they were asked to revise their writing, and then submitted to the teacher. This activity was conducted until the time was up.

c.   Observing the Action

While the researcher was implementing the planned action, the collaborator did observation. The observation is emphasized on the students' activities during the implementation of the planning (teaching and learning process of writing).

1.   The Analysis on the Result of the Teaching and Learning Process

Based on the result of observation checklist, it shows that most students were involved actively in the process of writing instruction. The total score was 118 out of 132. It means that eighty nine percent of the students were involved the instruction process actively. The use of peer correction guide made

them easier in correcting their friends' writing in which it gives positive improvement on students' writing. Moreover, the peer correction activity increased their interaction among friends.

2. The Analysis on the Students' Writing Product

The students' writing product was scored using a scoring guide. According to the analysis result, it was found that there was a significant improvement on the students writing. The summary result of the students' score can be seen in Table 1.

Table 1. The Summary of the Students' Score

Writing Components	Excellent	Good	Fair	Poor
Content	11 (50 %)	6 (27.27 %)	5 (22.73 %)	0 (0 %)
Organization	13 (59.1 %)	6 (27.27 %)	3 (13.63 %)	0 (0 %)
Vocabulary	7 (31.82 %)	8 (36.36 %)	7 (31.82%)	0 (0 %)
Language use	6 (27.27 %)	4 (18.18 %)	12 (54.55 %)	0 (0 %)
Mechanics	6 (27.27 %)	6 (27,27 %)	10 (45 %)	0 (0 %)
Total Score	Success = 17 (77.27 %)		Unsuccess = 5 (22.73 %)	

In terms of writing components, there was different result of students' writing. In the content, 77.27 % of the students could achieve minimum level prescribed for successful product in writing an argumentative writing. 50 % of the students got excellent level; 27.27 % got good level; 22.73 % got fair level, and no students got poor level. In terms of organization, 86.37 % of the students could achieve minimum level prescribed for successful product in writing an argumentative essay. 59.1 % of the students got excellent level; 27.27 % got good level; 13.63 % got fair level, and no students got poor level.

In term of vocabulary, 68.18 % of the students could achieve minimum level prescribed for successful product in writing an argumentative writing. 31.82 % of the students got excellent level; 36.36 % of the students got good level; 31.82 % of the students got fair level, and no student got poor level.

In language use, only 45.45 % of the students could achieve minimum level prescribed for successful product in writing an argumentative essay. There were 27.27% of the students who got excellent level; 18.18 % got good level; 54.55 % of the students got fair level, and there was no students who got poor level. In mechanics, 50 % of the students could achieve minimum level for successful product in writing an argumentative writing. There were 27.27 % of students who got excellent level; 22.73 % of the students who got good level; 50 % of the students who got fair level, and no student got poor level.

From the total score, there were 77.27 % of the students could achieve the minimum level for successful product in writing an argumentative writing. There were seventeen students who reached good to excellent level. In contrast, only five students (22.73 %) could not pass the minimum level of the criteria of the success. The mean of the students' score was 80.

a. Reflection

After analyzing the data above, it can be reflected as follows. In terms students' involvement in the instruction process, most of the students (89%) show good response and participated actively in the process of writing instruction. The total score was 118 out of 132, or 89 %. It was categorized as very good category. Furthermore, the use of peer correction guide made them easier in correcting their friends' writing in which it gives positive improvement on students' writing. Moreover, the peer correction activity increased their interaction among friends.

In term of writing product, the students could achieve the criteria of success, in which at least 75% of the students can achieve at least good level of their writing products based on the scoring guide with average score 75. The result shows that there were 77.27 % of the students who got the minimum level in argumentative essay. There were seventeen students who reached good to excellent level. In contrast, only five students (22.27 %) could not pass the minimum level of the criteria of the success. The mean of the students' score was 80.

Based on the reflection above, it can be concluded that this study was successful since all of the criteria of success had been reached. Hence, the researcher and the collaborator stopped the study.

4. DISCUSSION

Based on the results of the study presented above, it is proved that the use of peer corrective feedback can improve students' writing skill in argumentative essay. In the preliminary study, only two students (9% of the whole students) can get good level of writing quality, and the average score of the students' writing skill is only 62.5. However, after the implementation of peer corrective feedback, seventeen students (77.27 % of the whole students) can get good level of the writing quality, and the average score of students' writing skill is 79.86.

This finding seems to support the theories that corrective feedback affects the students' writing quality. It is in line with a study conducted by Ferris (1999) which found that there is effect of correction on students' writing. He claims that it is not possible to dismiss corrections in general; it depends on the correction quality; if it is clear and consistent, it will work. In line with Ferris, Bitchener et al. (2005, p.191) found that the feedback provided can improve the writing accuracy of students. The combination of written and conference feedback can significantly improve students' writing accuracy levels in the use of the past simple tense and the definite article in a new piece of writing.

Furthermore, corrective feedback in the process of writing can make the students focus more on what is being learned (Muth'im 2013, 2). It can make students more aware of their learning weaknesses and strengths so that it is expected that they can use the strengths to overcome the weaknesses. Similar to Muth'im, Lewis (2002, 3-4) stated that corrective feedback gives good significance for both teachers and students. For teachers, it provides information about student and class progress, and indirectly feedback is an evaluation form on their own teaching. For students, it is a process assessment which is more focus than marks or grades. In summary, corrective feedback is useful to help students improve their learning and motivation in learning especially in writing.

The finding of this study proves that peer feedback contributes positively to the writing process. It is in line with Tsui and NG's study (2000, 166-167). They found that peer feedback in the form of comments give positife effect on the students' writing. Even though the learners tend to favor the teacher feedback, peer feedback on students' writing plays four roles in the process of writing. They are enhancing a sense of audience, raising learners' awareness of their own strengths and weaknesses of their writing, encouraging collaborative learning and fostering the ownership of text.

The positive influence of peer correction on students' writing quality is also found by Kwok (2008). He conducted a study on investigating students' perceptions of peer evaluation in a seminar discussion by a group of second-language university level in Hongkong. Kwok (2008) found that evaluation provided by students and their comments are considered useful, fair and sufficient. Furthermore, the use of peer correction guide used in this study made students easier and more precisely in analyzing, correcting, and giving comments on their friends' draft in which it facilitated writing improvement.

5. CONCLUSION

In accordance with the research findings and the discussions of the study, it can be concluded that the implementation of peer corrective feedback can improve students' writing skill in argumentative writing successfully. It is proved by the result of the study.

In terms students' involvement in the process of teaching and learning, most of the students (89%) show good response and participated actively in the process of writing instruction. The total score was 118 out of 132, or 89 %.. It was categorized as very good category. In addition, the use of peer correction guide made them easier in correcting their friends' writing in which it gives positive improvement on students' writing. Moreover, the peer correction activity increased their interaction among friends.

In term of students' product of writing, the students could achieve the criteria of success, in which at least 75% of the students can achieve at least good level of their writing products based on the scoring guide with average score 75. The result shows that there were 77.27 % of the students who got the minimum level in argumentative essay. There were seventeen students who reached good to

excellent level. In contrast, only five students (22.27 %) could not pass the minimum level of the criteria of the success. The mean of the students' score was 80.

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